T.R.

UNIVERSITY OF GAZİANTEP

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES TEACHING

ENGLISH LANGUAGE TEACHING PROGRAM

A STUDY ON THE POSSIBLE EFFECTS OF THE FEAR OF SUCCESS AND REJECTION SENSITIVITY ON ACADEMIC SUCCESS IN EFL CLASSROOMS

MASTER'S OF ART THESIS

TÜLİN EKLER

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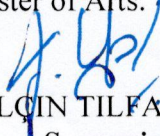
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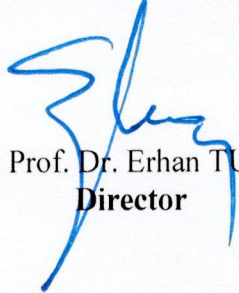
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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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Student ID Number: 201729572

Date: 06.12.2019

To my mother, father,
my brothers, my love and
to my kid

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ÖZET
BAŞARI KORKUSU VE REDDEDİLME HASSASİYETİNİN İNGİLİZCE YABANCI DİL SINIFLARINDAKİ AKADEMİK BAŞARI ÜZERİNE OLASI ETKİLERİ KONUSUNDA BİR ÇALIŞMA

EKLER, Tülin
Yüksek Lisans Tezi, İngiliz Dili Eğitimi ABD
Tez Danışmanı: Doç. Dr. Filiz YALÇIN TILFARLIOĞLU
Aralık 2019, 125 sayfa

İngilizce yabancı dil sınıflarındaki öğrencilerin akademik başarısı ile başarı korkusu ve reddedilme hassasiyeti seviyeleri arasındaki ilişkiyle ilgili alanyazında herhangi bilimsel bir çalışma olmadığı belirlendikten sonra başlatılan çalışmada; başarı korkusu, beklenti-değer teorisi içerisinde, başarıdan kaynaklanan olası negatif sonuçlar beklentisiyle, başarıdan uzak kalmaya yönelik bir tür kaygılı eğilim olarak açıklandığı için, korku ve kaygı birbirlerinin yerine geçecek şekilde kullanılmıştır. Yanı sıra, bilimsel kaynaklar incelendiğinde, bilişsel duyuşsal süreç eğilimi ve savunma motivasyonu sistemi çerçevelerinde kavramlaştırılmış reddedilme hassasiyeti, başkalarının davranışındaki reddetme göstergelerini kaygılı bir şekilde umma ve aşırı bir şekilde tepki gösterme olarak tanımlanmaktadır. İlgili bağlamda, mevcut çalışmada, söz edilen, psikolojik faktörler ve İngilizce dil sınıflarındaki akademik başarı arasında bir ilişki olup olmadığını bulmayı hedeflenmektedir. İngilizce dil sınıflarındaki öğrencilerin akademik başarısı üzerindeki olası etkilerini belirlemek için, bu güncel çalışma yapılana kadar bir ölçek geliştirilmediği de belirlenmiştir. Dolayısıyla, ön çalışmada, başarı korkusu ve reddedilme hassasiyetiyle ilgili iki ölçeği İngilizce dil sınıflarına adapte etmek üzere odak grup ve yarı yapılandırılmış görüşme çalışması yapılmış, adapte edilen ve beşli likert olarak hazırlanan başarı korkusu ve reddedilme hassasiyeti ölçekleri, güvenilirliğini belirlenmek üzere 56 öğrenciye uygulanmıştır (sırasıyla α=.77, α=.94). Devamında, asıl çalışmayı uygulamak üzere, ölçekler Türkiye'deki bir devlet üniversitesindeki 342 öğrenciye uygulanmıştır. Faktör analizi sonrasında, 15 maddelik Başarı korkusu ve 30 maddelik reddedilme hassasiyeti ölçeklerinin güvenilirliği sırasıyla .73 ve .93 olarak bulunmuştur. Faktör analizi aracılığıyla başarı korkusu ölçeğinin alt boyutlara sahip olduğu da belirlenmiştir. Başarı korkusu ölçeğinin alt faktörleri olan düşük başarı korkusu ve yüksek başarı korkusu ile reddedilme hassasiyetinin İngilizce dil sınıflarındaki akademik başarı üzerindeki olası etkilerini görmek için bağımsız örneklem t testi, tek yönlü varyans analizi, Pearson korrelasyon analizi (r=,07 r=,01ve r=.05 sırasıyla) ve çoklu regresyon analizi yapılmıştır. Bulgular istatistiksel olarak, öğrencilerin bu duygulara sahip olabileceğini göstermiştir (düşük başarı korkusu ortalaması=16.74, yüksek başarı korkusu ortalaması=24.11, reddedilme hassasiyeti ortalaması=115.24). Bulgular, yüksek başarı korkusu ile reddedilme hassasiyeti arasında bir ilişki olduğunu da belirtmektedir (r=0.46). Öğretmen, öğrenci, ders kitabı yazarları, okul yönetim ve organizasyonları, dil öğrenme/öğretme stratejileri, öğrenci özerkliği, öz yeterliliği ve öz denetimi gibi birçok popüler konu ile ilgili öneriler sunulmuştur.

Anahtar kelimeler: Akademik başarı, başarı korkusu, reddedilme hassasiyeti, İngilizce dil öğrenimi, öğrenen psikolojisi, kaygı

ABSTRACT
A STUDY ON THE POSSIBLE EFFECTS OF THE FEAR OF SUCCESS AND REJECTION SENSITIVITY ON ACADEMIC SUCCESS IN EFL CLASSROOMS

EKLER, Tülin

M.A. Thesis, Department of English Language Teaching Program
Supervisor: Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU
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Fear and anxiety are interchangeably used since the fear of success is explained in expectancy-value theory as a kind of anxious tendency to abstain from success with the expectation of the possible negative consequences stemming from achievement in the research which was carried out after it was specified that there had been no academical studies available in the literature about the correlation between the students' academic successes in EFL classrooms and their levels of fear of success and rejection sensitivity. Furthermore, when the academical resources are reviewed, rejection sensitivity, conceptualized in the frameworks of cognitive affective process disposition and defensive motivational system, is defined as expecting anxiously and reacting exaggeratedly to the cues of rejection in the behaviours of other people. In the related context, the current research aimed to explore whether there was a relationship between the aforementioned psychological factors and the students' academic success in EFL classes. Moreover, it attempted to figure out if either of them could be regarded as the predictors of the students' language learning successes. It was also determined that no scales were developed to identify their possible effects on the students' academic success in EFL field up until this present study was conducted. Therefore, focus group study and semi,-structured interviews were made in the pilot study in order to adapt 2 scales related to the fear of success and rejection sensitivity in EFL classrooms, and adapted and prepared as 5. Likert fear of success and rejection sensitivity scales were implemented to 56 students in order to identify their reliabilities (α= .77, α= .94 respectively). Later on, the scales were applied to 342 students at a state university in Turkey to do the actual study. After factor analysis, the reliabilities of the Fear of Success Scale with 15 items and the rejection sensitivity with 30 items, were designated as .73 and .93. It was identified via factor analysis that the fear of success scale had subdimensions. Unpaired t-test, one-way analysis of variance, Pearson correlation analysis (r=,07 r=,01 and r=.05 respectively) and multiple regression analysis were made in order to see the possible effects of the sub-factors of the fear of success scale, low fear of success and high fear of success, and rejection sensitivity on students' academic success in EFL classes. The findings statistically show that the students may have these feelings (the mean of low fear of success=16.74, the mean of high fear of success= 24.11, the mean of rejection sensitivity=115.24). Findings also indicate that there is a correlation between high fear of success and rejection sensitivity (r=0.46). A detailed commentary about the findings and limitations of the study was explicated in the discussion and conclusion parts of the study. Some recommendations related to the teachers, students, course book designers, curriculum designers, school management and organizations, and many trendy topics such as learning/teaching strategies, learner's autonomy self-efficacy, self esteem, self-regulation, are presented.

Keywords: Academic achievement, the fear of success, rejection sensitivity, English language learning, learner psychology, anxiety

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LIST OF ABBREVIATIONS

ELT: English Language Teaching

EFL: English as a Foreign Language

FOS: The fear of success

FOSS: Fear of Success Scale

FSQ: Fear of Success Questionnaire

RS: Rejection sensitivity

RSS: Rejection sensitivity Scale

RSQ: Rejection sensitivity Questionnaire

BPD: Borderline personality disorder

CHAPTER I

INTRODUCTION

1.1. Presentation

The objective of the study is to explore whether there were influences of the fear of success and rejection sensitivity on academic achievement in EFL classrooms. This study also intends to find out to what extent the fear of success, rejection sensitivity account for academic success in language classrooms. Moreover, it aims to investigate the relation between the fear of success, rejection sensitivity and academic success in EFL classrooms.

In this chapter, firstly, the studies that inspire the current study are presented. Second, the problem statement is explained. Next, the significance of the study is mentioned. Research questions and hypotheses follow it. Some assumptions and limitations are stated. Finally, the definitions of the terms are given.

1.2. Background Information

The study aims to search the possible correlation between the psychological factors such as rejection sensitivity and the fear of success. Furthermore, this study investigates the possible effects of these factors on the students' academic success in language classes. These factors have long been debated by the researchers in psychology field. However, it has been determined that no researches have been conducted concerning the possible impacts of the aforementioned factors on the students' language learning process. In this context, this subject is an unexplored territory for the ELT field.

To trace the possible impacts of these factors on the students' language learning process, firstly it is significant to note the historical development of the learning

motives. The motives of learning have been defined differently over time. Every approach has contributed to complete one piece of the whole definition of learning. Fosnot and Perry (2005) define behaviourism as the principle in which psychology is considered as the study of behaviour, so learning is regarded as the system of the behavioural responses of the individuals to physical stimuli. However, Fosnot and Perry (2005) describe maturation as a theory in which conceptual knowledge is considered dependant on the the stages of the improvements of the individuals, which is a natural result of development of the congenital biological programming.

Bandura (1989) as an important theorist draws attention to social cognitive theory with its components such as biological foundations, social incentives and cognition. In social cognitive theory, behaviour is described as being controlled by peripheral factors or by the dispositions. Social cognitive theory supports the theory of reciprocal causation including the triple mutual determinism in which cognition, behaviour, and many other personal factors, and environmental effects interact by affecting one other dually (Bandura, 1989).

In this context, it is possible to claim that some emotions such as the fear of success and rejection sensitivity can be the consequential outcomes of the personal and environmental factors. The cognitively based motivations and the social motives may have some impacts on these factors, which can clarify the differences of the individuals to some extent. They can explicate why some of the learners achieve less than other learners under the identical circumstances, too.

Success is one of the goals for the learners. Yet, there are many variables that might influence on the process of attaining it. In this study, two of them will be featured: The fear of success and rejection sensitivity that are thought to be the predictive factors regarding the learners' language learning process. In the following sections, both concepts will be discussed in detail.

1.2.1. The Fear of Success

Horner (1972) conceptualized the tendency to avoid achievement in the scope of an expectancy-value theory of motivation. She defines it as a kind of intrinsic psychological representative of the dominating social stereotype that regards

competition, competence, intellectual achievement, and independency as traits associated with maleness and sanity even though basically out of harmony with femininity. She also mentions the expectation that negative outcomes will pursue accomplishment in achievement-related situations can reveal the fear of success, and as a result, inhibit the levels of ambition and performance of women. Horner (1972) also stated that many women are disposed to avoid achievement because of their temperament to be anxious about achievement. She draws attention to the point that it does not mean that most women have a "motive to fail." as a "motive to fail" could imply that they actively tend to fail as they want positive results from failure. However, "the tendency to avoid achievement" implies many positively motivated women are affected by their tendency to be anxious about the unfavourable outcomes that these women think may follow achievement. Horner (1972) states that this female-specific motive, fear of achievement originated from sex-role socialization process. The results of the research conducted by her revealed that 65.5% of the female participants, and only 9.1% of the male participants had a tendency towards the fear of success. Yet, the studies of Zuckerman and Wheeler (1975) did not support Horner's conclusions. They could not find reliable differences in the scores of the fear of success between genders, so they concluded that a new method of measurement of the fear of success was necessary to test. Then, a 27-item Fear of Success Scale (FOSS) was devised by Zuckerman and Allison (1976). The scores of the females were considerably higher on the FOSS than the scores of the males. Besides, there was a positive correlation between the developed scale and Horner's (1972) projective measurement of fear of achievement.

Buddhapriya (1999) mentions in her study that success is actually not a viable choice for the female due to psychological obstacles. By accepting the society's judgement consciously or unconsciously, a woman admits intellectual or occupational successes for women mean her losing femininity. The fear of achievement is also explained as a specific motive to avoid achievement due to any unfavourable results of achievement (Buddhapriya, 1999). The fear of success was popular in the 1960's and 1970's as it was regarded as a trait of personality which was considered to distinguish men's and women's responses to task-based circumstances (Buddhapriya, 1999).

The studies mentioned above indicate how the fear of success affects genders as a result of the perception about the possible consequences of achievement. In this regard, it can be said that these studies may light the further and vital studies related to the success in the classrooms. The detailed explanations will be presented in the second (Literature Review), the fifth (Discussion) and sixth (Conclusion and Recommendation) chapters.

1.2.2. Rejection Sensitivity

If a person has rejection sensitivity (RS), that person tends to expect rejection of significant others anxiously (Downey, Feldman, & Ayduk, 2000). There are certain interpersonal profiles related to changeable types and levels of RS, and people with high rejection sensitivity may have interpersonal distress high levels (Cain, De Panfilis, Meehan, & Clarkin 2017).

Feldman and Downey (1994) concluded RS was a mediator of the influence of exposing to domestic battering in childhood on adult attachment behaviour. They concluded that experiences of rejection which could cause rejection sensitivity could occur at any time in lifetime. Yet, they were considered to be more deep-seated when it was experienced in childhood. Furthermore, it is explained by Downey, Khouri, and Feldman (1997) that conditional love (which is to care the success of a child more than his/her needs) and emotional neglect of the parents were associated with high RS (as cited in Cicchetti & Toth, 1997). RS was also explained as a cognitive tendency to expect and react exaggeratedly to the cues of rejection in the behaviour of other people. There are empirical evidences which show RS can have an important influence on intrapersonal and interpersonal relationships (e.g., reactive depressive symptoms and hostile approach towards the others) (Ayduk, Downey, & Kim, 2001; Ayduk, Downey, Testa, Yen, & Shoda, 1999; Ayduk, Mendoza-Denton, Mischel, Downey, Peake, Rodriguez, 2000; Downey, Feldman, & Ayduk, 2000; Downey, Freitas, Michaelis, & Khouri, 1998).

All these studies conducted by the researchers emphasize the significance of RS in human life as it also affects the perception of people. They conclude that people in

high RS may behave exaggeratedly. In this sense, it is crucial to do researches that explore how it affects the students in the classrooms.

1.3. Problem Statement

It can be thought that if every method and technique is used properly, the success of the students can be increased, but even though many teachers do their best to increase student success, there can be students who are not successful. Moreover, although all the necessary materials, also extra ones for weak students, and many different kinds of activities are used, a teacher can observe many unsolved learning problems. Even if all the opportunities (such as the classroom environment and the teacher) are the same for each student, there can be differences between them. While some of them can achieve easily, the others can have serious learning problems during education process, or while some of them have high motivation to learn, the others resist learning. This has made many researchers think about many different sorts of factors related to individual differences of the students because they could lead to student failure or success. Many researches have been conducted to investigate the effects of many personal traits of the students, especially those that are negative, as they can affect learning process adversely. This led some researchers to concentrate on strong negative feelings because these can be significant and unavoidable issues as the teachers can encounter them during education occasionally. Many student fears such as public speaking, expulsion, and failure have become issues of many investigations.

There are many types of fears, one of which is the fear of success. Some people may care the possible disadvantages of success rather than the advantages of success, in addition, the female may have more fear of success than the male (Horner, 1972). Moreover, there have been some researchers about rejection sensitivity that state that a person may react exaggeratedly to the possibilities of rejection in other people's behaviours because of their rejection sensitivity (Ayduk, Downey, & Kim, 2001; Ayduk, Downey, Testa, Yen, & Shoda, 1999; Ayduk, Mendoza-Denton, Mischel, Downey, Peake, Rodriguez, 2000; Downey, Feldman, & Ayduk, 2000; Downey, Freitas, Michaelis, & Khouri, 2004).

These emotions may lead to problems in the inner world of the learners, which may have an impact on learning in EFT classrooms as learning language requires deep concentration, and motivation. Every kind of turnoffs such as the fear of success and rejection sensitivity can create barriers before learning. Hence, such learners should be observed and dealt with by the teachers ideally.

1.4. The Purpose of the Study

All the findings of individual differences that have great significance in human psychology also contribute to ELT field as they can create great differences in beliefs, attitudes, motivation and academic success of the students in the classrooms. These findings have also drawn attention to the fear of success and rejection sensitivity. These concepts can contribute to teaching and learning a foreign language.

There are studies about the fear of success and rejection sensitivity. However, there is no research conducted to figure out their possible effects on academic achievement in EFL classrooms. Thus, the purpose of the present study is to investigate their influences on each other. This study also intends to explore to what extent they account for one other.

1.5. Significance of the Study

Many factors of human psychology are focal point of many areas. It is natural that researchers in ELT (English language teaching) field have benefited from them because understanding them has vital significance for efficient language teaching and learning. Of all the factors in human psychology, rejection sensitivity and the fear of success were also investigated by the researchers. The concepts mentioned above have been the topics of many studies, but there is no study exploring their effects on learning foreign language. Therefore, the study has the aim to figure out the relation between them and their possible impacts on student achievement in EFL classrooms. The implications of this study can give vital clues about how to treat these factors related to foreign language education.

1.6. Statements of the Research Questions of the Study and their Hypotheses

The research questions of the current study and related hypotheses are presented below.

1.6.1. Research Questions

The study intends to figure out the answers of the following questions:

Research Question 1 Is there a relationship between the fear of success and foreign language achievement in EFL classrooms?

Research Question 2 To what extent does the fear of success account for foreign language achievement in EFL classrooms?

Research Question 3 Is there a relationship between rejection sensitivity and foreign language achievement in EFL classrooms?

Research Question 4 To what extent does the fear of rejection sensitivity account for foreign language achievement in EFL classrooms?

Research Question 5 Are the fear of success, rejection sensitivity and foreign language achievement in EFL classrooms predictors of each other?

1.6.2. Hypotheses

The hypotheses for the first, third and fifth research questions of the study are as follows:

Hypothesis for Research Question 1 There is no relationship between the fear of success and foreign language achievement in EFL classrooms.

Hypothesis for Research Question 3 There is no relationship between rejection sensitivity and foreign language achievement in EFL classrooms.

Hypothesis for Research Question 5 The fear of success, rejection sensitivity and foreign language achievement in EFL classrooms are not predictors of each other.

1.7. Limitations of the Study

The current study has some limitations. At first, it is conducted at a state university. The findings of the study are contextual. They cannot be generalized since they can be ineligible for the conditions of private universities. Moreover, the results should not be generalized to the high schools or primary schools. Furthermore, the age interval, generally ranging from 17 to 25, of the participants is limited. Thus, the

findings of the study do not report information about younger or older learners. In addition, the study was conducted only at Gaziantep University, a state university. The results may not be generalized to all the public universities in Turkey.

1.8. Assumptions of the Study

This investigation aims to discover the possible impacts of the fear of success and rejection sensitivity on academic achievement. With this object, two scales that measure the fear of success and rejection sensitivity separately were adapted. They were gathered in one scale. In order to assess the students' academic achievement, their end of year grades, teacher evaluation and attendance were taken into consideration. The assessments were assumed to be reliable and valid.

In this context, the following assumptions were made in order to realize the goals of the study.

1. The teaching styles of the instructors of the participants do not differ significantly.
2. The evaluation of the participants was in accordance with the standardized criteria.
3. The participants carefully responded the items of the scales in accordance with their true feelings.

1.9. Definitions of Terms

The term definitions that are used in the study are as follows:

The fear of success: The fear of success is explicated as a tendency or motive to abstain from achievement, due to the possible negative outcomes which may proceed from achievement (Buddhapriya, 1999). Horner (1972) also defines it as the expectation that negative results will follow achievement. She also describes it as one of the psychological representatives of the dominant societal stereotype as she interprets that it inhibits the performance and levels of aspiration of women.

Rejection sensitivity (RS): It is explained as a cognitive affective process disposition that may make a person expect anxiously and react exaggeratedly to cues of rejection in others' behaviours (Downey, Feldman, & Ayduk, 2000).

Anxiety: The anxiety of learning a language includes concerns, negative feelings and reactions that may exist during the process of learning a second language (MacIntyre, 1999).

Personality: It is described as features of a person which may cause consistent way of considering, feeling and acting (Pervin & John, 2001 as cited in Dönyei, 2014).

CHAPTER II

LITERATURE REVIEW

2.1. Presentation

In the chapter, the main components of the language learner's psychology (such as personality, motivation, demotivation, etc.) are touched upon briefly because of the fact that the fear of success and rejection sensitivity may take significant place among psychological factors related to the learning outcomes of the students. Then, anxiety and the fear of success, expectancy-value theory and the fear of success in the literature are presented respectively to clarify FOS. The study about the fear of success in EFL classrooms was also presented. Moreover, the sensitivity of rejection is handled as a cognitive affective process disposition. Later, the researches related to rejection sensitivity are explicated in detail. Furthermore, the study about the rejection sensitivity in EFL classrooms was explained.

2.2. The Language Learner's Psychology as an Indicator of Individual Differences

The field of psychology has two main objects: to figure out the general principles related to the human mind and to detect the unique of individual differences, and the latter is termed as "differential psychology" (Dörnyei, 2014, p.1). Dörnyei (2014) defines individual differences (ID) as everything that identifies a person as a distinct and incomparable human being. The IDs have been considered important in L2 research areas (Cohen & Dörnyei, 2002). Furthermore, Michael Eysenck (2014) states that personality may have an important role in affecting human behaviour. Pervin & John (2001) mentions that personality is a subdimension of the psychology field in which people are thought as individuals and complex human beings (as cited in Dönyei, 2014). They also explain that personality means the characteristics that lead to consistent

patterns of thinking, feeling, and behaving. Although the variables associated with personality are significant factors that affect human behaviour from an educational point of view, the question should be to what extent they affect learning (Dörnyei, 2014). Another important factor that affects human behaviour is temperament which is described as individual differences that are closely related to biological substrate of behaviour, and that are hereditable (Snow, Corno, & Jackson, 1996). Moreover, not much is known about how pervasive or long-lasting "moods" (another factor under the title of individual differences) are, or how they change according to the situations (Dörnyei, 2014). Matthew, Davies, Stammers, & Westerman, (2000) state that the mood have three different dimensions: energy-fatigue, tension-relaxation, and pleasure-displeasure.

Dörnyei (2014) expresses that when the researchers describe mental abilities that refer to cognitive process and skills, they use some terms 'ability', 'aptitude', and 'intelligence'. He also asserts that 'ability' and 'aptitude' are often used as 'ability' interchangeably, generally to give the meaning of 'learning ability', which implies the potential of a person to obtain new knowledge or a new skill, and as 'aptitude' which also means 'language learning ability'. Yet, he explains that even if 'intelligence' is used as a synonym for 'ability', its meaning is broader as it means a usual kind of aptitude which cannot be restricted to a particular performance place, but can be transferable to many different kinds of performance.

Motivation is also an important issue related to individual differences which provides impulsion to commence and maintain second language learning process Dörnyei (2014). One of the pioneer aptitude researchers, Sternberg (2002) explains that if a person with many notable abilities does not have enough motivation, s/he cannot succeed long-term aims in spite of suitable curricula and good teaching. He also mentions motivation can compensate the inadequacy in a learner's language learning aptitude and learning conditions, and he also explains that:

> "Much of what appears to be foreign-language learning aptitude may reflect a valuing process. In Belgium, those who learn Flemish as a first language are much more likely to learn a second and even a third language than are those who learn French as a first language. Why? Can anyone seriously believe that the difference is one of language-learning aptitude? Probably not. Rather, the difference is that of the perceived need for additional languages.

There is a practical need for additional languages, and the languages are taught with this practical use in mind" (Sternberg, 2002, p. 19).

Gardner and Lambert (1972) put forward a similar argument. They say even though aptitude accounts for an important part of individual variability in learning language, the factors related to motivation can surpass the effects of aptitude. Motivation is defined as an effort and a desire to learn. There is another term 'demotivation' that was described by Dörnyei and Ushioda (2013) as negative influences which neutralize existing motivation. Ushioda (2003) expresses that when a negative tension is more than a happy fusion in the classrooms, the problems arise. He also adds that it is possible to control, suppress or distort individual motivation by regulating external forces in the system of education. Ushioda (2003) also explains that collective motivation may be collective demotivation, dissatisfaction or even rebellion.

Another trending topic in ELT field that affects education process in the classrooms is "learning styles" that are defined as the habitual, preferred or natural way or ways of a person of acquiring, processing, and retaining new skills or information (Reid, 1995) while the other is learning strategies which are explained as learning processes are chosen by the individual consciously (Cohen, 1998). Cohen (2014) states that language learning strategies contain strategies in order to determine the material(s) through which learning will be achieved by distinguishing the material(s) from others in case of necessity, by grouping the material(s) for easier and better learning, by having contact with the material(s) repeatedly (e.g., classroom task(s)), and by memorizing the material(s) that is/are not learned through exposure.

"Cognitive Styles" are another significant issue that appears in the taxonomy of individual differences that are related to learner psychology. Dörnyei (2014) explains in his study that cognitive styles are generally described "as an individual's preferred and habitual modes of perceiving, remembering, organizing, processing, and representing information" (p.124). Another important issue is self-regulation. It is about how much active a person is in his/her own learning process to deal with his or her own success with the help of specific beliefs and processes (Zimmerman & Risemberg, 1997). Furthermore, Dörnyei (2014) includes other different learner characteristics such as

creativity, anxiety, self-esteem, and the beliefs of the learner in order to gain attention for individual psychological difference.

2.3. The Fear of Success

There are four subparts in this section. Firstly, the relationship between anxiety and the fear of success is handled under the subtitle "The Fear of Success and Anxiety". Then, the fear of success was explained by conceptualizing it in expectancy value theory. Later, some prominent studies related to FOS were expressed in detail. Finally, the fear of success in EFL classrooms was explicated.

2.3.1. The Fear of Success and Anxiety

The effects of anxiety on L2 performances have been discussed (Dörnyei, 2014)—many people have the experience that L2 knowledge often deteriorates in an environment with anxiety-provoking climate. Moreover, Arnold and Brown (1999) concludes that one of the affective factors is quite possibly anxiety which can hinder the learning process. They also mention "It is associated with negative feelings, such as uneasiness, frustration, self-doubt, apprehension and tension (p. 8)."

Two anxiety distinctions are mentioned in the influential book of Dörnyei (2014). The first distinction is beneficial/facilitating anxiety (which may promote performance), and inhibitory/debilitating anxiety (which may obstruct it). The second one is trait anxiety which is stable predisposition to become anxious in different conditions, and state anxiety which is the temporal experience of anxiety as a sentimental reaction to the present condition).

MacIntyre (1999) mentions that the anxiety of learning a language contains the worry and unfavourable emotional reaction that come to exist when an individual learner uses a second language. Additionally, the relationship between academic performance and anxiety was searched in a significant experimental study of MacIntyre and Gardner (1994). They increased anxiety in language learners intentionally showing a video camera during a vocabulary learning task. There were four groups consisting of seventy-one students. The control group of them was not exposed to the camera. However, the other three groups were subjected to the camera at different stages of task completion

(input, processing, and output stages). It was reported that when the video camera was shown, anxiety, and correspondingly, deficits in the process of vocabulary acquisition increased in the groups.

The data gathered with ethnographic perspective of Spielmann and Radnofsky (2001) showed that in the target language learners had a separate personality or mask, and this caused tension in them. Yet, the tension was regarded in that study to be useful or inhibitive reactions which depended on how the learners handled the personality-alteration nature of the language when they experienced learning language in a condition that was given. Consequently, 'tension' was also described as the consequence of interaction between the expectancy of the person and the perceived reality of a condition. Furthermore, in their study, study tension was usually explained as frustration.

Sassen (1980) questions if it is actually fear (the fear of success) or anxiety that the women have in Horner's studies. However, Horner (1968) preferred to use "anxiety" and "fear" interchangeably (as cited in Horner, 1972). She conceptualized anxiety as a kind of reaction "aroused . . . when one expects that the consequences of the action will be negative" (as cited in Sassen,1980, p. 17). Yet, Robert Kegan (1977) as cited in Sassen (1980) uses another description of anxiety. He states it "as the sense of disintegration which occurs when a meaning-making organism finds itself unable to make meaning" (Qtd in Sassen, 1980, p. 18). It was also mentioned in the study of Sassen (1980) that according to Kegan's description, the women in the samples of Horner and Zuckerman (They will be explained in detail in part 2.3.3) could not show competitive success around which they could not build some sense of personal meaning.

2.3.2. Conceptualizing the Fear of Success in Expectancy Value Theory

Horner (1972) conceptualized the motive, the fear of success, in compliance with an "expectancy-value" theory of motivation of Atkinson and McClelland (Atkinson, 1958; McClelland, Atkinson, Clark & Lowell, 1953}. According to expectancy-value theory, there are two important factors, one of which is the expectations a person has about the results of his/her actions. The other is the value of these results to that person. When one has anxiety, s/he thinks that the results of his/her action will be unfavourable.

The anxiety withholds that person from that action (Atkinson & Feather, 1966). Horner (1972) argued that many women have tendency of avoiding achievement as they think or expect unfavourable results (such as social rejection and feeling unfeminine) due to achievement. Horner does not claim that many women desire to fail as they expect positive outcomes from failing. Yet, she claims that such a motive, fear of achievement implies the achievement-directed disposition, otherwise women who are motivated positively would be hindered by their inhibiting tendency to feel anxious about the possible negative outcomes that were supposed to follow the desired achievement.

It is explained in the study of Horner (1972) the tendency to abstain from achievement was defined "in the framework of an expectancy-value theory as a personality disposition acquired in childhood associated with traits of sex-role identity" (p. 159). Such a motive is also defined as an internalization of the common social stereotypes, which regard the concepts such as independence, competence, competition, and intellectual achievement as conflicting with being feminine, but consistent with being masculine and mental health. Horner (1972) reported that the female demonstrated significantly higher tendency to avoid achievement than the male because 8 of the 88 of the male scored high while 59 of the 90 of the female scored high.

2.3.3. Studies on the Fear of Success

Horner (1972) describes the fear of success as a tendency to feel nervous about achievement stemming from the expectation of unfavourable results of achievement. She says that women usually have anxiety about the disadvantages of success in competitive situations. These disadvantages are exemplified in her study with social rejection and feeling being unfeminine. She explains that the fear of success is not a will of failure because a will of failure means going for failure actively since there is expectancy of having advantage of failing. However, Horner (1972) states that avoiding success is related to disposition to be anxious about the negative outcomes of the desired success, which many women experience because it is in conflict with the usual female role of the society. Horner (1968), in her doctoral research, investigates this motive through the projective testing, and evaluates the tendency of creating negative imagery such as social rejection and loss of femininity (as cited in Horner, 1972). She asks 178 undergraduates

to make up a story to some verbal cues which included "At the end of first-term finals, Anne/John finds herself/ himself at the top of his/her medical school class." While males were asked to write about John, females were asked to write about Anne in the same situation. 65% of females (compared to 9% males) were high in the expression of negative motives of the fear of success. She concludes that the female has this tendency as a result of conflict with sex-role stereotypes and thus, the female feel anxious especially in competitive conditions. The subjects' performance was also researched on an anagram task under non/competitive conditions. The performance of males was better in competition, but the performances of females performed better when they were alone.

The stories of more than 90% of the males included strong positive feelings. For instance, in one of the stories, John thinks about the girl, he will marry after med school and who he can provide her with all the things she desires, and he decides to work more than he did (Horner, 1972). Only the responses of 9% of the males to the cue about being number one of John were negative, and their responses were related to the dull personality of John. The responses of 65.5% of the women to the successful female cue (Anne), were negative. Anne's success was associated with losing femininity, social rejection, social or personal destruction, or their combination resulting from achievement. The following is two of the examples: 1. "Anne doesn't want to be number one in her class ••• she feels she shouldn't rank so high because of social reasons. She drops down to ninth in the class and then marries the boy who graduates number one." 2. "Unfortunately Anne no longer feels so certain that she really wants to be a doctor. She is worried about herself and wonders if perhaps she isn't normal." (Horner, 1972, p. 70). " The former can be associated with being unmarriageable and losing femininity. The latter is related to personal destruction. The following one is an example of those that denied the cue. "Anne is a code name for a nonexistent person created by a group of medicine students. They take turns writing exams for Anne" (Horner, 1972, p. 70). Horner (1972) who points out the sex difference in these stories, found that if a woman had high fear-of-success, she tended to perform best when they work alone, but those who had less fear of success tended to perform best in competitive situations.

Fear-of-Success studies conducted after Horner have not replicated the findings of her study consistently. For example, Hoffman (1974) did a study nearly identical to

Horner's. Yet, there were four differences in the original verbal cue that she included. She used the original "medical school cue," i.e., "At the end of first semester finals, Anne (John) finds that she (he) is at the top of her (his) medical school class;". There were three variations of the cue : (a) "Anne finds that she is the top child-psychology graduate student," (The setting was different from the medical school (a conventionally masculine field), where Horner conducted her study, to child psychology which was seen as either masculine or feminine.) (b) "After first term finals Anne receives in the mail her grade report which says that she is at the top of her medical school class," (The aim of variation "b" was to show Anne's success privately by mail. It had been apparently implied in the original cue.) and (c) "After first term finals in medical school, Anne finds .. she has made the honour list since she is one of the very few students with an average over 95." (The aim of variation "c" was to minimize the competitive aspects of achievement.)

One quarter of the 245 subjects responded to all the four variations of the cue. The percentages of fear-of-success of the female were almost identical on the four cues. Yet, fear-of-success of the males was higher more than that of females (77% vs. 65%). It can be said the frequencies of fear-of-success for females in the study of Horner (1972) and Hoffman (1974) were the same. After the women's liberation movement, Hoffman (1974) expected that there would be a decline in the fear of success among women, but there was not decrease, but a rise in fear-of-success of males. The frequency of fear-of-success of males increased from 8% to 77%. The theme about the common fear-of-success of females was social rejection and affiliative loss (42%).

A review of fear-of-success studies by Tresemer (1974) showed that while the percentage for men varied from 14% to 86% (median 43%), the percentage of fear-of-success imagery of women ranged from 11% to 88% (median 47%). These results cannot be taken as valid for males and females. However, it can be claimed that the male also have fear-of-success, and sometimes even more than the female. 17 of the 36 studies proved that males had higher levels of fear-of-success than the female had. In contrast to what Horner states that the fear success of the females is more than the fear of success of the males, both groups have fear for different kinds of reasons. While fear-of-success of males seems to be more associated with a questioning of the value of

achievement, women's fear-of-achievement seems to be related to the fears of social rejection and loss of femininity.

Horner was criticized by Zuckerman and Wheeler (1975) in respect of many issues such as measure reliability, predictive validity, cultural interpretation of the fear of success and its relationship with sex role orientation. Pappo (1972) (as cited in Zuckerman & Wheeler, 1975) and Zuckerman and Alison (1973) developed two objective scales. While Pappo (1972) (as cited in Zuckerman & Wheeler, 1975) did not find significant differences between the scores of the male and female, the scores of the females were significantly higher than the males' in the Fear of Success Scale (FOSS) developed by Zuckerman and Allison (1976). The correlation between the scale of Horner, and the one of Zuckermann and Wheeler was low, but significant. Zuckerman and Wheeler (1975) emphasized the necessity of sound and replicable body of research.

Many other researches were also conducted to specify the differences of the degree of the fear of success in two genders. For example, Brown, Jennings and Vanik (1974) replicated and Horner's study. There were two cues:

> "1. After first-term finals, John finds himself at the top of his medical-school class. 2. After first-term finals, Anne finds herself at the top of her medical-school class.
> 2. After first-term finals, Anne finds herself at the top of her medical-school class" Brown, Jennings and Vanik" (1974, p 173).

The participants were selected from a college campus and a local high school. 45 females and 34 males were from the high school. Their ages ranged from 15 to 18. 52 males and 46 females were from college sample. Their ages ranged from 18 to 39. The study showed that there is resemblance in the responses of the female and male at the high school and the the males in the college. The participants explained more "the fear of success" imagery for "Anne" cue than "John" cue. Yet, only 17% of college females explained negative imagery to "Anne" cue. The finding was not parallel to the finding of Horner (1972) as 65% of the females expressed the fear of success in her study. Moreover, while 8% of the males in Horner's study explained the fear of success, 22% of the males expressed the fear of success in this study. Additionally, Brown, Jennings and Vanik (1974) interpreted that the college women showed more resistance to social

pressure than the high school women. In the negative stories of men and women, there were three themes which were found:

> "1. A general rejection of the life style attendant on being successful.
> 2. Acceptance of the possibility of success but with the conclusion that rejection and alienation will be suffered.
> 3. Denial of the possibility of the cue" Brown, Jennings and Vanik" (1974, p 175).

The themes above were found according to the responses of the males and the females. Yet, the following themes were found in the responses of the males in response to Anne cue.

> "4. A belief that women are not suited for academic achievement and success and will ultimately be faced with failure.
> 5. A lack of respect for women generally, and a tendency to view women as sexual commodities" Brown, Jennings and Vanik" (1974, p 175).

In another study, Weinrich-Haste (1978) conducted a study over three years. The participants were first-year undergraduate students at the University of Bath. They consisted of 130 female and 80 males. The story cue in this study included more detail than Horner's cue. The cues are given below:

> "Paul/Christine decided to study psychology at university because it "sounded interesting", but s/he had no career in mind at the beginning of the course. S/he enjoyed the first year at University and made friends, and got involved with Anthea/Keith, who was on the same course. At the end of the first year, Paul/Christine found s/he had gained the highest/lowest marks in the exam" (Weinrich-Haste, 1978, p. 39).

In the study in which a coding scheme was developed to decrease interpretation to a minimum, it was mentioned that the median of Australian and American students in the other studies and the sample in this study were similar. Similar view of female success was expressed by the males and the females. The males had a more negative view of male success rather than female success.

There were also differences between the genders in attitudes towards failure. While the female were likely to have a more positive attitude towards the failure of the female than the failure of the male, most of the males had more positive point of view towards the failure of the male. Additionally, the female participants were usually had more positive attitude towards failure than the male participants. The findings of the study by Weinrich-Haste (1978) indicated little evidence related to anxiety that emerges

from stereotyping of sex roles. Yet, Tresemer (1974) and Zuckerman and Wheeler (1975) had made a distinction in their reviews between the sorts of anxiety about achievement; anxiety was associated with sex role expectations for females, anxiety was associated with 'success ethic' for males. Moreover, many participants in the study of Horner (1972) preferred to drop out to have more sex-appropriate careers.

Furthermore, Esposito (1977) conducted the study for 221 freshmen at the University of Maryland Baltimore Country, a state university that has nearly 5000 students. There were 60 white males, 32 black males, 75 white males and 54 black females in the study. The TAT cues were used in the study to find out the relationship between "the Motive to Avoid Success and : (a) sex and race; (b) congruency, consistency, and differentiation of occupational choice; and (c) occupational aspirations" Esposito (1977, p 347). The TAT cues were herein below:

"(1) David (Carol) is looking into his (her) microscope;
(2) Carl (Joyce) is sitting in a chair with a smile on his (her) face;
(3) After first term finals John (Anne) finds him (her) self at the top of his (her) medical school class;
(4) Ben (Nancy) is walking along the beach late in the day; and
(5) Fred (Ruth) is in the midst of a heated discussion" (Esposito, 1977, p. 349).

Only the names were different in the cues. Besides, the first, second and fourth cues were for motive to avoid success while the third and fifth cues were aggressive stimulus cue. The scores of the participants were evaluated in accordance with the new empirically derived motivational scoring system (Horner, 1973; Horner, Tresemer, Berens, & Watson, 1973) (as cited in Esposito, 1977). The result of the two-way analysis of variance to figure out the sex and race differences indicated that the interaction of race and sex was not significant. Moreover, the result of a Pearson product-moment correlation coefficient was used to analyze the relation between (a) congruency, consistency, and differentiation of occupational choice, and (b) motive to avoid success. There was a significant negative relationship between congruency and motive to abstain from achievement ($r(75)= -.20$, $p < .05$). Yet, the correlation was 4%, which contributed little. It was mentioned that the findings showed that high motive to avoid success did not inhibit the educational aspiration for occupations. In contrast, it appeared to promote it, but the opposite condition was observed for the white and black

females. According to the findings, it was expressed that motive to avoid success predicted well defined, sex-role stereotyped, and low occupational aspirations in white females. Yet, as for white males, high aspirations were predicted with motive to avoid success. It was mentioned that there was no significant results for black males.

Hawkins and Pingree (1978) stated that "the fear of success" was a result of cultural expectations rather than an outcome of an intrapsychic motive of the women. In their study, 476 female and male students that included 3rd, 6th, 9th, and 12th graders were tested. The children respond the cue of John/Anne failing/succeeding in medical school. The children preferred to rate a successful one as a much happier person than a person who failed. However, when a man and a woman succeeded, a woman was regarded less fine than a man, but when a man and a woman failed, a man was much less fine. The findings in the study were interpreted that sex-role expectations were related to some traits of the people, and that such expectations were established usually in third grade.

The Fear of success has been handled by the researchers in different fields in different aspects. For instance, Farmer (1976) analyzed inhibited career and achievement motivation in women. In her study, it was mentioned that the fear of success besides those such as decrease in academic self-confidence, vicarious achievement motivation, home-career conflict, work discrimination, low risk-taking behaviour, and sex-role orientation could predict inhibited career and achievement motivation. In another study that investigates the relationship among the fear of success and other concepts, Staley (1996) searched if there was a relationship among the fear of success (FOS), self-concept, and career decision making of adolescents. There were 276 (rural or urban) students as participants who completed three self-report measures. The study showed that the rural youth had a higher FOS than urban youth. Contrary to other studies, it was reported that male participants had a higher FOS than female students. Moreover, FOS was found to be associated with career certainty and career indecision. When a participant had lower FOS, s/he tended to have higher career certainty. Yet, when a participant had higher FOS, s/he tended to have higher career indecision. It was also reported that FOS had a relationship with self-esteem. The study revealed that when FOS went up, self-esteem decreased, career indecision became higher, and career

certainty diminished. Staley (1996) explained that a lot of rural young people had low career aspirations as they don't have confidence in their competence. Moreover, Buddhapriya (1999) conducted an empirical investigation among 160 women managers. The results of the study showed women managers' average score on the fear of success was low while the female managers with masculine and androgynous sex-role type had much less fear of success than the feminine sex-role type.

2.3.4 Fear of Success in EFL Classrooms

The study conducted by Tılfarlıoğlu and Ekler (2019) aimed to root out the problems related to the fear of success in EFL classrooms and the solutions offered by the instructors. It was mentioned that ten instructors at a state university in Turkey were interviewed. It was stated that only four of them tended to talk about their own or their friends' fear of success which they had when they were students rather than explain their observations about the fear of success of the students in the classrooms. The others said a little or nothing about the issue. It was concluded that the fear of success was not a concept that could be observed easily in the clasrooms, but it did not mean that it did not exist since some of the instructors tended to talk about their own experiences or those of their friends. Moreover, the results of the study demonstrated students also had some negative expectations associated with academic success including extra burden that success could bring, affecting other people's relationships and emotions negatively, peer pressure, wishing not to graduate from school, superstition, and shyness. It was expressed that students' negative expectations about success could affect their behaviours, which could also influence their achievement.

In the study it was suggested that the instructors could make the students focus on the advantages of success instead of its negative results. In addition, it was explained that teachers' approach could affect the students positively. It was also stated that even the teachers' sharing his/her own experiences about the issue could help the students.

2.4. Rejection Sensitivity

There are three subparts in this section. Firstly, rejection sensitivity was handled as a cognitive affective process disposition. Then, it was explicated as a defensive

motivational system. Later, outstanding studies related to RS were explained in detail. Ultimately, rejection sensitivity in EFL classrooms were explicated.

2.4.1 Conceptualizing Rejection Sensitivity as a Cognitive Affective Process Disposition

It is reported in the study of Staebler, Helbing, Rosenbach, and Renneberg (2011) rejection sensitivity is described as a cognitive-affective process disposition that contain readily and anxiously expecting, and overreacting to the cues of rejection. Feldman and Downey (1994) stated that rejection experiences that people had in their early lives shape the affective and cognitive processes, and lead to behaviours and attitudes in specific social situations. They point out the psychological heritage that results from parental rejection and some processing information variables that contain expectations about the results of actions of others, the value that a person places on different outcomes, biases, and scripting that regulate a person's behavioural and affective reaction to many experiences (Bandura, 1989; Mischel, 1973; Mischel & Shoda, 1995). Downey and Feldman (1996) conceptualizes early rejection experience in childhood in cognitive-affective processing terms. Exposing of a child to family rejection is highly associated with high sensitivity to rejection (Feldman & Downey, 1994; Downey, Lebolt, Rincón, & Feritas 1998). In the research of Downey and Feldman (1996) the psychological heritage of early rejection was conceptualized in the terms of cognitive-affective process. They aimed to figure out how early rejection experiences form (a) interpretative biases, self-regulatory strategies, the expectations, values and concerns that lie behind behaviour in certain interpersonal contexts and (b) the relationship among interpersonal behaviour and the cognitive-affective variables (Downey, Feldman, Khuri, & Friedman, 1994; Feldman & Downey, 1994). Furthermore, according to the attachment theory of Bowlby (1969, 1973, 1980) (as cited in Downey & Feldman, 1996), there is a bond between rejection in early life and interpersonal functioning in the later years in adulthood. Bowlby states children form mental models of relationships and of themselves that have impact on their relations in their future. Behind these working models are expectations related to their thoughts about whether their significant others will fulfil their needs or whether they will reject. Their primary caretaker has importance

as they are those who meet their needs in early childhood. Meeting their needs sensibly and constantly can help children them working models including the anticipation that other people will support and accept them. If the caretakers of the children have a tendency to respond their needs with rejection, this may lead to children's developing working models containing doubts about whether other people will be accepting and supporting them. This kind of unsecured working models is considered to give rise to unreliable or ambivalent orientations in the relationships in the adulthood (Hazan & Shaver, 1994). Researches approach the working model in two ways related to Bowlby's ideas to relationships in adulthood (Bretherton, 1985; Hazan & Shaver, 1987, 1994; Kobak & Sceery, 1988; Main, Kaplan, & Cassidy, 1985). One of them is about how caretaking in early life is represented in mind such as the detail and content of childhood remembrances (Main & Goldwyn, 1984). The other one is about the interpersonal styles of the adults that change in the security of their working models such as secure, ambivalent, and avoidant attachment styles (Hazan & Shaver, 1987; Bartholomew & Horowitz, 1991).

2.4.2. Conceptualizing Rejection Sensitivity as a Defensive Motivational System

Rejection Sensitivity is regarded as a defensive motivational system which may have different forms such as aggression and sarcastic comments in accordance with the imminence and intensity of the threat (Romero-Canyas, Downey, Berenson, Ayduk, & Kang, 2010; LeDoux, 2003). Moreover, it was explained that the sensitivity of rejection may serve a person by initiating defensive responses when social threats appear in order to defend the individual against further rejection.

The study carried out in order to examine if cues of rejection (in the people that have high rejection sensitivity) activated the affect-based defensive motivational system automatically (Downey, Mougios, Ayduk, London, Shoda, (2004). Representational paintings (to show rejection and acceptance) and negative or positive nonrepresentational paintings were used as stimuli. Those with high rejection sensitivity reacted with more eye blink startle magnitude to rejection themes comparing with the time when nonrepresentational negative themes were viewed by them. Startle magnitude did not decrease when they examined the themes of acceptance compared with

nonrepresentational positive themes, so the researchers concluded that the defensive motivational system was caused by the cues of rejection in people with high RS.

2.4.3. Studies on Rejection Sensitivity

Avoiding rejection is one of the human motives (McClelland, 1987). It is reported that rejection sensitivity has impacts on interpersonal relationships in many ways, so the perception of rejection may cause decreasing well-being of a person and affecting interpersonal functioning adversely (Downey & Feldman, 1996). Downey and Feldman (1996) points out that people who have this kind of sensitivity are usually unsatisfied with their relationships, and they have tendency to readily perceive deliberate rejection in other people's ambiguous and insensitive behaviour.

An important study (with the data gathered from 763 multicultural undergraduate students (in the first study) and 365 community adults (in the second study)) investigates sensitivities, values, and the interpersonal problems, related to the sensitivity of rejection (Cain, De Panfilis, Meehan, & Clarkin, 2017). It concludes that high anxious rejection sensitivity has a correlation with socially avoidant interpersonal problems (Study 1). However, low anxious rejection sensitivity had a correlation with vindictive interpersonal problems (Study 1). The study also examined angry and anxious expectations of rejection. It was reported that while the group with high angry rejection sensitivity had valuing detached interpersonal behaviour, sensitivities to submissiveness in others, and vindictive interpersonal problems, the group with high anxious rejection sensitivity had socially avoidant interpersonal problems. Low angry rejection sensitivity was related to valuing receiving approval from other people, sensitivity to attention-seeking behaviour, and submissive interpersonal problems. Low anxious rejection sensitivity was associated with valuing detached interpersonal behaviour, sensitivity to attention-seeking behaviour, and domineering interpersonal problems. The study claimed that the different types and levels of rejection sensitivity could be associated with different distinct interpersonal profiles.

The results of the study conducted on 150 middle school students by means of self-report measurements show angry and anxious expectations of the cues of rejecting can increase as a consequence of peer rejection in boys (London, Downey, Bonica &

Paltin, 2007). In addition, it is also explained that there can be a decrease in anxious rejection expectations in girls and boys due to being liked by peers. Moreover, it is stated that anxious expectations of rejection bring about the withdrawal and social anxiety. It is also explained that RS can be regarded to raise loneliness regardless of the sort of defensive affect (anxiety or anger) which is triggered along with the expectations of rejection." (London at al., 2007). Another study that supports the findings of this one is carried out by Downey, Freitas, Michaelis and Khouri (1998). Downey et al. investigated a self-fulfilling prophecy related to expecting rejection. The study was carried out twofold. First, a longitudinal field study was conducted. Daily-diary reports were provided by couples at this stage. The second one was a lab study that includes behavioural observations. The findings gained from daily-diary reports showed those with high rejection sensitivity tended to break up more than those with lower rejection sensitivity. It is clearly expressed that in the course of disagreements or arguments, women's expectations of rejection make them exhibit behaviours in many ways which reveal corroborative reactions from their partners. Consequently, rejection sensitivity was regarded as a predictor of relationship breakup.

As a result of the data collected from 217 male college students, Downey, Feldman, and Ayduk (2000) concluded that rejection-sensitive male may tend to reduce their investment in intimate relationships in order to inhibit anticipated rejection, or they may tend to highly invest in intimate relationships in pursuit of a partner who is unconditionally supportive. Yet, their perceiving and overreacting to the cues of rejection may bring about their aggressive reaction to their partners' ambiguous or negative attitudes or behaviours. It is also reported that anxious anticipation of rejection may predict dating violence. It is also reported that the anxious expectations of rejection of the male may predict avoidance of social situations, enhanced distress and low involvement in close relationships for example with romantic partners and friends.

These people with high rejection sensitivity are inclined to react more with reactive aggression and hostility toward other people compared to those who have less rejection sensitivity in a similar situation (Romero-Canyas, Downey, Berenson, Ayduk, & Kang, 2010). Horney (1999) pointed out that people who are anxious about abuse, desertion, betrayal, and humiliation may have a sensitivity to any refusal even if they are

very little such as changing the meeting, waiting, failing to get an immediate answer (Horney, 1999).

It is also reported that people with high rejection sensitivity are in distress personally and interpersonally (Ayduk, Mendoza-Denton, Mischel, Downey, Peake, Rodriguez, 2000). Ayduk et al. (2000) assessed the self-regulation of pre-schoolers in their childhood with the delay of gratification (DG) paradigm. 20 years later the participants (550 children) were assessed again. It is concluded in the study that DG ability buffered the people with high RS from interpersonal problems such as peer pressure and aggression and diminished well-being, and led to higher drug use and low self-worth. It is concluded that there is the protective effect of DG ability on the self-worth of the children with high RS children, which is explicated by diminished interpersonal difficulties.

Other studies were also implemented to root out the relationship between RS and other variables. One of them is to carry out to figure out the relation between rejection sensitivity and borderline personality disorder in clinical and non-clinical samples (Staebler, Helbing, Rosenbach, & Renneberg, 2011). A rejection sensitivity scale constructed by Downey and Feldman (1996) is adapted in the study. The RS scale includes statements such as 'You ask a colleague at your place of work to answer a question about the work routine to you.', 'You ask your partner to move in with you.' and 'You ask a related person for help in a decision regarding your future career.' (Staebler, Helbing, Rosenbach, & Renneberg, 2011, p. 278). Questionnaire of Thoughts and Feelings (Renneberg, Schmidt-Rathjens, Hippin, Backenstrass, & Fydrich, 2005) has 38 items with a five-point Likert scale that assess characteristic, strategic cognitions, and assumptions of BPD. The items contain the expressions, for example, 'I hate myself.', 'Sometimes I want to hurt myself' or 'I feel alone most of the time' (Staebler, Helbing, Rosenbach, & Renneberg, 2011, p. 277). It is reported that there is a high correlation between rejection sensitivity questionnaire (RSQ) and borderline-specific cognitions (Questionnaire of Thoughts and Feelings) (Staebler, Helbing, Rosenbach, & Renneberg, 2011).

2.4.4. Rejection Sensitivity Model

Figure 1 below presents the key links related to conceptual model in the study of Romero-Canyas et al. (2010). It is reported in the study that people get to know rejection with particular cues and situations. Thus, the cues are like triggers of the anxious expectations of rejection. It is also explained that the people with rejection sensitivity can be careful about any social threat cues, and they have a lower threshold when they react these cues, which can cause more intensive emotional reactions. This kind of reactive tendency is considered to cause more overt aggression and anger, which forms a basis for a feedback loop which creates a self-fulfilling prophecy. In other words, when rejection sensitivity is once acquired, it often brings about the feared outcome—social rejection (Pietrzak, Downey, & Ayduk, 2005). Moreover, "Anxious expectations of rejection" is given as the main part of rejection sensitivity dynamic. The experiences of an individual that can produce "anxious expectations of rejection" may contain exposing to familial violence, harsh discipline, emotional negligence, and conditional love by parents (Downey, Bonica, & Rincon, 1999; Downey, Khouri, & Feldman, 1997; Feldman & Downey, 1994). It is also stated that this model presents that when a person anxiously expects rejection tend to perceive it more readily in the ambiguous negative behaviour of other people, for example, a new romantic partner that acts distant (Downey & Feldman, 1996; Downey, Freitas, Michaelis, & Khouri, 1998). It is claimed that the reason could be that the expecting rejection anxiously can make people to attend to any cues of rejection selectively and to experience them as more physiologically threatening. It is also expressed that when compared to the people with low rejection sensitivity, those with high rejection sensitivity tend to perceive more rejection and respond more intensely when they are exposed to the same level of rejection cues. Romero-Canyas et al (2010) give place in their study to the mention that perceived rejection reveals intensive negative responds, particularly aggression in the people with high rejection sensitivity, which is supported by many studies (Ayduk, Downey, Testa, Yen, & Shoda, 1999; Ayduk, Gyurak, & Luerssen, 2008). Lastly, it is explained that reactions in the form of aggression or hostility can reveal actual rejection.
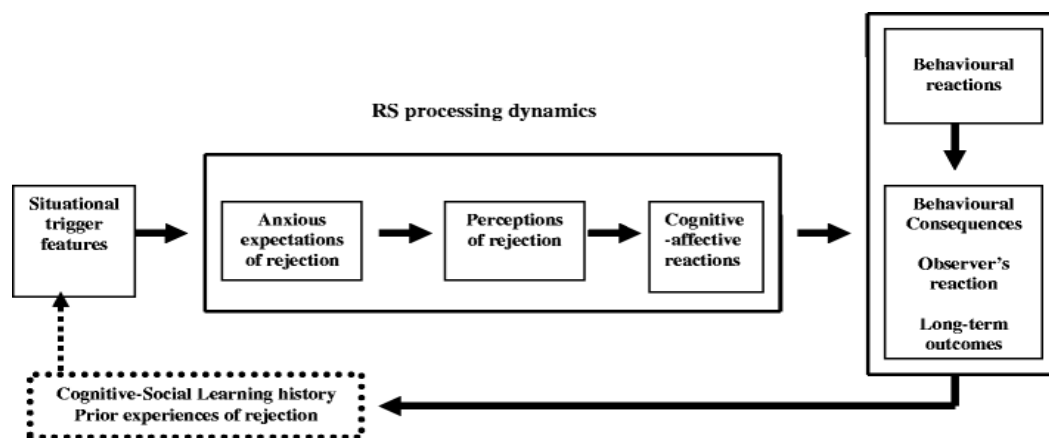
Fig. 2.1. The rejection sensitivity model (Romero-Canyas et al. 2010)

2.4.5. Rejection Sensitivity in EFL Classrooms

The study of Tılfarlıoğlu and Ekler (2019) tried to figure out the effects of rejection sensitivity in EFL classrooms and the solutions offered by the instructors at a state university for them. It was mentioned that the students who had problem with their family (parental rejection) tended to draw attention of the people (the teacher or the other students) in the classrooms to satisfy their emotional needs. The themes mentioned in their study contain developing strategies of the students. For example, it was explained that the student who had high rejection sensitivity could tend to help friends more. Namely, they incline to develop the relations among interpersonal behaviour and their cognitive-affective variables (Downey et al., 1994; Feldman & Downey, 1994). It was also stated that those with rejection sensitivity behaved aggressively. Romeo-Canyas et al. (2010) also pointed out that those who had more rejection sensitivity tended to react more aggression and hostility. Furthermore, it was explicated that rejection sensitivity in EFL classrooms could cause "perception of other's mocking him/her, feeling shy, behaving timid, keeping silent, demoralization, unwillingness to attend the classes, regret what s/he has done"(Tılfarlıoğlu & Ekler, 2019, p. 38). The findings of Tılfarlıoğlu and Ekler (2019) is parallel to those of the study of London, at al. (2007) associated to the idea that anxious rejection expectations could lead to the withdrawal and social anxiety.

In the study of Tılfarlıoğlu and Ekler (2019), it was stated that the teachers could help the students (with high RS) with their positive attitudes. In addition, it was

mentioned that group studies (even a small role in a group study) in the classrooms could make such students feel as a member of the class more, which could make the students feel better. Moreover, enhancing self-responsibility was regarded as one of the solution that could relieve such students and make them feel more confident. Furthermore, even a little force was suggested especially for the students who had the problems in performing in social interaction in EFL classrooms in order to make them overcome their shyness. It was suggested that manageable and easy social tasks could decrease their stress as a result of the feeling know-how

2.5. Summary

In this chapter, initially literature on language learner's psychology as an indicator in individual difference that affect language learning process was reviewed and presented in order to bring forward possible characteristics of a person which may have a relationship with the fear of success and rejection sensitivity. The studies carried out on the concepts such as personality, aptitude, motivation, demotivation, etc. After required information was given in order to indicate how psychological factors have an influence on distinguishing the individuals in language learning process, the concept of the fear of success was handled in detail. Firstly, the point that the concepts "anxiety" and "fear" could be used interchangeably was clarified with some prominent studies. Then, the fear of success was conceptualized in expectancy value theory as it includes anxious expectation of negative results of success. Moreover, outstanding studies associated with FOS are explained in order to show how much correlation there is between this concept and genders, races, attitudes towards success and failure, occupational choice, etc. In addition, the study related to the fear of success in EFL classrooms was explicated. Later, rejection sensitivity was conceptualized as a cognitive processing disposition to indicate how early childhood experiences gain importance in developing RS of the individuals. RS was also handled as a defensive motivational system that may come to exist in different ways such as aggression or sarcastic comments. The study of Downey et al. (2004) was explained in detail to show how RS activated affect-based defensive motivational system automatically. The pioneer studies regarding RS and its relationship with other variables such as reactive aggression,

hostility, the delay of gratification were also presented in detail. Finally, the study related to rejection sensitivity in EFL classrooms was explicated.

CHAPTER III

METHODOLOGY

3.1 Presentation

The chapter initiates the details related to the methodology of the study. Furthermore, it introduces the design of the research. It also contains information about the population and sampling of the research. It explains data collection instruments, data collection process, and data analysis.

3.2 Research Design

The study was carried out with a mixed-methods research design to root out the possible effects of the fear of success and rejection sensitivity on academic achievement of the students of different level (B1 (repeat group), B2, B2+) in EFL classrooms. "Mixed-methods research involves the use of both quantitative and qualitative methods in a single study" (Fraenkel, Wallen & Hyun, 2011, p. 557). Additionally, descriptive statistics defines samples of subjects with regards to variables or combinations of variables (Tabachnick & Fidell, 2007). Dörnyei (2003) states in his seminal work that the main trait of quantitative research is that it provides viewpoints, categories and models which are described by the researcher beforehand, and he also adds that measureable and numeric data are gathered in order to identify the relation between the categories in order to examine the hypotheses of the research.

The study was divided into two parts including descriptive and quantitative statistics. Firstly, this study intended to investigate the data collected to adapt Fear of Success Scale of Zuckerman and Allison (1976) and Rejection Sensitivity Scale of Berenson, Gyurak, Downey, Ayduk, Mogg, Bradley and Pine (2013) for EFL classrooms in order to prove its validity along with its reliability (App. B.1., B.2.).

Second, it intended to deal with the analysis of the data collected through the adapted scale that targets to root out the relation between the language learning achievement, the fear of success and rejection sensitivity of the students.

3.3. Research Population and Sampling

3.3.1. Context and sampling

The study was carried out in the School of Foreign Languages at Gaziantep University, a public university, in the southeast of Turkey after required permissions of the institution and consents of the participants were obtained. English is the medium of instruction in the School of Foreign Languages at Gaziantep University. The students have 25-hour-education weekly in the intensive EFL programme. There are four modules in a year. The program ranges from levels A1 to B2 level. Besides, the students can reach level C1, if they start in B1 level and complete all the modules successfully. They take five quizzes and one exit exam in each module. At the end of four modules, they take a final exam which assesses the overall foreign language skills of the students. The language skills are evaluated in this institution meticulously. The evaluation process including student evaluation form, speaking rubric and writing rubric were presented in appendices (App. A.1., A.2., A.3., A.4., A.5., A.6., A.7.). Furthermore, there were about 1500 students in the beginning of the year. Yet, when the study was carried out, there were almost 1100 students. The School of Foreign Languages at Gaziantep University implements exemption exam three times a year. They are implemented in the beginning of the year, at the end of the second and third modules. Besides failing due to absence, this is the main reason for the reduction of the number of the students.

The sample was chosen meticulously in respect of representativeness of the target population. Because of this reason, when the study was carried out, the students were chosen from all the levels in progress (B1 (repeat group), B2, B2+). Cluster Random Sampling Method was preferred. The selection of the groups was preferred rather than individuals as "cluster random sampling is more effective with larger numbers of clusters" (Fraenkel, Wallen & Hyun, 2011, p. 96). The scales which were prepared in Turkish were implemented to 56 participants.

3.3.2. Participants

The study was fourfold: focus group study, getting expert opinion, pilot study, and actual study. All the study was carried out in the School of Foreign Languages at Gaziantep University. Initially, the aim was to adapt the Fear of Success Scale of Zuckerman and Allison (1976) and Rejection Sensitivity Scale of Berenson at al. (2013). Thus, 3 instructors were interviewed in a focus group study during the process of adapting scale in conformity with EFL classrooms. When the study was carried out, one of the instructors had M.A. degree, the other had bachelor's degree, the last one was doing her Ph. D. degree. Later, 3 experts were consulted in order to contribute to the items mainly in terms of wording, content, and order of them. One of them was doing her Ph. D. while two of them had done their Ph. D.s They were experienced at developing and adapting scales. Next, 60 students were asked to respond the scales to prove the validity and reliability of the scale in the pilot study. Yet, 4 of the scales responded by the participants were omitted because there was "little or no opportunity to correct the respondents' mistakes" (Dörnyei, 2003, p. 11). Finally, 351 participants were requested to participate in the actual study implementation. Yet, 9 of the scales responded by the participants were omitted because of participants' mistakes that could not be corrected. Finally, there were totally 342 respondents for the actual study.

Table 3.1.

Participants in the whole study

Gender	Focus Group Discussion	Expert Opinion	Pilot study	Actual Study
M	1	1	37	252
F	2	2	19	90

There were 37 male students (66.1%) and 19 students (33.9%) in the pilot study. The table of distribution of participants' gender in the pilot study is below.

Table 3.2.

Distribution of participants'gender in the pilot study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	37	66.1	66.1	66.1
	female	19	33.9	33.9	100.0
	Total	56	100.0	100.0	

The ages of the students in the actual study were mainly between 17 and 22. The percentage of the age of those who were between 17-19 was 40.1%. The percentage of the age of those who were between 20-22 was 49.7%. 6.7% of the students were between 23 and 25. The rest of them was 23 year old or more.

Table 3.3.

Distribution of participants'age in the actual study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17-19	137	40.1	40.8	40.8
	20-22	170	49.7	50.6	91.4
	23-25	23	6.7	6.8	98.2
	25 and more	6	1.8	1.8	100.0
	Total	336	98.2	100.0	
Missing	System	6	1.8		
Total		342	100.0		

There were 90 female (26.3%) and 252 male (73.7%) in the actual study. The table of the distribution of genders of the participants is presented below.

Table 3.4.

Distribution of participants'gender in the actual study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	252	73.7	73.7	73.7
	female	90	26.3	26.3	100.0
	Total	342	100.0	100.0	

When the study was carried out, there were B1 (repeat students), B2 and B2+ levels, so the numbers of the students for the study were identified in accordance to the distribution of the students in their levels in School of Foreign Languages at Gaziantep University. In other words, the number of the participants was determined in regard of representativeness of the population carefully.

Table 3.5.

Distribution of participants'language level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B1	137	40.1	40.1	40.1
	B2	169	49.4	49.4	89.5
	B2+	36	10.5	10.5	100.0
	Total	342	100.0	100.0	

The largest group of the participants graduated from Anatolian High School. The number of this group was 215 (62.9%). The second largest group contained 39 participants (11.4%) who graduated from Private Collage. The third largest group included 27 participants (7.9%) who graduated from Science High School. The rest of them (18.2%) graduated from other types of high schools.

3.4. Data Collection Instruments

To find the answers of the research questions, pilot study and actual study were conducted. Pilot study contained three sections (focus group study, semi-structured interview, and implementing scale) in adaptation process of fear of success scale of Zuckerman and Allison (1976) and rejection sensitivity scale of Berenson at al. (2013). Focus group discussion was carried out with three participants who were instructors at a state university in order to evaluate, produce, organize or omit the items included in FOSS (Zuckerman & Allison, 1976) and rejection sensitivity scale Berenson at al. (2013). Then, two experts were requested to improve the scale in terms of content and wording. Another expert was consulted once again before the item writing was finalized. After the scales were adapted for implementation in EFL classrooms, they were applied to a participant group of 56 students to collect data in order to make item analysis to reveal the reliability and validity of the study. Actual study was applied to 342 students to root out the relation between the fear of success, rejection sensitivity and academic success in EFL classrooms after reliability and validity of the scales were proved. In brief, the study included 6 (instructors and experts) and 56 (students) participants for the initial and final piloting of the scale. The actual study included 342 students who answered the scale to root out the answers of the research questions.

3.5. Instrumentation
3.5.1. Focus group interview

The fear of success and rejection sensitivity are two concepts that are untouched in ELT field. They have been studied in different fields in respect of their relationships with different variables. However, no studies related to them have been carried out in ELT area to the best knowledge of the researcher. Because of this reason, one of

purposes of this study was to adapt scales (Berenson at al., 2013; Zuckerman & Allison, 1976) to measure students' level of the fear of success and rejection sensitivity in EFL classrooms. The researcher reviewed the literature for this purpose as Fraenkel, Wallen, and Hyun (2011) point out two important points: identifying the work associated with the intended field of study and evaluating the work in regard to its relation to the research question. Next, focus group interview was made.

In the focus group interview, after the researcher informed 3 instructors about the literature associated with the fear of success and rejection sensitivity, a series of questions were asked to 3 instructors who could also make additional comments beyond what they originally were expected to say when they heard the other answers. The aim was to learn what they really thought about the issues in a social setting in which the participants could hear the others' views and think about their own opinions and views accordingly (Fraenkel, Wallen, & Hyun, 2011). In this study one of the purposes was to adapt Fear of Success Scale (Zuckerman & Allison, 1976) and Rejection Sensitivity Scale (Berenson at al., 2013) for implementation in EFL classrooms. It was carried out by following steps (Fraenkel, Wallen, & Hyun, 2011). The researcher explained the aim and context of the study to the interviewees. Their consents were received. Then, they expressed their opinions about the items of the FOSS by Zuckerman and Allison (1976) and RSS by Berenson at al. (2013). The researcher was the moderator in the focus group interview who facilitated interaction between participants, letting them express differing perspectives, and in some instances, challenged participants, especially to get different opinions about a topic. Focus group study lasted almost two hours. The researcher worded the items that were offered to examine them in the subsequent phases.

The researcher and 3 instructors scrutinized the Fear of Success scale (FOSS) that was prepared by Zuckerman and Allison (1976) (App. B.1.). The aim was to adapt FOSS in EFL classrooms. There were 27 items including two factors in FOSS. One of the factors was named as low fear of success which contained 11 items. The second factor was named as high fear of success which contained 16 items. The items were translated into Turkish as the mother tongues of most of the students that would answer the items were Turkish. The items were dwelled on separately. When the participants considered that some of the words or items were necessary to be altered during the

process of translating, they were changed appropriately. Moreover, the items in FOSS were increased to 35. Furthermore, 5-point Likert scale was used in the scale of the pilot study (App. C.1.). It allowed the participants to explain how often they had the thoughts, feelings or behaviours which were asked. It included the options such as always, often, sometimes, rarely and never. Appendix C.2. includes the pilot scale which was translated into English.

Additionally, the researcher and 3 instructors investigated the scale of Rejection Sensitivity that was prepared by Berenson at al. (2013). There were 9 items in the scale that measured the level of rejection sensitivity of the participants. It was a 6-point Likert scale (App. B.2.). It measured how much concerned the participants were when they were in the situations that were mentioned in the items. The scale was also translated into Turkish. If appropriate, the words or content of the items were changed. The number of the items were increased to 35. It was also 5-point Likert scale (with the options such as always and often,) providing the participants with explaining how often they feel or think the items of the scale (App. C.1.) The scale that was prepared in Turkish was translated into English (App. C.2).

3.5.2. Semi-structured interviews

After the scale was composed with focus group study, three experts were consulted to take their opinions about the scales in different times. They were also asked to "review the items for logical validity" (Fraenkel, Wallen, & Hyun, 2011, p.114). The opinions of two experts were taken especially about the way the items were written. One of the aims was to make sure that the scale did not contain any ambiguous or double-barrelled statements, and any loaded words or sentences that could be responded in a similar way by a major part of the participants (Dörnyei, 2003). The third expert was consulted to evaluate the the last version of the scale in respect of content and format (Fraenkel, Wallen, & Hyun, 2011). It was recommended to simplify some words for better comprehension. The changes were made and the scale was reorganized accordingly.

3.5.1.4. Initial item generation

After the review of related literature and collecting the data from focus group interview with instructors at a state university and individual interviews with experts, 70 items were determined totally for new fear of success scale (35 items) and new rejection sensitivity scale (35 items). It was intended to generate as many items as possible in the final form (Fraenkel, Wallen, & Hyun, 2011). One of the most important points was that the language that was used in the scale was appropriate, clear and simple for the target population to comprehend. Moreover, the study contained negatively and positively phrased items to prohibit 'acquiescence bias' as participants could focus on only one side of the items for the sake of the reliability of the study (Dörnyei, 2003). In this context, fear of success scale was composed of items measuring low and high fear of success (App. C.4.).

3.5.3. Finalizing item writing

After the content and format of the scale were determined, a likert-type rating scale was preferred to evaluate the answers of the participants. The Likert scale is a usually preferred attitude scale in educational research (Fraenkel, Wallen, & Hyun, 2011, p.126). Frequency of the items was taken into consideration as participants were asked to prefer adverbs of frequency on the frequency level that they act or they imagined as stated in the instruction of the scales. Wording was handled carefully as even a small change could lead to a different response of the participant (Dörnyei, 2003). The items were made short, clear and understandable as much as possible to prevent any confusion (Brown, 2001). After all of these steps, the items were proofread by an expert one more time.

3.5.4. Piloting the Scales

Bradburn, Sudman, and Wansink, (2004) draws attention to administering a pilot study with volunteer participants that represent the target population in order to correct, revise or eliminate the items in scale. It was important to try out the instrument with a group of participants that were similar to the participants of the actual study, so the researcher had them complete the instrument for next steps (Fraenkel, Wallen, & Hyun,

2011). It was necessary to have at least 20 participants for the statistical item analysis according to the literature (Fraenkel, Wallen, & Hyun, 2011). The researcher administered the piloting the scales in the final format to four classes that were chosen in School of Foreign Languages randomly (Dörnyei (2003). The classes were preferred from different levels of classrooms to represent the target population. The consents of the participants were obtained. Then, the researcher of this study got valid data from 56 participants.

It was also important to decide how much time was required to respond the scale before the actual scale was applied (Dörnyei, 2003). It took almost 20 minutes that provided everybody with an opportunity to finish in the allocated time" (Dörnyei, 2003). After the data were collected from final piloting, no major difference was made. The frequency analysis of the item was made in order to control any mistakes related to data input. Next, series means of the items were given to the missing values in data input. Later, the item analyses were made. After that, 16 items of FSS and 32 items of RS scale remained. The results showed that cronbach's alpha for fear of success scale was 0.76 and that that Cronbach's alpha for rejection sensitivity scale was 0.94. "Many classroom tests report reliability coefficients of .70 and higher" (Fraenkel, Wallen, & Hyun, 2011, p. 157). Thus, it can be claimed that the actual scale was reliable. The tables that show crombach's alpha values of fear of success and rejection sensitivity scales were presented below.

Table 3.6.
Crombach's alpha of fear of success scale

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.764	.766	16

Table 3.7.
Crombach's alpha of rejection sensitivity scale

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.937	.941	32

Descriptive statistics for RSS and FSS were presented below. It shows that the values for RSS included mean (112.53 with a standard deviation of 2.76), minimum (65), maximum (150), skewness (-.27 with standard deviation of .31) and kurtosis (-.63with standard deviation of .63). Moreover, the values for FSS contained mean (42.05 with a standard deviation of 1.18), minimum (23), maximum (64), skewness (.53 with standard deviation of .31) and kurtosis (.29 with standard deviation of .63)

Table 3.8.
Descriptive statistics for the pilot scales

			Statistic	Std. Error
Rejection Sensitivity	Mean		112.54	2.76
	95% Confidence Interval for Mean	Lower Bound	107.01	
		Upper Bound	118.07	
	5% Trimmed Mean		113.08	
	Median		110.00	
	Variance		426.36	
	Std. Deviation		20.65	
	Minimum		65.00	
	Maximum		150.00	
	Range		85.00	
	Interquartile Range		32.75	
	Skewness		-.27	.32
	Kurtosis		-.63	.63
The Fear of Success / General	Mean		42.05	1.19
	95% Confidence Interval for Mean	Lower Bound	39.68	
		Upper Bound	44.4	
	5% Trimmed Mean		41.77	
	Median		40.00	
	Variance		78.46	
	Std. Deviation		8.86	
	Minimum		23.00	
	Maximum		64.00	
	Range		41.00	
	Interquartile Range		11.00	
	Skewness		.53	.32
	Kurtosis		.29	.63
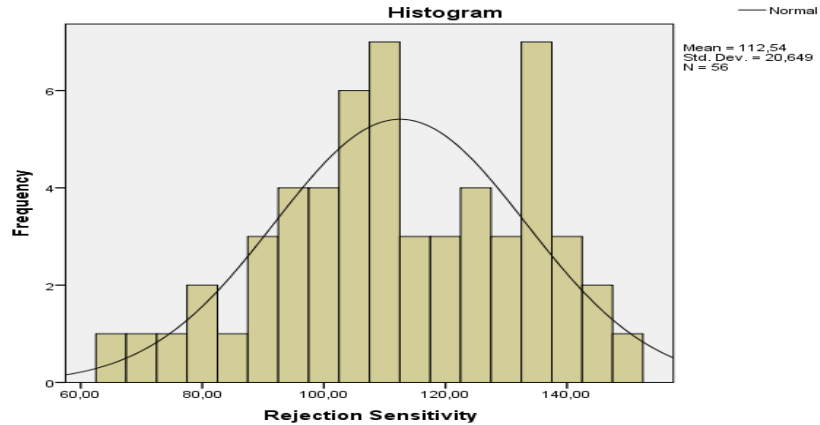
Figure 3.1. Histogram for the pilot scale (rejection sensitivity)
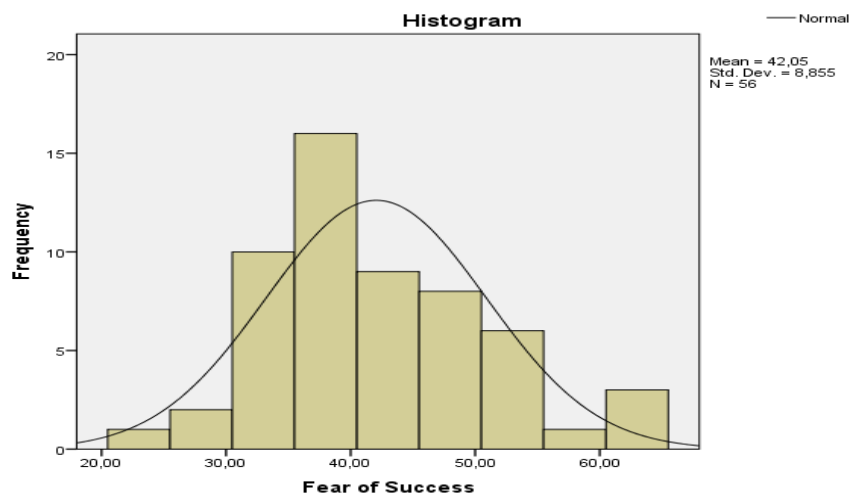
Figure 3.2. Histogram for the pilot scale (fear of success)

"Skewness has to do with the symmetry of the distribution; a skewed variable is a variable whose mean is not in the center of the distribution" (Tabachnick, & Fidell, 2007, p. 79). The distribution of the data has right tail which is longer, it is named as positive skewness; however, the distribution of the data has left tail which is longer, it is named as negative skewness (Tabachnick, & Fidell, 2007). "Kurtosis has to do with the peakedness of a distribution; a distribution is either too peaked (with short, thick tails) or too flat (with long, thin tails)" (Tabachnick, & Fidell, 2007, p.79). "Distributions with positive excess kurtosis are called leptokurtic distribution meaning high peak, and distributions with negative excess kurtosis are called platykurtic distribution meaning flat-topped curve" (Kim, 2013). As seen in the table, the values of RSS and FSS are in the acceptable limits with regard to distribution of the sample data because when the sample sizes are more than 300, "either an absolute skew value larger than 2 or an absolute kurtosis (proper) larger

than 7 may be used as reference values for determining substantial non-normality" (Kim, 2013, p. 53). The data gathered for RSS and FSS did not present a perfect indication of bell-curved shape. Yet, the data were assumed to be normally distributed as the skewnesses were found -,27 and .53 (with a standard deviation of .32). The related figures were also given above.

3.5.5. Implementing the Actual Scales

Cluster Random Sampling Method was preferred for the actual study as it would be "more effective with larger numbers of clusters" (Fraenkel, Wallen & Hyun, 2011, p. 96). 23 classes were chosen randomly in the preparatory school at Gaziantep University, a state school to conduct the revised scales. The revised scales which were preferred in Turkish were implemented to 351 students in this school as it was considered to represent the target population (App. C.3.). The data were put into SPSS 24. The data, collected from the scales of 9 participants were omitted because of the fact that there were no opportunities to correct the participants' mistakes (Dörnyei, 2003). The frequency analysis for the actual study was made to get demographic information of the participants. Series means of the items were given to the missing values in data input in the actual study.

In the actual study, Cronbach's Alpha for Fear of Success Scale was .67 and Cronbach's Alpha for fear of success scale was .90. Dörnyei (2003) mentioned that if the Cronbach Alpha of a scale did not reach 0.60, this could sound warning bells. Yet, the Cronbach's Alpha for Fear of Success Scale was close to .70, which shows the reliability of the scale (Dörnyei, 2003; Fraenkel, Wallen, & Hyun, 2011). Thus, it can be claimed that the actual scales were reliable. The tables that show the Crombach's Alpha values of Fear of Success and Rejection Sensitivity Scales were presented below.

Table 3.9.
Crombach's alpha of FSS

Reliability Statistics

Cronbach's Alpha	N of Items
.67	16

Table 3.10.
Crombach's alpha of RSS

Reliability Statistics

Cronbach's Alpha	N of Items
.90	32

3.6. Data Collection Procedure

3.6.1. Data collection

The data were gathered to adapt the fear of success and rejection sensitivity scales that were appropriate for EFL classrooms. Focus group discussions and semi-structured interviews were implemented to adapt the scales. Next, the scales were conducted at a public school at tertiary level. The required permissions and consents were taken. The necessary information about the aim of the study was explicated to the participants. It was also mentioned that their being sincere was really important before they responded the items of the scale. The piloting scale included 56 participants. It was conducted in the first semester of 2018-2019. The actual scales were implemented for 342 students in the second semester of 2018-2019. The scales were handed in the teachers as hardcopies that were collected back. As a final step, the year end marks of the students were collected at the end of the second semester. The data collection period lasted almost six months.

3.6.2. Data analysis

After the pilot study, the number of the participants was increased to 342 in order to test the reliability and validity of the items. The collected data were analyzed on SPSS 24 program. The main purpose was to see the Cronbach's Alpha values for the scales. The reliability of Fear of Success Scale was .90 while the Cronbach's Alpha value for the Rejection Sensitivity Scale was .67. The second purpose was to conduct factor analyses for the scales to see the quality of the items and evaluate the intended constructs. Later, a principal component analysis was conducted to identify the factors. As the final step, Pearson Correlation and multiple regression analyses were carried out to root out the research questions.

3.7. Summary

In the chapter the methodology of the study was explained step by step. A quantitative descriptive research design was conducted with participants at tertiary level at Gaziantep University. After a deep review of literature, focus group interview was made with three instructors in order to adapt items for Fear of Success and Rejection

Sensitivity Scales. Next, semi-structured interviews were made with three experts in order to finalize the items in respect of content, format and wording for the piloting procedure. 35 items for Fear of Success Scale and 35 items for Rejection Sensitivity Scale were adapted for EFL classrooms. The data were put into SPSS 24. As a result of SPSS analyses, 3 of the items in rejection sensitivity and 9 of the items in fear of success scale were omitted. While Cronbach's alpha of the pilot Fear of Success Scale was 0.761, Cronbach's alpha of the pilot Rejection Sensitivity Scale was 0.94. The actual study included 342 respondents via a hard copy of the scales. Cronbach's alpha value of fear of success scale in the actual study was .67. Cronbach's alpha of rejection sensitivity in the actual study was .90. Pearson correlation and multiple regression analyses were carried out in order to find out the answers of research questions.

CHAPTER IV
FINDINGS

4.1. Presentation

In this chapter the findings related to descriptive statistics, reliability and validity of the revised scales were presented. Next, factor analyses were made subsequently for each scale and they were analyzed with regard to the variables and factors in the measurement. Finally, multiple regression analyses were conducted in order to answer the research questions.

4.3. Inferential Analyses
4.3.1. Reliability and validity of the RSS and FSS

The FSS and RSS were adapted and made suitable for EFL classes at tertitary level in order to fill the gap in the field. Factor analyses were made. "When there is a theory about underlying structure or when the researcher wants to understand underlying structure, factor analysis is often used" (Tabachnick, & Fidell, 2007, p.25). Principal Component Analysis was used as extraction method. Factor # R5 in RSS, factor #R25 in RSS and factor # S3 in FSS were eliminated as their loads were under 0.40 (Kalaycı, 2010).

The most significant digit was proving the reliability of the instrument, so the researcher calculated Cronbach's Alpha value for 30 items of RSS and 15 items of FSS after factor analyses. The scales showed that they had high reliability with a value of .93 of RSS and with a value of .73 of FSS (Dörnyei, 2003; Fraenkel, Wallen, & Hyun, 2011). The related tables were presented below.

Table 4.1.
Factor loads of the items after eliminating the items with low loads for RSS

Component Matrixa

Item numbers	Component 1
30_1	.71
13_1	.71
28_1	.68
32_1	.67
24_1	.67
21_1	.66
20_1	.65
10_1	.64
14_1	.64
26_1	.64
12_1	.63
9_1	.62
8_1	.61
11_1	.60
27_1	.59
16_1	.58
18_1	.58
4_1	.55
15_1	.55
22_1	.52
1_1	.52
2_1	.52
29_1	.52
17_1	.50
7_1	.49
3_1	.49
31_1	.47
19_1	.46
23_1	.45
6_1	.45

Table 4.2.
Factor loads of the items after eliminating the items with low loads for FSS

Component Matrixa

Item numbers	Component 1	2
14_1	.61	-.26
15_1	.58	.08
10_1	.55	.03
9_1	.52	.26
8_1	.51	.29
7_1	.51	-.24
1_1	.45	-.23
6_1	.44	-.25
16_1	.41	.31
2_1	.41	.35
13_1	.39	-.27
4_1	.37	-.57
12_1	.36	.57
11_1	.41	.48
5_1	.41	-.42

Table 4.3.
Reliability statistics for RSS

Reliability Statistics	
Cronbach's Alpha	N of Items
,93	30

Table 4.4.
Reliability statistics for FSS

Reliability Statistics	
Cronbach's Alpha	N of Items
,73	15

Next, the statistics for sampling adequacy and Bartlett's Test of Sphericity were obtained. "Kaiser's measure of sampling adequacy is a ratio of the sum of squared correlations to the sum of squared correlations plus sum of squared partial correlations" (Tabachnick & Fidell, 2007, p.619,620). The acceptable value for KMO sample adequacy is above .5 (Field, 2013). Additionally, "Bartlett's (1954) test of sphericity is a notoriously sensitive test of the hypothesis that the correlations in a correlation matrix are zero" (as cited in Tabachnick & Fidell, 2007, p.619). The value of significance is acceptable when it is lower than .001. In this study, Kaiser-Meyer-Olkin Measure of Sampling Adequacy was .93, and Bartlett's Test of Sphericity was .000 for RSS, which is a precondition for factor analysis (Tabachnick & Fidell, 2007). Moreover, Kaiser-Meyer-Olkin Measure of Sampling Adequacy was .77, and Bartlett's Test of Sphericity was .000 for FSS. The details are in the tables below.

Table 4.5.
Statistics for sampling adequacy and Bartlett's test of sphericity for RSS

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.93
Bartlett's Test of Sphericity	Approx. Chi-Square	3913.82
	Df	435
	Sig.	,000

Table 4.6.
Statistics for sampling adequacy and Bartlett's test of sphericity for FSS

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.77
Bartlett's Test of Sphericity	Approx. Chi-Square	725,42
	Df	105
	Sig.	,000

After these steps, the factors were identified. The results showed that the items of RSS gathered under one factor while the items of FSS were divided into two factors. As the table presents below, the total variance of RSS was 10.22, and the percentage of variance was 34.08.

Furthermore, the total variance of the first factor of FSS was 2.59 and , the total variance of the second factor of FSS was 2.43, so it is clearly seen that they are more than 1.0 which was the demarcation to identify a factor (Guris, & Astar, 2019). Additionally, the percentage of the cumulative of the first factor was 17.26 while the percentage of the cumulative was 33.47. They are presented in the table below.

Table 4.7.
Total variance explained for FSS

	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.28	21.84	21.84	3.276	21.84	21.84	2.59	17.26	17.29
2	1.75	11.63	33.47	1.745	11.63	33.47	2.43	16.21	33.47
3	1.15	7.64	41.11						
4	1.03	6.88	47.99						
5	1.00	6.69	54.68						
6	.96	6.41	61.10						
7	.84	5.61	66.76						
8	.78	5.17	71.88						
9	.73	4.84	76.71						
10	.70	4.68	81.39						
11	.65	4.30	85.69						
12	.59	3.92	89.62						
13	.56	3.76	93.32						
14	.51	3.37	96.69						
15	.50	3.31	100.00						

Moreover, the total variance of RSS was 10.225, which was also higher than 1.0 (Guris, & Astar, 2019). In addition to that, the percentage of the cumulative of the factor was 34.1.

Table 4.8.
Total variance explained for RSS

	Total Variance Explained					
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.23	34.082	34.08	10.23	34.08	34.08
2	1.52	5.056	39.14			
3	1.30	4.316	43.45			
4	1.21	4.048	47.50			
5	1.07	3.575	51.08			
6	1.06	3.518	54.60			
7	.96	3.199	57.79			
8	.91	3.031	60.83			
9	.88	2.935	63.76			
10	.84	2.810	66.57			
11	.76	2.525	69.10			
12	.74	2.474	71.57			
13	.69	2.307	73.88			
14	.67	2.219	76.10			
15	.64	2.125	78.22			
16	.60	1.994	80.21			
17	.59	1.974	82.19			
18	.56	1.875	84.06			
19	.53	1.772	85.84			
20	.53	1.750	87.59			
21	.49	1.644	89.23			
22	.48	1.582	90.81			
23	.41	1.359	92.17			
24	.40	1.338	93.51			
25	.38	1.266	94.78			
26	.36	1.194	95.97			
27	.33	1.091	97.06			
28	.31	1.023	98.08			
29	.29	.976	99.06			
30	.28	.941	100.00			

In addition, scree plots of RSS and FSS were given separately below in accordance with the eigen values that were represented in the table above.
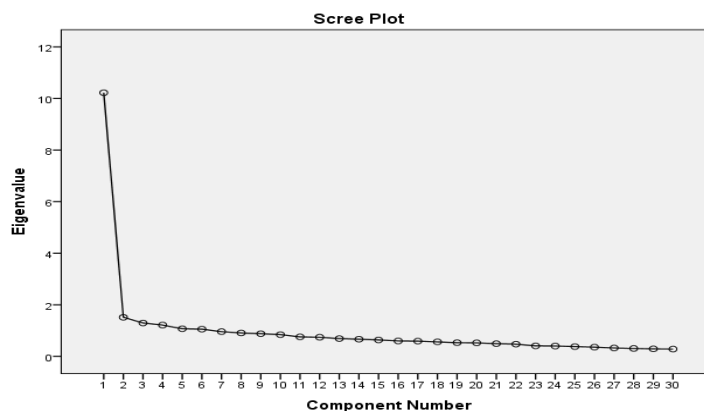
Figure 4.1. Scree plot of RSS
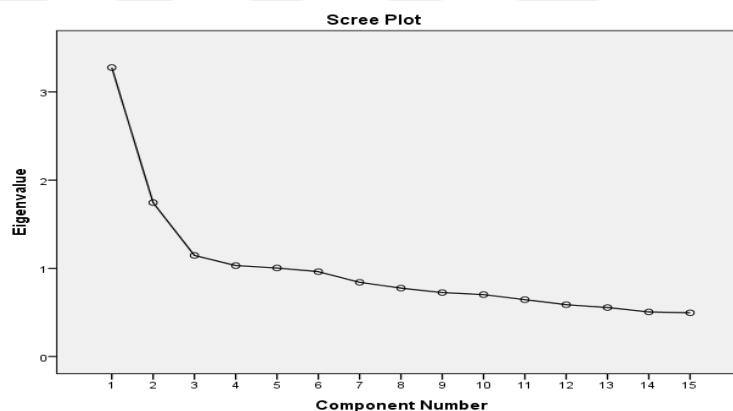
Figure 4.2. Scree plot of FSS

4.3. Descriptive Statistics

The current study included the data obtained from 342 participants through Rejection Sensitivity Questionnaire (RSQ) and Fear Of Success Questionnaire (FSQ). Before the factor analyses, the first one (RSS) contained 32 items while the latter contained 16 items. After factor analysis, there were 30 items for RSS and 15 items for FSS. Descriptive statistics (after factor analyses) including values such as mean, median, standard deviation, and range of maximum and minimum values were given to show whether the data were normally distributed. "Although normality of the variables is not always required for analysis, the solution is usually quite a bit better if the variables are all normally distributed" (Tabachnick, & Fidell, 2007, p.79). The table of descriptive statistics of the actual study were given below.

Table 4.9.

Descriptive statistics for the revised RSS and FSS

			Statistic	Std. Error
Rejection Sensitivity	Mean		113.87	1.03
	95% Confidence Interval for Mean	Lower Bound	111.84	
		Upper Bound	115.89	
	5% Trimmed Mean		114.58	
	Median		115.00	
	Variance		362.57	
	Std. Deviation		19.041	
	Minimum		56.00	
	Maximum		150.00	
	Range		94.00	
	Interquartile Range		26.00	
	Skewness		-.53	.13
	Kurtosis		-.06	.26
Fear of Success	Mean		41.67	.52
	95% Confidence Interval for Mean	Lower Bound	40.65	
		Upper Bound	42.68	
	5% Trimmed Mean		41.36	
	Median		41.00	
	Variance		90.73	
	Std. Deviation		9.53	
	Minimum		15.00	
	Maximum		72.00	
	Range		57.00	
	Interquartile Range		12.00	
	Skewness		.47	.13
	Kurtosis		.37	.26

Descriptive statistics for RSS contained mean (113.87 with a standard deviation of 1.02), minimum (56), maximum (150), skewness (-.52 with a standard deviation of .13), kurtosis (-.056 with a standard deviation of .26).

Moreover, descriptive statistics for FSS contained mean (41.67 with a standard deviation of .51), minimum (15), maximum (72), skewness (.47 with a standard deviation of .13), kurtosis (.37 with a standard deviation of .26).
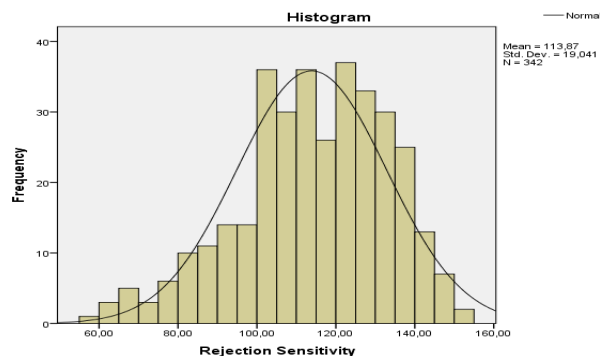
Figure 4.3 Histogram of items in the revised RSS
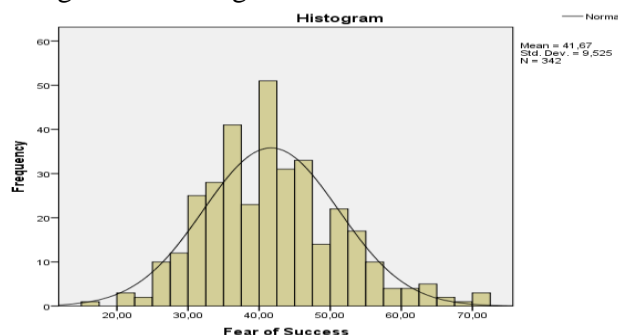
Figure 4.4 Histogram of items in the revised FSS

According to Tabacknick & Fidell (2007), as mentioned before, "skewness has to do with the symmetry of the distribution" (p. 79). Moreover, "Kurtosis has to do with the peakedness of a distribution (Tabachnick, & Fidell, 2007, p.79). The histograms above present a visual representation of the frequency of data distribution of RSS and FSS.

The factor analyses were made to prove the reliability and validation of the scales. The descriptive statistics for the items that remained in the RSS and FSS were prepared. There was only one factor for RSS. Factor analyses (which were explained in detail below) directed the researcher to form two different factors in the FSS, so descriptive statistics for FSS were prepared separately.

The table below shows descriptive statistics of two factors of the revised FSS. The descriptive statistics for factor 1 of FSS reveal the value for skewness .84 with a standard deviation of .13 and the value for kurtosis .70 with a standard deviation of .26. The mean was 17.55 with a standard deviation of .35 and the total score of participants varied between a minimum of 8 and a maximum of 40.

Finally, the descriptive statistics for factor 2 of FSS show the value for skewness -.17 with a standard deviation of .13 and the value for kurtosis -.21 with a standard deviation of .26.

The mean was 24.17 with a standard deviation of .269 and the total score of participants varied between a minimum of 7 and a maximum of 34.

Table 4.10.
Descriptive statistics of the items of low fear of success (the items of factor 1 of FSS)

Factor 1				
	Mean		17.55	.35
	95% Confidence Interval for Mean	Lower Bound	16.86	
		Upper Bound	18.24	
	5% Trimmed Mean		17.15	
	Median		17.00	
	Variance		42.45	
	Std. Deviation		6.52	
	Minimum		8.00	
	Maximum		40.00	
	Range		32.00	
	Interquartile Range		9.00	
	Skewness		.84	.13
	Kurtosis		.70	.26

Table 4.11.
Descriptive statistics of the items of high fear of success (the items of factor 2 of FSS)

Factor 2				
	Mean		24.17	.27
	95% Confidence Interval for Mean	Lower Bound	23.59	
		Upper Bound	24.64	
	5% Trimmed Mean		24.17	
	Median		24.00	
	Variance		24.69	
	Std. Deviation		4.97	
	Minimum		7.00	
	Maximum		34.00	
	Range		27.00	
	Interquartile Range		7.00	
	Skewness		-.17	.13
	Kurtosis		-.21	.26

The histogram below demonstrates the distribution of data as a result of descriptive statistics.
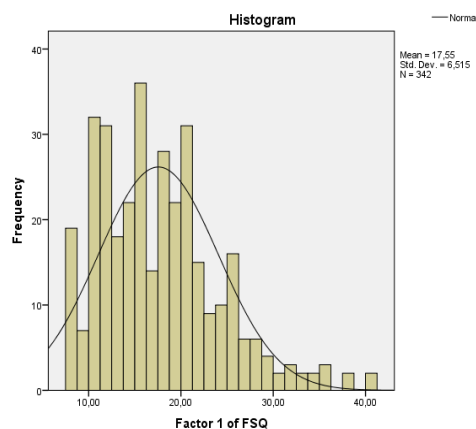
Figure 4.5. Histogram for the items of factor 1 of FSS
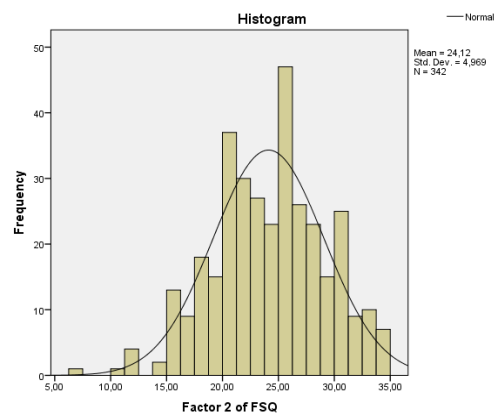
Figure 4.6. Histogram for the items of factor 2 of FSS

The figure 4.5 shows that the histogram for the items of factor 1 of FSS tends to have positive skewness. In addition, the figure 4.6. indicates that the histogram for the items of factor 2 of FSS tends to have negative skewness.

After all the procedures were carefully analyzed, there was one thing to be done. It was to give names to the factors of FSS as there were two factors. The names of the factors and the related items were presented below.

The Items of Factor 1 of FSS: "Low Fear of Success"

1. I expect others to fully appreciate my ability to do business.

4. I feel happy when I tell my friends about the things at which I am good.

5. I try to win in a competition no matter what it is.

6. I believe that being successful is highly appreciated in our society.

7. I believe that I have to do the assigned tasks given to me in order to prove that I am a worthy person to others.

10. I think that people try to establish some close ties with the successful people at the summit.

13. I believe that I can be more successful than most of the people I know.

14. Once I succeed, I believe people always expect me to do better things.

The Items of Factor 2 of FSS: "High Fear of Success"

2. In my opinion, the fact that only one person is successful in a job can make other people unhappy.

8. I think that others perceive successful people as cold people.

9. I believe that as people get successful, their behaviours begin to deteriorate (eg, showing disdain to others after they get successful).

11. I feel bad even if I have done a good job.

12. I believe that the successful people feel sad.

15. I think that others perceive the successful people as arrogant people.

16. I believe that unsuccessful people are unhappy.

4.3.2. Analyses for research questions

The normal distributions of data sets were examined before data analyses for research questions. "The total area under the normal curve represents all of the scores in a normal distribution. In such a curve, the mean, median, and mode are identical, so the mean falls at the exact center of the curve" (Fraenkel, Wallen, & Hyun, 2011). Moreover, "A z score could be obtained by dividing the skew values or excess kurtosis by their standard errors." (Fraenkel, Wallen & Hyun, 2011). The points of 29 participants were omitted as they exceeded ±3 z points or they had extreme values. After this procedure, the researcher observed many important points. One of them was that there were not significant differences between mode, mean and median. The other one was that the z score did not exceed ±3 points. The values were gathered on alignments on normal Q-Q plots and that the values did not function on detrended normal Q-Q plots. Moreover, mean was close to the center in boxplot. Furthermore, the values obtained by dividing skewness and kurtosis values by standard error were close to ±3 and the value obtained by dividing interquartile range by standard deviation was between 1-3. It was observed that there were normal distribution and near-normal distribution of the data sets as a result of the mentioned analyses and data, so parametric tests were decided to be used. At this point, the tables for descriptive statistics were used for sample groups and scale points. In addition, unpaired t tests were preferred to analyze the differences between two variables. When the variables were more than two, one-way analysis of variance (ANOVA) was preferred to analyse the differences.

Pearson correlation analysis was used to investigate the relationship between the variables, and multiple regression analysis was used to identify predictor variables.

Table 4.12.

Demographic information for the sample group

Variables	Categoryies	n	%
Gender	Male	236	75.4
	Female	77	24.6
	Total	**313**	**100.0**
Age of the Students	17-19	124	39.6
	20-22	156	49.8
	23 and more	27	8.6
	Total	**307**	**100.0**
The Period of English Education of the Students	0-6 months	135	43.1
	1 year	45	14.4
	2-3 years	22	7.0
	4 years and more	111	35.5
	Total	**313**	**100.0**
The Current Levels of The Students	B1	126	40.3
	B2	154	49.2
	B2+	33	10.5
	Total	**313**	**100.0**

At this step there were 313 participants including 236 male (75.4%) and 77 female (24.6%). 124 participants (39.6%) were between 17-19 years old. 156 participants (49.8%) were between 20-22 years old. 27 participants (8.6%) were 23 years old or more. 6 participants did not give information about their ages. 135 participants (43.1%) stated that they had learned English for 0-6 months. 45 participants (14.4%) showed that they had studied English for 1 year, 22 participants (7.0%) said that they had studied for 2-3 years. 111 participants (35.5%) stated that they had studied English for 4 years or more. The level of 126 participants (40.3%) was B1. The level of 154 participants (49.2%) was B2. The level of 33 participants (10.5%) was B2+.

Table 4.13.

Descriptive statistics for the scales

Scales/Subdimensions	Min	Max	Skewness	Kurtosis	Median	Mean	SD
Rejection sensitivity Scale (RSS)	77	150	-0.26	-0.66	116	115.24	17.01
Fear of Success Scale (FSS)	20	62	0.19	-0.41	41	40.85	8.28
Low Fear of Success /subdimension	8	29	0.33	-0.72	16	16.74	5.38
High Fear of Success/subdimension	11	34	-0.08	-0.34	24	24.11	4.75

The table above presents the score intervals, the values for skewness, kurtosis, median, mean and standard deviation of the rejection sensitivity scale, fear of success scale, and its subdimensions used in the study. The values for skewness and kurtosis are -0.26 and 0.67 for RRS, 0.19 and -0.41 for FSS, 0.33 and -0.72 for low fear of success (a subdimension of FSS) and -0.09 and -0.34 for high fear of success (a subdimension of FSS) respectively.

Table 4.14.
The Difference between male and female participants related to their point averages in the scales and subdimensions, and final grades

Scales/subdimensions	Gender	N	Mean	SD	t	df	p
RSS	Male	236	116.09	17.21	1.54	311	0.13
	Female	77	112.67	16.22			
FSS	Male	236	40.62	7.94	-0.87	311	0.39
	Female	77	41.56	9.27			
Low FSS /Subdimension	Male	236	16.57	5.18	-0.97	311	0.33
	Female	77	17.25	5.95			
High FSS /Subdimension	Male	236	24.05	4.65	-0.42	311	0.68
	Female	77	24.31	5.07			
Final Grade	Male	236	64.13	6.85	-1.45	311	0.15
	Female	77	65.46	7.59			

Independent samples t-test was used to identify the difference between male and female participants associated with their point averages in the scales of rejection sensitivity, fear of success with its subdimensions and final grade as it could be used when the aim was to distinguish two variables (Tabachnick & Fidell, 2007). The results showed that there was not significant difference between male and female participants related to their point averages in the scales of rejection sensitivity, fear of success with its subdimensions and final grade (p>0,05).

Table 4.15.
Analysing the difference between the point averages in the scales and its subdimensions, and the final grades of the participants in accordance with their ages

Scales / Subdimensions	Age	n	Mean	SD	F	Df	p
Rejection Sensitivity Scale	17-19	124	115.16	16.67	0.07	2	0.94
	20-22	156	115.52	17.26		304	
	23 and more	27	116.45	16.33			
Fear of Success Scale	17-19	124	41.24	8.15	0.61	2	0.55
	20-22	156	40.79	8.57		304	
	23 and more	27	39.31	7.17			
Low Fear of Success Scale /Subdimension	17-19	124	16.83	5.48	0.49	2	0.62
	20-22	156	16.81	5.45		304	
	23 and more	27	15.75	4.66			
High Fear of Success Scale /Subdimension	17-19	124	24.41	4.62	0.486	2	0.62
	20-22	156	23.98	4.96		304	
	23 and more	27	23.56	4.25			
Final Grade	17-19	124	65.43	8.13	2.20	2	0.11
	20-22	156	63.95	6.37		304	
	23 and more	27	62.93	5.71			

One-way analysis of variance (ANOVA) was used to determine the difference between the point averages in the scales of rejection sensitivity, fear of success with its

subdimensions and final grades of the participants in accordance with the age variable. "One-way analysis of covariance is designed to assess group differences on a single dependent variable after the effects of one or more covariates are statistically removed" (Tabachnick & Fidell, 2007, p. 19). The results demonstrated that there was not a significant difference between the point averages in the scales of rejection sensitivity, fear of success with its subdimensions (high fear of success and low fear of success) and the final grades of the participants in accordance with the age variable (p>0.05).

Table 4.16.
Analysing the difference between the point averages in the scales and its subdimensions, and the final grades of the participants in accordance with the period of English education

Scales / Subdimensions	The period of English Education	n	Mean	SD	F	df	p
Rejection Sensitivity Scale	0-6 months	135	116.05	16,89	0.45	3	0.72
	1 years	45	113.25	19,57		309	
	2-3 years	22	112.93	18,72			
	4 years and more	111	115.53	15,79			
Fear of Success Scale	0-6 months	135	41.29	8,34	0.45	3	0.72
	1 years	45	41.26	7,72		309	
	2-3 years	22	39.58	9,06			
	4 years and more	111	40.40	8,33			
Low Fear of Success Scale /Subdimension	0-6 months	135	16.60	5,29	0.189	3	0.90
	1 years	45	17.15	5,85		309	
	2-3 years	22	17.22	5,33			
	4 years and more	111	16.64	5,35			
High Fear of Success Scale /Subdimension	0-6 months	135	24.69	4,80	1.89	3	0.13
	1 years	45	24.11	4,66		309	
	2-3 years	22	22.36	4,55			
	4 years and more	111	23.76	4,70			
Final Grade	0-6 months	135	63.32	6,47	6.48	3	0.00
	1 years	45	62.44	6,91		309	
	2-3 years	22	64.24	7,28			
	4 years and more	111	66.70	7,24			

One-way analysis of variance (ANOVA) was used to specify the difference between the point averages in the scales of rejection sensitivity, fear of success with its

subdimensions and final grades of the participants in accordance with the variable of the period of English education. The results showed that there was not a significant difference between the point averages in the scales of rejection sensitivity, fear of success with its subdimensions of the participants (p>0.05). Yet, there was a significant difference between the point averages of their final grades ($F_{(3.309)}$=6.478; p<0.001). LSD multiple comparison test revealed that the main difference resulted from the category of those who studied English for 4 years or more. It is seen in the table that mean value for those who studied English for more than four years or more was 66.70 while the mean vale of those who studied English for one year was 62.44, which is lower.

Table 4.17.
The difference between the point averages in the scales and its subdimensions, and the final grades of the participants in accordance with the level of the participants

Scales / Subdimensions	The Level of the Students	n	Mean	SD	F	df	p
Rejection Sensitivity Scale	B1	126	115.92	17.85	0,19	2	0.83
	B2	154	114.66	16.30		310	
	B2+	33	115.39	17.37			
Fear of Success Scale	B1	126	40.14	7,98	2.24	2	0.11
	B2	154	41.81	7,70		310	
	B2+	33	39.09	11,26			
Low Fear of Success Scale /Subdimension	B1	126	16.20	5,19	1.48	2	0.23
	B2	154	17.27	5,27		310	
	B2+	33	16.29	6,41			

Table 4.17. (cont.)

Scales / Subdimensions	The Level of the Students	n	Mean	SD	F	df	p
High Fear of Success Scale /Subdimension	B1	126	23.94	4.65	1.98	2	0.14
	B2	154	24.54	4.54		310	
	B2+	33	22.80	5.83			
Final Grade	B1	126	61.15	5.81	27.05	2	0.00
	B2	154	66.69	7.16		310	
	B2+	33	66.67	5.93			

One-way analysis of variance (ANOVA) was used to identify the difference between the point averages in the scales of rejection sensitivity, fear of success with its subdimensions and final grades of the participants in accordance with the variable of the level of the participants. There was not a significant difference between the point averages in the scales of rejection sensitivity, fear of success with its subdimensions of the participants (p>0.05). However, there was a significant difference between the point averages of their final grades $(F_{(2.310)}=27.047; p<0.001)$. LSD multiple comparison test demonstrated that the difference resulted from the category of B1 level whose mean was the lowest. It is seen in the table that the mean of final grade of B1 level participants is 61.15 while the mean of final grade of B2 level participants is 66.69.

The relationships between the point averages of the participants in the scales and their subdimensions and final grades were analyzed with Pearson Correlation analyses. "The value of *r* ranges between + 1 and - 1, where values close to .00 represent no linear relationship or predictability between the X and Y variables. An *r* value of + 1.00 or - 1.00 indicates perfect predictability of one score when the other is known" (Tabachnick & Fidell, 2007, p. 56). It was observed that rejection sensitivity scale had a positive correlation with High Fear of Success Scale /Subdimension (r=0.46; p<0.001). Moreover, the table below shows that there was not a relationship between final grades

of the participants and their scores in rejection sensitivity and fear of success scale (p>0.05).

Table 4.18
The correlation between the point averages of the participants in scales and their subdimensions and their final grades.

Scales / Subdimensions	Rejection Sensitivity Scale	Fear of Success Scale	Low Fear of Success Scale /Subdimension	High Fear of Success Scale /Subdimension
Fear of Success Scale	0.33[*]			
Low Fear of Success Scale /Subdimension	0.10	0.84[*]		
High Fear of Success Scale /Subdimension	0.46[*]	0.79[*]	0.34[*]	
Final Grade	0.05	0.05	0.07	0.01

[*] p<0,001

"The term regression is often used when the intent of the analysis is prediction" (Tabachnick, & Fidell, 2007,p.117). Multiple regression analysis was used to find the predictor variables of the final grades of the participants. According to the results of the analyses, the regression models formed as the predictors of final grades were not significant statistically (p>0.05). The parametres in the models as the predictors of final grades were not meaningful statistically as seen in the table below(p>0.05).

Table 4.19
Multiple regression analyses to find the predictors of language learning success of the participants

Dependent Variable	Independent Variable	B	sh	Beta	T	F	R Square
Final Grade	(Constant)	61.31	2.96	-	20.69	0.88	0.09
	RS	0.03	0.03	0.06	1.00		
	High FOS	-0.17	0.15	-0.12	-1.18		
	Low FOS	0.10	0.08	0.12	1.32		

Multiple regression analysis is used to find the predictors of the variables (Tabachnick, & Fidell, 2007). Multiple regression analyses were used to find the predictors of the fear of success and rejection sensitivity The results demonstrated high

fear of success is a meaningful parameter that predicts rejection sensitivity ($p<0.05$). High fear of success accounts for 21% of rejection sensitivity. One-unit increase in high fear of success will cause 1.639-unit increase in rejection sensitivity.

Table 4.20

Multiple regression analyses to find out the predictors of the fear of success and rejection sensitivity

Dependent Variable	Independent variable	B	Std. Error	Beta	T	F	R Square
Rejection Sensitivity	(Constant)	75.73	4.44		17.06	82.32	0.21
	High Fear of Success	1.64	0.18	0.46	9.07		
High Fear of Success	(Constant)	9.40	1.64		5.73	82.32	0.21
	Rejection Sensitivity	0.13	0.01	0.46	9.07		

The results also showed that rejection sensitivity is a meaningful parameter that predicts high fear of success ($p<0.05$). Rejection sensitivity accounts for 21% of high fear of success. One-unit increase in rejection sensitivity will lead to 0.13-unit increase in high fear of success.

4.4. Summary

This chapter expained the findings of the actual study. Firstly, descriptive statistics of the study were expressed in detail with tables and figures. In addition, for the sake of the reliability and validity of the scales, factor analyses were conducted. The researcher found one factor for RSS (30 items) and two factors for FSS (15 items). The factors for FSS were named as "high fear of success and "low fear of success". The crombach's Alpha for RSS was .93 while crombach's Alpha for FSS was .73. After analyzing the descriptive statistics, the researcher eliminated the points of 29 participants as they had extreme values (They exceeded ±3 z points.). After normal and near-normal distribution of data were obtained, parametric tests were used. Unpaired-t tests were used to analyze the difference between male and female participants. The results showed that there was not a significant difference between male and female

students (p>.0.05). One-way analysis of variance (ANOVA) was used to analyze the difference for ages, the period of English education, the current levels of the students. The results demonstrated that there were two categories that showed significant differences. The period of English education and the level of the students revealed significant difference in respect of their final grades. Significant differences were not observed in other categories. Pearson Correlation analyses were made to analyze the relationship between final grades, rejection sensitivity, the fear of success and the subdimensions of fear of success. It was found that there was a positive correlation between Rejection Sensitivity and Fear of Success Scales (r=0.33; p<0.001). Additionally, there was also a positive correlation between Rejection Sensitivity Scale and the subdimension of FSS (high fear of success) (r=0.46; p<0.001). As a final step, multiple regression analyses were carried out in order to identify the predictor variables of the final grades, fear of success and rejection sensitivity of the students. Yet, the regression models constituted to specify the predictor variables of the final grades were not statistically meaningful (p>0.05). However, it was concluded that the fear of success and rejection sensitivity can predict each other and account for 21% of each other.

CHAPTER V
DISCUSSIONS

5.1. Presentation

The chapter includes discussions related to the findings of the actual study. The discussions are based on the related literature. Firstly, discussions for inferential statistics were given in respect of reliability and validity. In addition, discussions for descriptive statistics were included. Next, this chapter includes discussions for the analyses conducted to root out the answers of research questions.

5.2 Discussions for Inferential and Descriptive Statistics

After identifying the gap in the literature in ELT field, the RSS and FSS were adapted to EFL classes for the actual study. After completing the pilot study including focus group study, semi-structured interview and SPSS analyses, the data sets were gathered from 342 participants for the current study. It means that this study includes a good sample size. Comrey and Lee (1992) stated that a minimum of 300 cases could be regarded as reliable in a study. In addition, Kim and Mueller (1978) emphasized that factor analysis of a scale is crucial in order to test the reliability of the study. Thus, the most important point was to prove the reliability and the validity of the data. With this object, factor analyses were carried out. The factors were specified. All the findings related to factor analyses were reported as required (Hinkin, Tracey, & Enz, 1997). The Crombach's Alpha values for RSS and FSS were found. It was also necessary to calculate alpha coefficient to check the internal consistency of the intruments (Fraenkel, Wallen, & Hyun, 2011). After factor analyses, the Crombach's Alpha value of RSS was ,93 while the Crombach's Alpha value for FSS was ,73.

In this study, principal component analysis was preferred as an extraction method when the factor analyses were conducted. The main aim was to check if the items measured the same construct, and omit those that did not perform for the similar functions, so the number of the items were concordantly reduced to 30 items in RSS and 15 items in FSS (Dörnyei, 2007). The main goal of the researcher was to form rigorous scales. It was also essential to get KMO and Barlett's test results. A Kaiser-Meyer-Olkin measure of sampling adequacy test was conducted to see whether the size of the sample was adequate. KMO values, which could be between 0 and 1, present more reliable results as long as the values get closer to 1 (Field, 2013). The KMO value for RSS was .93 while the KMO value for FSS was .77. According to Hutcheson and Sofroniou (as cited in Field, 2013), the KMO value for RSS was splendid as it was above .90, and the KMO vale for FSS was good as it was between .7 and .8.

Barlett's Test of Sphericity was required to identify the assumption of sphericity. The significance value for the data sets had to be lower than (p< .001) to be convenient for factor analyses. The significance values for Barlett's Test of Sphericity of RSS and FSS were .000. Thus, it can be concluded that this study was suitable for factor analyses in respect of Barlett's Test of Sphericity and KMO test (Field, 2013).

After this step, it was essential to decrease the number of the items in the scales for more meaningful interpretation (Dörnyei, 2007; Field, 2013). Total Variance Explained Tests presented above clearly showed that there was one factor for RSS and two factors for FSS. The total variance of the only factor of RSS was 10.22 and accounted for 34.08% of the whole variance. Furthermore, while the first factor of RSS accounted for 17.26% , the second factor of RSS accounted for 16.12 of the whole variance. The items #1, #4, #5, #6, #7, #10, #13, #14 of FSS were gathered under the first factor. The items #2, #8, #9, #11, #12, #15, #16 of FSS were gathered under the second factor. Moreover, Componant matrixes showed that items #5 and item #25 in RSS and item # 3in FSS were eliminated as they were under a value of .40 for factor load variable (Stevens, 2009).

After scrutinizing the results of the factor analyses, the last step was to name the factors. It was important to suggest the broadest meaning with the least amount of words (Rummel, 1970). Thus, the names for FSS factors were formed, the researcher tried her

best to explain the most representative meaning with the limited number of words, so the first factor of FSS was named as 'low fear of success' while the other was named as 'high fear of success'.

Moreover, Pearson Correlation analyses were carried out in order to scrutinize possible relationships between the achievement of learners in EFL classrooms, their level of rejection sensitivity, fear of success, and its subdimensions. The main finding at this step was the positive correlation at medium level (r=0.46; p<0.001) between rejection sensitivity and high fear of success. Furthermore, independent samples t-test and one-way analyses of variance (ANOVA) were conducted in order to identify the differences between genders, age intervals, the periods of English education, the levels of the students in respect of the level of rejection sensitivity, high/low fear of success of the students and their final grades. The analyses revealed that there were not significant differences between the variables aforementioned.

It was also crucial to present the descriptive statistics of the actual study before multiple regression analyses in order to figure out the assumptions of parametric data analyses were met or not. The next step was calculating skewness values. They were -.53 for RSS and .47 for FSS with the standard deviation of .13. As there were two factors under FSS (high and low fear of success), the skewnesses for them were calculated separately. The values were .84 and -.17 for low fear of success and high fear of success respectively. In order to provide the normal distribution, 29 participants' points were omitted from the data sets because they exceeded ±3 z points. In addition to all these findings, it is worth mentioning that table 4.14 in this study indicates the level of low and high fear of success clearly. It demonstrates that the level of the second factor of FSS (High Fear of Success) is higher than the level of the first factor of FSS (Low Fear of Success) for the male and female participants. While the mean of low fear of success is 16.57 for the male and 17.25 for the female, the mean of high fear of success is 24.05 for the male and 24.31 for the female.

5.3. Discussions for Research Questions and Hypotheses

      Research Question # 1: Is there a relationship between the fear of success and foreign language achievement in EFL classrooms?

      Hypothesis for Research Question # 1: There is no relationship between the fear of success and foreign language achievement in EFL classrooms.

      One of the purposes of the first research question was to fill in the gap in ELT literature. Thus, with this aim in mind, the researcher tried to root out if there was a relation between the fear of success and foreign language achievement. In order to achieve that, Pearson correlation and multiple regression analyses were conducted. The analyses were made for the fear of success and the subdimensions of the fear of success (high fear of success and low fear of success), and the final grade of the students. According to the results of Pearson correlation, there was not a correlation between the final grades of the participants and their levels of the fear of success, high fear of success and low fear of success of the participant (r=0.05; r=0.07; r=0.010 respectively). Multiple regression analyses were carried out to find out if fear of success and its subdimensions could be the predictors of achievement in EFL classrooms. Yet, the results demonstrated that the models that were formed to be the predictors of final grades of the participants were not meaningful statistically (p>0.05).

      One of the purposes of Tılfarlıoğlu and Ekler (2019) was to analyze the effects of the fear of success on EFL classrooms. They interviewed ten instructors who taught at a public university about their observation about the fear of success in EFL classrooms. Then, they concluded that the fear of success could affect the students' behaviours, relationships and emotions negatively in EFL classrooms (such as peer pressure, shyness, etc.) as a result of negative expectation about success. Moreover, according to the findings of the study of Tılfarlıoğlu and Ekler (2019) through the interviews with the instructors, it was explicated that negative expectations of the students about the results of success could also influence their achievements. Yet, the findings of this study prove statistically that even if the fear of success affect their behaviours, relationships and emotions, there was not relationship between final grades and the fear of success of the students.

One of the hypotheses that was developed by the researcher of this study was that there was no relation between the level of the fear of success of the students and their foreign language achievements. The findings proved the hypothesis. The researcher did not find a correlation between them.

Research question # 2: To what extent does the fear of success account for foreign language achievement in EFL classrooms?

The correlation between final grades, the fear of success and its subdimensions could not be found. Furthermore, as a result of multiple regression analyses, it was concluded that they were not the predictors of each other. However, the researcher also made independent samples t-test and one-way ANOVA in order to analyse these variable in detail in accordance with descriptive statistics of the participants (gender, age intervals, the period of the English education, the current level of the students). However, the researcher did not find significant difference between them. Herein, it is worth mentioning the findings of some researchers associated with gender difference in literature because it was the main point that the researchers usually dealt with (Hoffman, 1974; Horner,1972; Tremeser, 1974; Zuckerman & Wheeler, 1975). Horner (1968) found, through projective testing, that 65% of female participants (compared to 9% male participants) were high in the expression of negative motives of the fear of success (as cited in Horner, 1972). In addition, while the findings of Hoffman (1974), who replicated the study of Horner (1968) (as cited in Sassen, 1980) with four different cues, supported Horner's findings for females, the findings for males demonstratedthe level of the fear of success of males increased to 77% (Hoffman, 1974). According to the findings of Tremeser (1974) while the percentage of fear-of-success imagery of women ranged from 11% to 88%, the percentage for men ranged from 14% to 86%. Moreover, the fear of success of the females were significantly higher than the males' in the Fear of Success Scale that was developed by Zuckerman and Allison in 1973 (cited in Zuckerman & Wheeler, 1975). Yet, the findings of Pappo (1972) (as cited in Zuckerman & Wheeler, 1975) supported the findings of the current study as Pappo (1972) did not find significant differences between females' and males' scores. As mentioned before, the researcher in this study in the current setting, also found that there was not

significant difference between genders. Additionaly, analyses for the fear of success did not show significant differences in respect of the period of the English education, the current level of the students, either.

In spite of all these findings, the results, which have been shown in the table 4.14, clearly proved that the students may have the fear of success because the table shows, as mentioned before, that the mean of the first factor of FSS (Low Fear of Success) is 16.57 for the male and 17.25 for the female. Moreover, the table 4.14 shows that the mean of the second factor of FSS (High Fear of Success) is 24.05 for the male and 24.31 for the female. To illustrate, it can be concluded that the level of high fear of success of the participants is higher than the level of low fear of success.

There is a significant point to be mentioned. There are some ways to stop or direct the fear of success such as exploring and counteracting negative beliefs, explaining the thoughts and feelings (for example by journalising), thinking about past successes, accepting the inevitability of discomfort of the fear of success, being aware of the ways a person sabotages oneself, noticing the root of the fear (Luna, 2018). People who have the fear of success may deal with it in a different way, which may affect the achievement. Thus, the way(s) or ability that a person uses to overcome it may become more important than the level of the fear of success when s/he tries to succeed. Furthermore, it is important to consider how a person with the fear of success reacts when s/he comes face to face with achievement. For instance, two successful language learners with same level of the fear of success apply for Erasmus Project to study abroad. Those persons have to take an exam or have an interview with the instructors to be picked among other students. While both of them want to be successful, they may have fear of not dealing with cultural shock or not getting used to different education system and settings of a new country. If these learners pass the exam and go abroad to study, they may react in different ways. For example, one of them may just concentrate on the problems that s/he meets and withdraw into her/his shell instead of interacting with other learners in the new setting to improve his/her language while the other one may prefer to study harder to deal with any problems related to the differences in a new setting. Hence, while one of them tends to be unsuccessful, the other one may tend to

successful even if they have same or similar level of the fear of success in the same settings.

As mentioned before, Spielmann and Radnofsky (2001) concluded that some emotions such as tension could lead to useful or inhibitive reactions that depended on the way how the learners handled the personality-alteration nature of the language during learning language process in the given condition. They also regarded tension as the outcome of interaction between the expectancy of the person and the perceived reality of a condition. Thus, it can also be concluded in the current study that even if a person has some emotions that seem inhibitive, the person can use it in a useful way. Yet, for more detailed findings, the researchers of the future studies should use a qualitative method such as semi-structured interview which can be made with students.

In addition to all of those, the conditions or environment may have great importance when a person who has the fear of success aims to achieve. As mentioned before, Hoffman (1974) replicated the study of Horner (1968) with four different cues. The results of the study of Hoffman (1974), revealed that the level of the fear of success of males increased to 77% while the rate of the males in the study of Horner (1968) was 9%. Thus, it can be concluded that the rate of the fear of success of samples could change in different conditions, environments, and times.

Research Question # 3: Is there a relationship between rejection sensitivity and foreign language achievement in EFL classrooms?

Hypothesis for Research Question # 3: There is no relationship between rejection sensitivity and foreign language achievement in EFL classrooms.

Pearson correlation and multiple regression analyses were also carried out to figure out the relation between the final grades and rejection sensitivity of the students. Pearson correlation indicated that there was not a correlation between the final grades and rejection sensitivity of the participant (r=0.051). Furthermore, regression analyses showed that rejection sensitivity was not the predictors of achievement in EFT classrooms as the results indicated that the rejection sensitivity model that was formed to be the predictor of final grades of the participants was not meaningful statistically (p>0.05).

The hypothesis of the researcher was that there was no relation between rejection sensitivity and foreign language achievement. This study supported this hypothesis. The researcher did not find a correlation between them.

Tılfarlıoğlu and Ekler (2019) also searched the effects of rejection sensitivity on the students in EFL classrooms. The instructors that they interviewed explained that the students who had rejection sensitivity tended to feel shy, behave timid, keep silent, demoralize, be unwilling to attend the class, regret what s/he has done and perceive that other people mock him/her. Their study showed that rejection sensitivity affected the students in many different ways in the classrooms. However, the findings of this study showed that there was not relationship between rejection sensitivity and final grades of the participants according to the results of Pearson Correlation analyses. Besides, rejection sensitivity was not the predictor of achievement in EFT classrooms according to the regression analyses. In conclusion, it can be concluded that the findings of this study supported the hypothesis of the researcher.

Research Question # 4: To what extent does rejection sensitivity account for foreign language achievement in EFL classrooms?

There was not a correlation between final grades and rejection sensitivity. In addition, they were not the predictors of each other. Yet, the researcher made independent samples t-test and one-way ANOVA by taking the participants' genders, age intervals, periods of the English education, and current levels into consideration. However, the researcher did not find significant difference among them, either. Many studies have proved that rejection sensitivity affect people in different ways (Ayduk, Mendoza-Denton, Mischel, Downey, Peake, & Rodriguez, 2000; Cain, De Panfilis, Meehan, & Clarkin, 2017; Downey & Feldman, 1996; London, Downey, Bonica & Paltin, 2007; Downey, Feldman, & Ayduk, 2000; Downey, Freitas, Michaelis & Khouri, 1998; Romero-Canyas, Downey, Berenson, Ayduk, & Kang, 2010; Staebler, Helbing, Rosenbach, & Renneberg, 2011; Tılfarlıoğlu & Ekler, 2009). However, this study showed that even if the students may have rejection sensitivity, this variable did not affect their final grades.

It is worth mentioning that a person with RS may deal with it in different ways such as distancing oneself from negative thoughts, considering other peoples'

perspective or ask them to explain their behaviours (Chernyak, 2019). This means that two people with the same level of RS may react the same situations in different ways. For instance, two learners with the same level of RS may act differently when they perform in the same class. To illustrate, when they perform a speaking task in the class, one of them can show aggression as s/he thinks that other students will mock him/her when s/he makes a mistake and may withdraw from the task. Meanwhile, the other may try to accept that making mistake is natural as s/he is still improving her/his language and think about the main reason of mocking of his/her friends, which may relieve RS. The main reason of mocking can be the desire of drawing attention of other people. Such a person may prefer to perform even if such a behaviour discomforts her/him. Hence, it can be concluded that how to deal with RS may have greater importance than the level of RS.

Research Question # 5: Are the fear of success, rejection sensitivity and foreign language achievement in EFL classrooms predictors of each other?

Hypothesis for Research Question # 5: The fear of success, rejection sensitivity and foreign achievement in EFL classrooms are not predictos of each other.

Pearson Correlation and multiple regression analyses were made in order to analyze if there was a relation between the fear of success, rejection sensitivity and foreign language achievement. The results demostrated that rejection sensitivity had a correlation with the high fear of success/subdimension of Fear of Success scale (r= 0.46; p<0.001). It can be concluded that when the points of rejection sensitivity scale increase, the points of high fear of success will also increase. In other words, when the points of rejection sensitivity scale decrease, the points of high fear of success scale will also decrease. In addition, when the points of high fear of success scale increase , the points of rejection sensitivity will also increase. That is to say, when the points of high fear of success scale decrease, the points of rejection sensitivity will also decrease.

Moreover, the findings of multiple regression analyses demonstrated that high fear of success and rejection sensitivity account for 21% of each other. Furthermore, while one-unit increase in high fear of success will lead to 1.64-unit increase in rejection

sensitivity, one-unit increase in rejection sensitivity will lead to 0.13-unit increase in high fear of success.

The researcher's hypothesis for the research question # 5 was that there was no relationship between the fear of success, rejection sensitivity and foreign language achievement. The findings showed that while there was a relation between high fear of success and rejection sensitivity at a medium level, neither of them had a correlation with final grades of the students.

To the best of the researcher's knowledge, there was not any study regarding any relationship between rejection sensitivity, the fear of success and language learner's achievement. Thus, this study may pioneer other prospective studies concerning them together. Furthermore, as mentioned before, the researcher did not find any correlations among the final grades of the participants, their levels of rejection sensitivity and the fear of success.

5.4. Summary

This chapter included the discussions about the findings of inferential and descriptive analyses in accordance with the research questions. The results showed that fear of success scale contained two factors named as 'high fear of success' and 'low fear of success'. However, there was one factor in RSS. While Crombach's Alpha of rejection sensitivity including 30 items was .93, Crombach's Alpha of fear of success scale including 15 items was .73. The analyses for this study were made for all the factors separately. As for the research questions, this study showed that fear of success (and its subdimensions) and rejection sensitivity were not the predictors of language learning achievement. Yet, there was a correlation between high fear of success and rejection sensitivity at a medium level (r=0.46; p<0.001). Regression analyses also supported this finding.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1. Presentations

The summary of the current study is explained in the chapter. Next, conclusions that were inferred from the findings were discussed. Suggestions were made for pedagogical implications. In addition, suggestions for further studies were also made.

6.2. Summary of the Study

The goal of the study was to root out if there was a relationship between the fear of success, rejection sensitivity and language learning achievement, which was observed as a gap in EFL field. Fear of Success Scale (Zuckerman & Allison, 1976) and Rejection Sensitivity Scale (Berenson, Gyurak, Downey, Ayduk, Mogg, Bradley & Pine, 2013) were adapted for EFL classrooms in Turkey. Focus group study and semi-structured interview were conducted to adapt the scales. Later, 56 students were chosen to carry out pilot study. Descriptive statistics and Crombach's Alpha value were presented through SPSS 24. As the results showed that the reliability of the pilot study was in acceptable levels, the actual study was implemented.

The current study was conducted with 342 students studying in School of Foreign Languages at Gaziantep University, a public university in Turkey. One of the most important aims, when choosing the sample, was to represent the target population. The levels of the classes (B1, B2, B2+) were identified when the study was carried out. The numbers of the students were determined in accordance with the reliability of the study. Cluster random sampling was preferred. The classes were chosen to be conducted after the required permission from school management was obtained.

To analyze the data sets of the current study, firstly, descriptive, frequency, factor analyses were made through SPSS 24. The factor analyses revealed that there was only one factor under rejection sensitivity while there were two factors under fear of success scale. They were named as 'high fear of success' and 'low fear of success'. As a result of factor analyses 30 items in RSS and 15 items in FSS remained with a value of .93 and .73 reliability coefficient respectively. Therefore, reliable and valid RSS and FSS were provided that could be used for further researches in ELT field.

Independent samples t-test, one-way ANOVA, Pearson correlation, Multiple regression analyses were also made in order to figure out the answers of the research questions. The analyses were made separately for genders, periods of the English education, current levels of the participants. The results of the analyses that were conducted to find out the answers of the research questions indicated that there were not significant correlations between language learning achievement, the fear of success and rejection sensitivity. However, there was a correlation between rejection sensitivity and high fear of success at a medium level.

6.3. Conclusion

The study was based on three hypotheses. The first one was that there was no relationship between the fear of success and language learning achievement. The second one was that there was no relationship between rejection sensitivity and language learning achievement. The third one was that there was no relationship between the fear of success, rejection sensitivity, and language learning achievement. The results supported the first and second hypotheses. However, the results supported the third hypothesis to some respect because the findings showed that the correlation was at intermediate level between rejection sensitivity and high fear of success according to Pearson Correlation analyses. Moreover, they account for 21% of each other according to regression analysis. Yet, the models of rejection sensitivity and the fear of success were not the predictors of foreign language achievement. The findings of the current study supported the findings of (Esposito, 1977) as it was concluded that high motive to abstain from achievement did not inhibit the educational aspiration for occupations for the male even though the opposite situation was observed for the female. All these

findings of the current study provide valuable results of data sets in order to make comparisons with further studies, too.

The fear of success and rejection sensitivity are undoubtfully parts of human psychology. The fear of success and rejection sensitivity are those that take places among them even though the results of the study revealed that there were not significant correlations between the language learning achievement of the students and their level of the fear of success and rejection sensitivity. At this point, a crucial question comes to mind: If these factors do not affect the final score of the students, then how can they manifest themselves in the environments where evaluation of success is important? As the evaluation of the achievement is important in EFL classrooms, then how can these concepts take place in the evaluation process? Here is an important point to be mentioned. The final grade of the participants composed of their writing, speaking, reading and listening, language use marks. The percentages of the each session of exit exams anf final exam are as follows:

First Session   : Writing 20%

Second Session : Speaking 15%

Third Session   : Listening 20%

              Reading 30%

              Language Use 15%

Quizzes also included the parts above except speaking. As seen, both receptive and productive skills were evaluated and the final grades contained them. Herein, some important questions spring to mind. How do these concepts manifest themselves in the process of evaluation of productive and receptive skills? Or are they completely irrelevant to language learning achievement? In the productive skills, the students are exposed to more social environment. This situation may result in increase or change at the levels of FOS or RS of the students. It can be useful to observe them. It can also be beneficial to ask the students to report their feelings related to FOS or RS that may change depending on the tasks in EFL classrooms in accordance with research ethics. Their levels of FOS or RS can be closely related to the skill(s) or task(s). At this point, RS and FOS, which are among the important psychological factors, can gain more significance in ELT field. The point is how to name the obstacles that can hinder the

students from doing the tasks or achieving in EFL classrooms. It has been reported that the performance of the individuals can change even for the same tasks in different situations or settings (Horner, 1972). For example, the students' perception of others' disdainful approaches towards them can be regarded as a reflection of RS or FOS. This kind of perception does not mean desire to fail (Horner, 1972). Yet, it can make the students tend to avoid success as such a situation may trigger the RS in the students. As mentioned before, it is important how to name the obstacles as they may be intertwined.

The other point that should be taken into consideration may be how a person deals with FOS and RS. Even if people have RS and FOS, they can act differently, which may affect their achievement. At this point a new question comes to mind. Does the way a person prefer to overcome RS and FOS has an impact on achievement? Even when a person has high level of RS or FOS, s/he may go on trying to be successful. At this juncture, it can cross our minds that these factors can be overshadowed by the desire to succeed. The individual may find a way to cope with these feelings or they may just suppress them. How the students deal with their FOS or RS may affect the performances or achievements of the students positively or negatively. Their emotions and their ways to cope with them may have an effect on even their learning styles. To illustrate, some students may prefer social settings to learn more while the others prefer being solitary. As RS and FOS may cause the students' social withdraws, it can be said that the students with high RS and FOS may tend to be more solitary.

Rejection sensitivity and the fear of success have been in the spotlight of the researchers as they are the concepts that affect human psychology. The researches on the fear of success aimed to investigate its relationship with the variables such as gender difference, race difference, cultural expectations, self-esteem, career decision, carrier and achievement motivation (Exposito, 1977; Farmer, 1976; Hawkings & Piengree, 1978; Horner, 1968 (as cited in Sassen, 1980)). In addition to the findings of these studies, the current study revealed that there was not relationship between the fear of success and language learning achievement. However, the findings of Tılfarlıoğlu and Ekler (2019) revealed that the fear of success is an issue that affects the emotions and relationships of the students negatively. It was explicated in their study that such

students could tend to feel extra burden that their academic success could bring. Furthermore, it was also mentioned that such students tended to feel shy.

Moreover, the researches related to rejection sensitivity intended to search the correlation between rejection sensitivity and its correlation with the variables such as well-being, socially avoidant interpersonal problems, withdrawal and society anxiety, self-fulfilling prophecy, reactive aggression and hostility, borderline personality disorder (Cain, De Panfilis, Meehan, & Clarkin, 2017; Downey, Feldman, 1996; Downey, Feritas, Michaelis & Khouri, 1998; London, Downey, Bonica & Paltin, 2007; Romeo-Canyas, Downey, Berenson, Ayduk, & Kang, 2010; Staebler, Helbing, Rosenbach, & Renneberg, 2011). The current study contributed to the unstudied variable, foreign language learning achievement. Yet, the findings revealed that there was not a correlation between them. However, the study of Tılfarlıoğlu and Ekler (2019) revealed that rejection sensitivity was an important issue that could affect the behaviours, emotions and relationships of the students in EFL classrooms. They mentioned that RS could appear in different forms such as shyness, perception of other's mocking him/her, keeping silent, demoralization, etc.

In light of such information, it can be concluded that these factors may manifest themselves in different forms, tasks, settings and situations. It can also be related to other concetps that are trendy topics in ELT field such as learnig styles. With many questions in mind, there can appear new approaches to the learning or teaching English.

6.4. Implications

The fear of success and rejection sensitivity have been studied in respect of the relationship with different variables as mentioned above (Ayduk, Mendoza-Denton, Mischel, Downey, Peake, Rodriguez, 2000; Cain, De Panfilis, Meehan, & Clarkin, 2017; Downey & Feldman, 1996; London, Downey, Bonica & Paltin, 2007; Downey, Feldman, Ayduk, 2000; Downey, Freitas, Michaelis & Khouri, 1998; Romero-Canyas, Downey, Berenson, Ayduk, & Kang, 2010; Hoffman, 1974; Horner, 1968 (as cited in Sassen, 1980); Staebler, Helbing, Rosenbach, & Renneberg, 2011; Tılfarlıoğlu & Ekler, 2009; Tremeser, 1974). In addition to all other studies, this study showed that there was not a correlation between rejection sensitivity and the fear of success of the students and their final grade in EFL classrooms. However, it was judged from the findings that the

increase of rejection sensitivity could cause the increase of high fear of success. Similarly, the increase of high fear of success could lead to the increase of rejection sensitivity. In the light of such information, the researcher has some suggestions. Firstly, the teachers should be aware of the fact that students may have RS or FOS which can manifest themselves in different ways such as avoiding extra burden that success may bring and behaving aggressively. To illustrate more, if a student is unwilling to participate in a speaking task by showing the reason as other students' mocking him/her, the main reason can be rejection sensitivity. Thus, the teachers should try to understand the main reason of the behaviors of the students and treat them accordingly. In this respect, these factors should also be taken into consideration in the teacher training programs. Raising awareness of the teachers may get importance. There may be courses for the teachers that can include information about what these factors are, how they may manifest themselves in the classrooms, how the teachers should react when they meet the problems related to the students' fear of success and rejection sensitivity, and how the teachers can direct or guide the students in respect of fear of success and rejection sensitivity.

Additionally, if it is observed that a student has problems with these factors unwittingly, the awareness of the students can also be raised by the teachers in order to help them see their underlying reasons for their some kinds of behaviours such as avoiding performing in the classrooms because of their fear of success or rejection sensitivity. Such a student may have difficulty with coping with these factors. S/he can be informed about how s/he can deal with them in different ways, for example, by distancing himself/herself from negative thoughts.

Another point can be that the teachers may ask the students with high RS or FOS to do a task that will not trigger these factors. Or the teacher may ask the students to do tasks which can be optional and different from those of others. At this point teachers can benefit from differentiated instructions with different and suitable tasks in the same classrooms.

Another important suggestion includes to observe learning styles and strategies of the students with high RS or FOS. Having the fear of success or rejection sensitivity does not mean having tendency to fail. Such students may also incline to be successful.

Yet, they may develop strategies in order to gain their aims without meeting negative sides of the aforementioned factors. Hence, the teachers may pay regard to their strategies in respect of why they develop them. Furthermore, the teachers may guide the students to develop suitable learning strategies for the students in respect of helping them become successful.

In addition, the teachers may guide the students in respect of many other issues including learner's autonomy, self esteem, self-efficacy and self-regulation by helping them to deal with or canalise the feelings of the fear of success and rejection sensitivity. Such an approach may also lead the learners to have higher motivation, more positive belief and attitude towards learning English in EFL classrooms.

The school management and organizations should also take these concepts into consideration when they make needs analyses. The teachers teach the students who may have different profiles with different sensitivities in the same classrooms. Needs analyses of the institutions may include items related to such concepts. The requirements of their programs and classroom environment can be organized.

Moreover, the course book designers may pay regard to these issues. The context of the books that they prepare may include these factors in order to raise awareness. For instance, a story of a student who has fear of success or rejection sensitivity unwittingly may be given a place in a reading text of a student's book. Such a story may contain the awareness process of the student about these factors, and the solution(s) that s/he may find in order to be successful.

Furthermore, when the learning process is identified and organized by the curriculum designers, these factor can be taken into consideration. The tasks, activities, and exercises can be diversified and clarified. It may provide the students with the opportunity of choosing the ones which they feel comfortable with. The indicative planning in the curriculum designs can help the teachers direct the students more encouragingly.

6.5 Suggestions for Further Studies

Having conducted the actual study on the possible effects of the fear of success and rejection sensitivity of the students on the academic achievement of the

students in EFL classrooms, some suggestions were offered for further studies. To start with, the study was implemented in the School of Foreign Languages at a public university in Turkey. It is worth mentioning that this study was carried out only in one setting. To illustrate, the results cannot be generalized to the whole population of language learners. The results of the replication of this study can vary in different settings such as private schools, high schools and ESP (English for Specific Purposes) classes, but conducting the study in different settings can reveal more reliable results.

Furthermore, the school had an intensive program which includes 25-hour lessons weekly. The students were expected to take more than 20 exams in order to prove their proficiency. Their total score was obtained from these exams. The scales of the study can be implemented in the settings that have different EFL or ESL programs.

Triangulation can increase reliability and validity "by combining different perceptions of the same event to provide a more robust and holistic picture" (Tritter, 1995 as cited in O'Donoghue, & Punch, 2003). At the same setting where this study was conducted, the researcher made a focus group study with three instructors in order to initialize the items. Moreover, semi-structured interview was conducted with 3 experts. Additionally, SPSS analyses were carried out. However, it is worth mentioning for further studies that it can be triangulated with semi-structured interviews or focus group studies with the students. The interviews can reveal unexplored details about the fear of success and rejection sensitivity of the students and their relationship with the achievement of the students.

Moreover, an experimental research can also be conducted by providing training the students about how to deal with RS and FOS. Such a study may affect the students' behaviours and successes. The obtained data may provide valuable findings.

Another study can be conducted to expand the awareness of the teachers. Later, these teachers may be consulted about their observations in their classrooms. Additionally, the interviews that were made with the teachers can disclose a possible relationship with the successes of the students and their level of rejection sensitivity or the fear of success.

There are some common concepts in ELT field such as learner's autonomy self-efficacy, self esteem, self-regulation, motivation, attitude and belief. There may be a

relationship between RS, FOS and them to some respect. The researchers may find a correlation between them. These kinds of studies may provide fruitful results related to the trendy topics of ELT field.

Most importantly, the replication of this study should be implemented for each skill (reading, listening, writing and speaking) separately. The reactions of the students with RS and FOS may change in the receptive and productive skills. Even the task type may affect the level of RS or FOS of the students as it can make the students be exposed to different setting or atmosphere that may reveal RS or FOS in the students at different levels. Such studies may provide fruitful findings that can shed light on the unexplored areas related to English language teaching and learning.

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APPENDICES

Appendix A. The Evaluation Process, Student Evaluation Form, Speaking Rubric and Writing Rubric

Appendix A.1. The Evaluation Process of in-year Achievement:

The Evaluation of in-year Achievement is calculated as follows (Student Handbook, GAUN, 2019):

1. Student evaluation grade is given by the instructors of each class according to a set of certain criteria (see Appendix 2).

2. A student who does not obtain at least a grade of 60 at the end of a module must repeat the module.

3. The in-year grade consists of the average grade of the four modules.

4. Students who have completed Module B1 can take the final exam at the end of the academic year.

5. 50% of the in-year average and 50% of the final exam grade are taken into account to evaluate a student's "Preparatory Year Achievement Grade"

6. There are three groups of students whose passing grades are calculated separately.

- Group 1: The minimum passing grade for English Language Teaching and English Language and Literature students (whose medium of instruction is English) is 70.

- Group 2: The minimum passing grade for students enrolled in the Faculties of Engineering, Architecture, Aeronautics and Aerospace, and Medicine (whose medium of instruction is English) is 65.

-Group 3: The minimum passing grade for students enrolled in the Economics and Administrative Sciences Faculty (whose medium of instruction is Turkish) is 60.

7. Students who fail due to absenteeism during the year cannot take final or make-up exams and they cannot attend Summer School.

8. Students who complete the course and obtain at least an average grade of 50 during the year can take final and make-up exams.

Exams:

Quizzes: In each module, students have five quizzes. Three of these quizzes consist of listening, language use (vocabulary and grammar), and reading parts which are designed in accordance with the objectives given in the pacing schedule. The other two quizzes

assess the students' writing skill. One of these two is Portfolio Quiz, in which students write a paragraph or an essay in accordance with the relevant objectives. The other quiz grade is earned from the Portfolio File that students compose in each module. In this file, students write three portfolio items which are evaluated in terms of quality and quantity.

Module Exit Exams: Exit exams are administered at the end of each module. Exit exams consist of reading comprehension, listening, writing, speaking, and language use (vocabulary and grammar).

Final Exam: A final exam is administered at the end of the fourth module. The exam consists of the three stages:

First Session   : Writing 20%

Second Session   : Speaking 15%

Third Session   : Listening 20%

                            Reading 30%

                            Language Use 15%

Assessment Process: Listening, Language Use and Reading parts of the exams (exit, exemption, and final) are graded through a computerized optical system. For the speaking part, two instructors assess the learner at the same time with a set of certain criteria (see Appendix 3). The average grade of these two assessors' grades is the final one. For the writing part, a double-blind marking process is applied. Two different instructors assess the same paper without seeing each other's grades using a set of certain criteria (see Appendix 4). If there is a difference of more than 20 points between two graders, appeals board assesses the paper and the average of all three grades is taken. Apart from this, if the students have a completely irrelevant content (off-topic), their paper will not be evaluated and their final grade will be 10 points.

Appendix A.2. Student Evaluation Form (Student Handbook, GAUN, 2019)

STUDENT'S NAME	STUDENT'S SURNAME	CLASSROOM	COMMUNICATION WITH TEACHERS & PEERS					STUDY HABITS & COURSE MATERIAL					COMPLETION OF ASSIGNMENTS					CLASS PARTICIPATION					OVERALL PERFORMANCE					TOTAL
			4 POINTS	8 POINTS	12 POINTS	16 POINTS	20 POINTS	4 POINTS	8 POINTS	12 POINTS	16 POINTS	20 POINTS	4 POINTS	8 POINTS	12 POINTS	16 POINTS	20 POINTS	4 POINTS	8 POINTS	12 POINTS	16 POINTS	20 POINTS	4 POINTS	8 POINTS	12 POINTS	16 POINTS	20 POINTS	100 POINTS

Appendix A.3. Speaking Rubric (Student Handbook, GAUN, 2019)

Task Achievement Have students fully addressed all parts of the task? Have students presented an answer to the question with relevant, fully extended and well supported ideas?	The content barely relates to the task.	**5**
	The response partially addresses the requirements of the task.	**10**
	The response generally addresses the requirements of the task.	**15**
	The response addresses the requirements of the task well.	**20**
Lexical Resource Have students got enough vocabulary to express their ideas clearly? Is the vocabulary used to express ideas correct?	The range of vocabulary is extremely limited; there are numerous lexical errors often affecting meaning.	**5**
	The resource is limited to basic vocabulary which is used repetitively, and may be inappropriate to the task.	**10**
	The resource is adequate with some repetition; there are lexical errors but meaning is barely affected.	**15**
	The resource enables the student to complete the task well; there are few lexical errors and meaning is not affected.	**20**
Grammatical Range and Accuracy Have students used a relevant range of grammatical forms to express ideas and convey their opinions? Have students used grammatical forms accurately?	The range of sentence structures used is extremely limited, and numerous grammatical errors often affect meaning.	**5**
	The range of sentence structures is adequate; there are grammatical errors but meaning is not often affected.	**10**
	Complex and basic sentence structures are attempted; there are few grammatical errors and meaning is not affected.	**15**
	A variety of complex and basic sentence structures is used well; grammatical errors are rare and meaning is not affected.	**20**
Fluency and Coherence Are students able to put their message across in a clear manner, with limited hesitation and appropriate speed? Are ideas appropriately linked together?	Some information is linked coherently but the response lacks progression. There are some basic cohesive devices, but these may be inaccurate or repetitive. The speaker has some ability to communicate their message, but with frequent hesitation which sometimes makes comprehension difficult.	**5**
	Information is linked coherently with clear progression. Cohesive devices are used effectively, but connections may not always be appropriate or clear. There is some hesitation, but this does not affect comprehension.	**10**
	The response sequences information and ideas and there is clear progression throughout. The speaker communicates their message well. Speed and hesitation are not an issue in comprehension.	**15**
	The response skilfully connects ideas with clear progression. Hesitation is not a concern and the speed adds to fluency rather than detracts from it.	**20**
Pronunciation Are students able to use appropriate speed and intonation? Do they use correct pronunciation?	Pronunciation errors frequently impact on comprehension and make it difficult to follow.	**5**
	There are pronunciation errors but these do not impact on comprehension to a great extent.	**10**
	Pronunciation does not impact on comprehension.	**15**
	Control of intonation, stress, pauses, and pronunciation actually adds to rather than detracts from their message.	**20**

Appendix A.4. Paragraph Assessment Rubric for first checker (Student Handbook, GAUN, 2019)

STUDENT'S INITIALS : _____

STUDENT'S NUMBER: _____

FIRST GRADER'S NAMEand SIGNATURE : _____

FIRST GRADER'S TOTAL SCORE: _____

Task Achievement (30 pts)		Organization (20 pts)		Use of English (20 pts)		Vocabulary (20 pts)		Punc./Spell./Mechanics (10 pts)	
Task fully achieved / Entirely relevant to topic **22.5-30pts**		Effective Top, Supp. and Conc. Sent. /Suitable use of transitions **15-20 pts**		Accurate use of grammar/ Good use of complex structures **15-20pts**		Wide range of vocabulary/ Accurate form and use **15-20pts**		Hardly any spelling mistakes/ Correct punc./ Very neat format **7.5-10pts**	
Task adequately achieved/ Acceptable format and length **15-22.5 pts**		Acceptable Top, Supp. and Conc. Sent. / Problems with the order **10-15pts**		Adequate use of grammar/ Some mistakes in complex structures **10-15pts**		Adequate range of vocab./ Some errors of form and use **10-15pts**		Few spelling mistakes/ Some problems with punc. **5-7.5pts**	
Limited variety of ideas / Some gaps and irrelevant ideas **7.5-15 pts**		Poor Top, Supp. and Conc. Sent. / Many problems with the order **5-10pts**		Limited use of grammar / Many errors in use **5-10pts**		Limited range of vocab./ Frequent errors of form and use **5-10pts**		Frequent spelling mistakes/ Serious problems with punc. **2.5-5pts**	
Poor variety of ideas / Too many gaps and irrelevant ideas **0-7.5pts**		Absence of Top, Supp. and Conc. Sent. / No clear organization **0-5pts**		Poor use of grammar / Reader can't understand **0-5pts**		Poor range of vocabulary/ Too many errors of form and use **0-5pts**		Severe spelling mistakes/ Poor use of punc. and capitals/No para.format **0-2.5 pts**	

Appendix A.5. Paragraph Assessment Rubric for second checker (Student Handbook, GAUN, 2019)

STUDENT'S INITIALS :_____

STUDENT'S NUMBER:_____

SECOND GRADER'S NAME and SIGNATURE: _____

SECOND GRADER'S TOTAL SCORE: _____

Task Achievement (30 pts)	Organization (20 pts)		Use of English (20 pts)	Vocabulary (20 pts)	Punc./Spell./Mechanics (10 pts)	
Task fully achieved / Entirely relevant to topic **22.5-30pts**	Effective Top, Supp. and Conc. Sent. /Suitable use of transitions **15-20 pts**		Accurate use of grammar/ Good use of complex structures **15-20pts**	Wide range of vocabulary/ Accurate form and use **15-20pts**	Hardly any spelling mistakes/ Correct punc./ Very neat format **7.5-10pts**	
Task adequately achieved/ Acceptable format and length **15-22.5 pts**	Acceptable Top, Supp. and Conc. Sent. / Problems with the order **10-15pts**		Adequate use of grammar/ Some mistakes in complex structures **10-15pts**	Adequate range of vocab./ Some errors of form and use **10-15pts**	Few spelling mistakes/ Some problems with punc. **5-7.5pts**	
Limited variety of ideas / Some gaps and irrelevant ideas **7.5-15 pts**	Poor Top, Supp. and Conc. Sent. / Many problems with the order **5-10pts**		Limited use of grammar / Many errors in use **5-10pts**	Limited range of vocab./ Frequent errors of form and use **5-10pts**	Frequent spelling mistakes/ Serious problems with punc. **2.5-5pts**	
Poor variety of ideas / Too many gaps and irrelevant ideas **0-7.5pts**	Absence of Top, Supp. and Conc. Sent. / No clear organization **0-5pts**		Poor use of grammar / Reader can't understand **0-5pts**	Poor range of vocabulary/ Too many errors of form and use **0-5pts**	Severe spelling mistakes/ Poor use of punc. and capitals/No para.format **0-2.5 pts**	

FIRST and SECOND GRADER'S AVERAGE:_____

Appendix A.6. Essay Assessment Rubric for first checker (Student Handbook, GAUN, 2019)

STUDENT'S INITIALS : _____

STUDENT'S NUMBER: _____

FIRST GRADER'S NAMEand SIGNATURE : _____

FIRST GRADER'S TOTAL SCORE: _____

Task Achievement (30 pts)	Organization (20 pts)	Use of English (20 pts)	Vocabulary (20 pts)	Punc./Spell./Mechanics (10 pts)
Task fully achieved / Entirely relevant to topic **22.5-30pts**	Appropriate thesis statement; effective introductory par. ;topic is stated; suitable transitional expressions; topic sentences in body par. conclusion logical and complete **15-20 pts**	Accurate use of grammar/ Good use of complex structures **15-20pts**	Wide range of vocabulary/ Accurate form and use **15-20pts**	Hardly any spelling mistakes/ Correct punc./ Very neat format **7.5-10pts**
Task adequately achieved/ Acceptable format and length **15-22.5 pts**	Thesis statement Body par. and Concluding paragraph are acceptable but some ideas not fully developed; Body par. not fully support the thesis statement and problems of organization occur **10-15pts**	Adequate use of grammar/ Some mistakes in complex structures **10-15pts**	Adequate range of vocab./ Some errors of form and use **10-15pts**	Few spelling mistakes/ Some problems with punc. **5-7.5pts**
Limited variety of ideas / Some gaps and irrelevant ideas **7.5-15 pts**	Poor introduction; too many problems with ordering of ideas; poor supporting ideas and conclusion **5-10pts**	Limited use of grammar / Many errors in use **5-10pts**	Limited range of vocab./ Frequent errors of form and use **5-10pts**	Frequent spelling mistakes/ Serious problems with punc. **2.5-5pts**
Poor variety of ideas / Too many gaps and irrelevant ideas **0-7.5pts**	Absence of introduction; or conclusion; no apparent organization of body paragraphs; nearly impossible to read **0-5pts**	Poor use of grammar / Reader can't understand **0-5pts**	Poor range of vocabulary/ Too many errors of form and use **0-5pts**	Severe spelling mistakes/ Poor use of punc. and capitals/No para.format **0-2.5 pts**

Appendix A.7. Essay Assessment Rubric for second checker (Student Handbook, GAUN, 2019)

STUDENT'S INITIALS :_____

STUDENT'S NUMBER:_____

SECOND GRADER'S NAME and SIGNATURE: _____

SECOND GRADER'S TOTAL SCORE: _____

Task Achievement (30 pts)	Organization (20 pts)	Use of English (20 pts)	Vocabulary (20 pts)	Punc./Spell./Mechanics (10 pts)	
Task fully achieved / Entirely relevant to topic 22.5-30pts	Appropriate thesis statement; effective introductory par. ;topic is stated; suitable transitional expressions; topic sentences in body par. conclusion logical and complete 15-20 pts	Accurate use of grammar/ Good use of complex structures 15-20pts	Wide range of vocabulary/ Accurate form and use 15-20pts	Hardly any spelling mistakes/ Correct punc./ Very neat format 7.5-10pts	
Task adequately achieved/ Acceptable format and length 15-22.5 pts	Thesis statement Body par. and Concluding paragraph are acceptable but some ideas not fully developed; Body par. not fully support the thesis statement and problems of organization occur 10-15pts	Adequate use of grammar/ Some mistakes in complex structures 10-15pts	Adequate range of vocab./ Some errors of form and use 10-15pts	Few spelling mistakes/ Some problems with punc. 5-7.5pts	
Limited variety of ideas / Some gaps and irrelevant ideas 7.5-15 pts	Poor introduction; too many problems with ordering of ideas; poor supporting ideas and conclusion 5-10pts	Limited use of grammar / Many errors in use 5-10pts	Limited range of vocab./ Frequent errors of form and use 5-10pts	Frequent spelling mistakes/ Serious problems with punc. 2.5-5pts	
Poor variety of ideas / Too many gaps and irrelevant ideas 0-7.5pts	Absence of introduction; or conclusion; no apparent organization of body paragraphs; nearly impossible to read 0-5pts	Poor use of grammar / Reader can't understand 0-5pts	Poor range of vocabulary/ Too many errors of form and use 0-5pts	Severe spelling mistakes/ Poor use of punc. and capitals/No para.format 0-2.5 pts	

FIRST and SECOND GRADER'S AVERAGE:_____

Appendix B. Fear of Success Scale of Zukkerman and Allison (1976) and Rejection Sensitivity Questionnaire of Berenson at al. (20013)

Appendix B.1.Fear of Success Scale of Zuckerman and Allison (1976).

Attitudes Inventory

INSTRUCTIONS: In this questionnaire you will find a number of statements. For each statement a scale from 1 to 7 is provided, with 1 representing one extreme and 7 the other extreme. In each case, circle a number from 1 to 7 to indicate whether or not you agree with the statement. This is a measure of personal attitudes. There are no right or wrong answers. Please answer all items.

Items

1. I expect other people to fully appreciate my potential. (L)
2. Often the cost of success is greater than the reward. (H)
3. For every winner there are several rejected and unhappy losers. (H)
4. The only way I can prove my worth is by winning a game or doing well on a task. (L)
5. I enjoy telling my friends that I have done something especially well.(L)
6. It is more important to play the game than to win it. (H)
7. In my attempt to do better than others, I realize I may lose many of my friends. (H) 8. In competition I try to win no matter what. (L)
9. A person who is at the top faces nothing but a constant struggle to stay there. (H) 10. I am happy only when I am doing better than others. (L)
11. I think "success" has been emphasized too much in our culture.(H)
12. In order to achieve one must give up the fun things in life. (H)
13. The cost of success is overwhelming responsibility. (H)
14. Achievement commands respect. (L)
15. I become embarrased when others compliment me on my work.(H)
16. A successful person is often considered by others to be both aloof and snobbish. (H)
17. When you're on top, everyone looks up to you. (L)
18. People's behavior change for the worst after they become successful.(H)
19. When competing against another person, I sometimes feel better if I lose than if I win. (H)
20. Once you're on top, everyone is your buddy and no one is your friend.(H)
21. When you're the best, all doors are open. (L)
22. Even when I do well on a task, I sometimes feel like a phony or a fraud. fH). 23. I believe that successful people are often sad and lonely. (H)
24. The rewards of a successful competition are greater than those received from cooperation. (L)
25. When I am on top the responsibility makes me feel uneasy. (H)
26. It is extremely important for ma to do well in all things that I undertake.(L)
27. I believe I will be more successful than most of the people I know.(L)

NOTE: Agreement with items followed by (H) indicates high fear of success. Agreement with items followed by (L) indicates low fear of success.

Appendix B.2. Rejection sensitivity Scale of Berenson at al. (2013)
The items below describe situations in which people sometimes ask things of others. For each item, imagine that you are in the situation, and then answer the questions that follow it.

1. You ask your parents or another family member for a loan to help you through a difficult financial time.

   How concerned or anxious would you be over whether or not your family would want to help you?

             very unconcerned   very concerned

                  1   2   3   4   5   6

   I would expect that they would agree to help as much as they can

             very unlikely   very likely

                  1   2   3   4   5   6

2. You approach a close friend to talk after doing or saying something that seriously upset him/her.

   How concerned or anxious would you be over whether or not your friend would want to talk with you?

   I would expect that he/she would want to talk with me to try to work things out

3. You bring up the issue of sexual protection with your significant other and tell him/her how important you think it is.

   How concerned or anxious would you be over his/her reaction?

   I would expect that he/she would be willing to discuss our possible options without getting defensive.

4. You ask your supervisor for help with a problem you have been having at work.

   How concerned or anxious would you be over whether or not the person would want to help you?

   I would expect that he/she would want to try to help me out.

5. After a bitter argument, you call or approach your significant other because you want to make up.

   How concerned or anxious would you be over whether or not your significant other would want to make up with you?

   I would expect that he/she would be at least as eager to make up as I would be.

6. You ask your parents or other family members to come to an occasion important to you.

   How concerned or anxious would you be over whether or not they would want to come?

   I would expect that they would want to come.

7. At a party, you notice someone on the other side of the room that you'd like to get to know, and you approach him or her to try to start a conversation.

   How concerned or anxious would you be over whether or not the person would want to talk with you?

   I would expect that he/she would want to talk with me.

8. Lately you've been noticing some distance between yourself and your significant other, and you ask him/her if there is something wrong.

   How concerned or anxious would you be over whether or not he/she still loves you and wants to be with you?

   I would expect that he/she will show sincere love and commitment to our relationship no matter what else may be going on

9. You call a friend when there is something on your mind that you feel you really need to talk about.

   How concerned or anxious would you be over whether or not your friend. would want to listen?

   I would expect that he/she would listen and support me.

Appendix C. Pilot and Revised Scales

Appendix C.1. Pilot Scale in Turkish

Değerli öğrenci,

Bu anket, Gaziantep Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Anabilim dalında hazırlanmakta olan "Başarı Korkusu ve Reddedilme Hassasiyetinin İngilizce Öğrenimi Üzerine Etkileri" adlı tez çalışmasının bir bölümüdür. Bu anketten elde edilecek sonuçlar yukarıda belirtilen amaç dışında kullanılmayacaktır.

Tülin EKLER
Gaziantep Üniversitesi

Yüksek Lisans Öğrencisi

Bölüm 1

Lütfen size uyan seçeneği işaretleyiniz.

Yaş: 17-19 ( )   20-22 ( )   23-25 ( )   25 üstü ( )

Cinsiyet: Erkek ( )   Kadın ( )

Mezun olduğunuz okul türü:

Fen Lisesi ( )

Sosyal Bilimler Lisesi( )

Anadolu Lisesi ( )

Anadolu Ticaret Meslek Lisesi ()

Anadolu Kız Meslek Lisesi

Sağlık Meslek Lisesi ()

Anadolu Otelcilik ve Turizm Meslek Lisesi ()

Çok Programlı Liseler ()

Anadolu İmam Hatip Liseleri ()

Öğretmen Lisesi   ( )

Özel Lise   ( )

Süper Lise   ( )

Açık Öğretim Lisesi ()

Mesleki ve Teknik Anadolu Liseleri ()

1. Anadolu Sağlık Meslek Liseleri ()

2. Ticaret Meslek Liseleri ()

3. Turizm Meslek Liseleri ()

4. Kız Teknik ve Meslek Liseleri ()

5. Teknik ve Endüstri Meslek Liseleri ()

6. Tarım Meslek Liseleri ()

7. Anadolu Güzel Sanatlar Liseleri ()

8. Spor Liseleri ()

Diğer (varsa belirtiniz)…………………

Ne kadar süredir İngilizce öğreniyorsunuz? :
0-6 ay ( ) 1 yıl ( ) 2 yıl ( ) 4 yıldan fazla ( )

Devam etmekte olduğunuz kur:
A1 ( ) A2 ( ) B1 ( ) B2 ( ) B2+ ( ) C1 ( )

2. Bölüm
Lütfen, aşağıdaki durum ya da olaylarda bulunabileceğinizi **hayal ederek** size uygun seçeneği işaretleyiniz.

	Her zaman	Sık sık	Bazen	Nadiren	Asla
1.Bir aile üyemden (ebeveyn, amca, teyze, halakızı vb.) borç istemem gerekiyorsa gergin hissederim.					
2. Beni tanıdıkça benden hoşlanmayacaklarını düşündüğüm için arkadaşlık ilişkilerimde utangaç davranırım.					
3. Sınıfın fiziksel durumuyla ilgili bir problemi (örneğin; sınıfın ısınma sorunu gibi) yetkili bir kişiye söylerken tedirginimdir.					
4. Yakın bir arkadaşımı bir sözle kızdırdıktan sonra onunla tekrar aynı ortamda bulunmak benim için zordur.					
5. Bir hayalimi (örneğin; dünya turuna çıkmak gibi) gerçekleştirme kararımı değerli gördüğüm birine söylerken gergin hissederim.					
6. Bir arkadaşımdan borç istemem gerektiğinde gergin hissederim.					
7. Değer verdiğim birisiyle yaşadığım sert bir tartışmadan sonra ona yakınlık göstermek benim için zordur.					
8. Benim için önemli bir etkinliğe aile üyelerimi davet ederken endişeli hissederim.					
9. Benim için değerli biriyle aramda bir mesafe oluştuğunu fark ettiğimde, söz konusu durumun sebebini onunla konuşurken huzursuz hissederim.					
10. Tanışmak istediğim birisiyle konuşmaya başladığımda gergin hissederim.					
11. Benim için önemli bir etkinliğe arkadaşlarımı davet ederken endişeli hissederim.					
12. Gerçekten konuşmaya ihtiyacım olduğunda, bir arkadaşımı aradığımda tedirgin hissederim.					
13.Ders sırasında öğretmenin anlattığı konuyu anlamadığım zaman, eğer soru sormam gerekiyorsa tedirgin hissederim.					
14. Öğretmenin az önce anlattığı bir konuyu anlamadığım için bir sınıf arkadaşımdan tekrar anlatmasını rica ettiğimde kaygılı hissederim.					
15. Önemli gördüğüm bir konuyu gündeme getirmek benim için zordur.					
16. Bir arkadaşımın beni rahatsız eden bir davranışını bırakmasını istediğimde gergin hissederim.					
17. İnsanların benden hoşlanmadığını düşünürüm.					
18. Bir kişiden, kendi sorumluluğunu (örneğin; kirlettiği yeri temizlemek gibi) yerine getirmesini isterken huzursuz hissederim.					

	Her zaman	Sık sık	Bazen	Nadiren	Asla
19. Önemli gördüğüm bir etkinlikte giyinmek üzere henüz alamadığım bir kıyafeti arkadaşımdan ödünç isterken gergin hissederim.					
20. Bir iş mülakatında becerilerimi göstermek benim için zordur.					
21. Eğer aileme — "Benim hayallerim sizinkilerden **farklı ve ben sizinkileri değil**, kendi hayallerimi gerçekleştirmek istiyorum!" demem gereken bir durumda güvensiz hissederim.					
22. Hata yaptığım zaman arkadaşlarımın bana güleceğini düşündüğüm için derse katılmak benim için zordur.					
23. Bir proje (örneğin; ödev) ile ilgili birinden yardım talep ederken kendimi tedirgin hissederim.					
24. Farklı bir arkadaş grubunun bir parçası olmak benim için zordur.					
25. Birisi ricamı geri çevirdiğinde kendimi kötü hissederim.					
26. Okulda yaşadığım bir sorunla ilgili bir arkadaşımdan yardım istediğimde tedirgin hissederim.					
27. Herkesi memnun etmeye çalışırım.					
28. Bir arkadaşımdan borç istemem gerektiğinde gergin hissederim.					
29. Birisiyle tanıştığımda reddedilme korkusu yaşarım.					
30. Sebebi ne olursa olsun, sözleştiğimiz yere gelemeyen biriyle ilgili durumun nedeni hakkında konuşurken zorlanırım.					
31. Yakın zamanda tanıştığım biriyle tekrar görüşmek istediğimde kaygılı hissederim.					
32. Eğer yakın bir arkadaşımı kızdıracak bir şey yapmışsam tekrar onunla bir arada olmak benim için zordur.					
33. Yeni bir şey yapmaya karar verdiğimde reddedilme korkusu yaşarım.					
34. Konuşma sınavında becerilerimi göstermek benim için zordur.					
35. Eğer bir düşüncemin kabul edileceğinden emin değilsem, onu bir topluluk içinde ifade etmek benim için zordur.					

3. Bölüm

Lütfen size uygun seçeneği işaretleyiniz.

	Her zaman	Sık sık	Bazen	Nadiren	Asla
1. Başkalarının iş yapabilme yeteneğimi tam olarak takdir etmesini beklerim.					
2. Başarı kazandığımda ödediğim bedelin kazandığım ödülden daha büyük olduğuna inanırım.					
3. Bir işte sadece bir kişinin başarılı olmasının diğer insanları mutsuz edebileceğine inanırım.					
4. Başarılarımın bana ağır sorumluluklar getirdiğine inanıyorum.					
5. Arkadaşlarıma çok iyi yaptığım bir işi anlatmaktan mutlu olurum.					

6. Bir oyunu oynamanın, kazanmaktan daha önemli olduğuna inanırım.					
7. Daha başarılı olmak için bulunduğum girişimlerde bazı arkadaş ilişkilerimde olumsuzluk yaşayacağıma inanırım. (örneğin; kıskanılmak gibi).					
8. Bir yarışmada ne olursa olsun kazanmak için çaba gösteririm.					
9. Başarılı bir kişinin, zirvede karşılaşacağı tek zorluk, orada kalmak için sürekli mücadele etmesi gerektiğidir.					
10.Sadece başkalrından daha iyi bir iş yaptığımda mutlu olurum.					
11. Toplumumuzda **başarılı olmaya** çok önem verildiğine inanırım.					
12. Çoğu kişinin, başarılı olmak için yaşamlarında eğlenceli etkinliklere daa az vakit harcadığını düşünüyorum.					
13. Başkalarına değerli biri olduğumu kanıtlamak için, benden beklenen işi iyi yapmam gerektiğine inanırım.					
14. Başarılarımın, başkalarının bana olan saygısını arttırdığına inanıyorum.					
15. Bir işi iyi yaptığımda bana övgüde bulunulursa utangaç hissederim.					
16. Başarılı kişilerin başkaları tarafından soğuk insanlar olarak algılandığını düşünürüm.					
17. Zirvede olan insanlara herkesin hayranlık duyduğu inancını taşırım.					
18. Başarı gösteren insanların davranışlarının kötüleşmeye başladığı kanaatindeyim (örneğin; başarı gösterdikten sonra başkalarını küçümsemek gibi).					
19. Eğer bir kişiyle yarışıyorsam, oyunu **kaybettiğimde**, oyunu *kazandığımdan* daha iyi hissederim.					
20. İnsanların, zirvede olan kişilerle daha çok yakın arkadaşlık ilişkileri kurmak istediklerini düşünürüm.					
21. En iyi olanlara bütün kapıların açık olacağına inanırım.					
22. Bir işi iyi yapsam bile, kendimi kötü hissederim.					
23. Başarılı insanların üzgün olduğuna inanırım.					
24. Başarılarımın bana ağır sorumluluklar getirdiğine inanırım.					
25. Bireysel bir çabayla kazandığım ödüle, iş birliğiyle elde ettiğim ödülden daha fazla kıymet veririm.					
26. Zirvede olduğumda kendimi huzursuz hissederim.					
27. Her konuda iyi iş çıkarmaya önem veririm.					
28. Tanıdığım çoğu kişiden daha başarılı olacağıma inanırım.					
29. Başarılı olduğumda asosyal biri olarak algılandığım için küçümseneceğimi düşünürüm.					
30. Bir kez başarılı olduğumda, insanların benden hep daha iyi olmamı beklediklerine inanırım.					
31. Bir işte kazanmak için çok çaba gösterdiğimde insanların benden rahatsızlık duyacağı kanaatineyim.					
32. Başarılı kişilerin başkaları tarafından havalı insanlar olarak algılandığını düşünürüm.					
33. Başarılı insanların yalnız kaldığına inanırım.					
34. Kendime değerli olduğumu kanıtlamak için başarılı işler yapma eğiliminde olurum.					
35. Başarısız insanların mutsuz olduğuna inanırım.					

Appendix C.2. Pilot Scale in English
Dear student,
This questionnaire is a part of the thesis, titled as "A Study on the Possible Effects of the Fear of Success and Rejection Sensitivity on Academic Success in EFL Classrooms" which was prepared in the English Language Teaching Department at the Institute of Educational Sciences, Gaziantep University. The results, obtained from this survey will only be used for the aforementioned goals.

Tülin EKLER
Gaziantep University
M.A. Student

Section 1

Please select the option that matches you.

Age: 17-19 ( ) 20-22 ( ) 23-25 ( ) above 25 ( )
Sex: Male ( ) Female ( )

The type of school you graduated
Science High School ( )
Social Science High School( )
Anatolian High School ( )
Anatolian Trade Vocational High School
Anatolian Girls Vocational High School
Health vocational high School ()
Anatolian Hotel and Tourism Vocational High School ()
Multi-Program High Schools ()
Anatolian Imam Hatip High Schools ()
Teacher High School ( )
Private high school ( )
Super High School( )
Open Education High School ()

Vocational and Technical Anatolian High Schools ()
1. Anatolian Health Vocational High Schools ()
2. Trade Vocational High Schools ()
3. Tourism Vocational High Schools ()
4. Girls Technical and Vocational High School()
5. Technical and Industrial Vocational High Schools ()
6. Agricultural Vocational High Schools ()
7. Anatolian Fine Arts High Schools ()
8. Sports High Schools ()
Others (if any)………………

How long have you been learning English?**:**
0-6 months ( ) 1 year ( ) 2 years ( ) more than 4 years ( )

Your current course level:
A1 ( ) A2 ( ) B1 ( ) B2 ( ) B2+ ( ) C1()

Section 2

Please tick the appropriate option by imagining that you may be in the following situations or events.

	Always	Often	Someti	Rarely	Never
1. I feel nervous when I need to borrow money from my family members (parents, uncle, aunt, cousin, etc.).					
2. I feel shy in my friendship relations because I think they won't like me once they know me.					
3. I feel uneasy when I tell the authorized person about a problem with the physical condition of the class (such as the heating system problem).					
4. It is difficult for me to be in the same environment with a close friend of mine after I have annoyed him/her with what I have said.					
5. I feel tense when I tell someone worthy for me about my decision to realize my dream such as taking a World tour.					
6. I feel uneasy when I need to borrow some money from a friend of mine.					
7. After a fierce argument, it is hard for me to behave warmly to someone important for me.					
8. I feel worried when I invite my family members to one of the important events for me.					
9. When I realize that I have broken ties with a worthy friend of mine, I feel uneasy talking to him/her about this situation.					
10. I feel tense when I start talking to someone I want to meet.					
11. I feel worried when I invite my friends to one of the important events for me.					
12. When I am really in need to talk, I feel uneasy when I call a friend.					
13. When I don't understand the subject that the teacher told me during the lesson, I feel uneasy if I need to ask questions about it.					
14. I feel anxious when I ask a classmate to repeat the subjects the teacher has coverered since I have not understood them.					
15. It is difficult for me to issue an important subject.					
16. I feel tense when I ask a friend to quit a behavior that bothers me.					
17. I think people don't like me.					
18. I feel uneasy when I ask a person to fulfill one's responsibility (for example, asking someone to clean the place where one has polluted).					
19. I feel nervous when I ask a friend to borrow one's outfit for an important event.					

	Always	Often	Sometim	Rarely	Never
20. Bir iş mülakatında becerilerimi göstermek benim için zordur.					
21. I feel insecure in a situation where I have to tell my family – "My dreams are different from yours and I want to realize my own dreams, not yours!".					
22. It's hard for me to participate into activities during lesson because I think my friends will laugh at me when I make mistakes.					
23. I feel nervous when I ask for one's help concerning a project (eg. homework).					
24. It's hard for me to join in different groups of friends					
25. I feel bad when someone turns down my request.					
26. I feel uneasy when I ask for one of my friends' help about a problem in school.					
27. I try to please everyone.					
28. I feel nervous when I need to borrow money from a friend of mine.					
29. I experience the fear of rejection when I meet someone new					
30. It is hard for me to talk to someone who has not come to the meeting point about the reason why s/he has not showed up.					
31. I feel worried when I want to talk to someone I have met recently.					
32. It's hard for me to be with him/her again if I've done something to annoy a close friend of mine.					
33. I experience the fear of rejection when I decide to do something new.					
34. It is hard for me to demonstrate my skills in the speaking exam.					
35. If I'm not sure that my idea will be accepted, it is difficult for me to express it in a community.					

Section 3

Please select the suitable option for you.

	Always	Often	Sometim	Rarely	Never
1. I expect others to fully appreciate my ability to do business.					
2. I believe that the price I pay for the success is bigger than its achievement when I am successful					
3. In my opinion, the fact that only one person is successful in a job can make other people unhappy.					
4. I believe that my success brings me heavy responsibilities.					
5. I feel happy when I tell my friends about the things at which I am good.					

	Always	Often	Sometim	Rarely	Never
6. I think playing the game is more important than winning it.					
7. I believe that I would have some negativeness in relationships with some of my friends in my attempts to become more successful (e.g. getting enviable.					
8. I try to win in a competition no matter what it is.					
9. The only difficulty that a successful person can face at the top is that s/he has to struggle to stay there.					
10. I become happy only when I am successful.					
11. I believe that being successful is highly appreciated in our society.					
12. I think many people spend less time on enjoyable activities in their lives in order to be successsul.					
13. I believe that I have to do the assigned tasks given to me in order to prove that I am a worthy person to others.					
I believe that my achievements bring increase the respect of other people towards me.					
15. I feel shy when a person praises me.					
16. I think that others perceive successful people as cold people.					
17. I believe that everybody admires the people at the top.					
18. I believe that as people get successful, their behaviors begin to detoriorate (eg, showing disdain to others after they get successful).					
19. If I compete with a person, I feel better when I lose than when I win.					
20. I think that people try to establish some close ties with the successful people at the summit.					
21.I believe that every door is open for those who are successful.					
22. I feel bad even if I have done a good job.					
23. I believe that the successful people feel sad.					
24. I believe that success brings me heavy responsibilities.					
25. I appreciate the reward that I win individually, more than the reward that I get with cooperation.					
26. I feel uneasy when I am at the top.					
27. I care doing a good job in every respect.					
28. I believe that I can be more successful than most of the people I know.					
29. I think that I will be belittled when I am successful as I am regarded as an asocial person at that time.					
30. Once I succeed, I believe people always expect me to do better things.					
31. I think people will feel disturbed when I try to get a for effort to win.					
32. I think that others perceive the successful people as arrogant people.					
33. I believe that successful people are lonely.					
34. I tend to do a good job in order to prove that I am valuable.					
35. I believe that unsuccessful people are unhappy.					

Appendix C.3. Revised Rejection Sensitivity and Fear of Success Scales in Turkish

Değerli öğrenci,

Bu anket, Gaziantep Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Anabilim dalında hazırlanmakta olan "Başarı Korkusu ve Reddedilme Hassasiyetinin İngilizce Öğrenimi Üzerine Etkileri" adlı tez çalışmasının bir bölümüdür. Bu anketten elde edilecek sonuçlar yukarıda belirtilen amaç dışında kullanılmayacaktır.

Tülin EKLER
Gaziantep Üniversitesi

Yüksek Lisans Öğrencisi

Bölüm 1

Lütfen size uyan seçeneği işaretleyiniz.

Yaş: 17-19 ( )   20-22 ( )   23-25 ( )   25 üstü ( )

Cinsiyet: Erkek ( )   Kadın ( )

Mezun olduğunuz okul türü:

Fen Lisesi ( )	
Sosyal Bilimler Lisesi( )	
Anadolu Lisesi ( )	Mesleki ve Teknik Anadolu Liseleri ()
Anadolu Ticaret Meslek Lisesi ()	1. Anadolu Sağlık Meslek Liseleri ()
Anadolu Kız Meslek Lisesi	2. Ticaret Meslek Liseleri ()
Sağlık Meslek Lisesi ()	3. Turizm Meslek Liseleri ()
Anadolu Otelcilik ve Turizm Meslek Lisesi ()	4. Kız Teknik ve Meslek Liseleri ()
Çok Programlı Liseler ()	5. Teknik ve Endüstri Meslek Liseleri ()
Anadolu İmam Hatip Liseleri ()	6. Tarım Meslek Liseleri ()
Öğretmen Lisesi ( )	7. Anadolu Güzel Sanatlar Liseleri ()
Özel Lise ( )	8. Spor Liseleri ()
Süper Lise ( )	
Açık Öğretim Lisesi ()	Diğer (varsa belirtiniz)………………

Ne kadar süredir İngilizce öğreniyorsunuz? :

0-6 ay ( )   1 yıl ( )   2 yıl ( )   4 yıldan fazla ( )

Devam etmekte olduğunuz kur:

A1 ( )   A2 ( )   B1 ( )   B2 ( )   B2+ ( )   C1 ( )

2. Bölüm

Lütfen, aşağıdaki durum ya da olaylarda bulunabileceğinizi **hayal ederek** size uygun seçeneği işaretleyiniz.

	Her zaman	Sık sık	Bazen	Nadiren	Asla
1. Beni tanıdıkça benden hoşlanmayacaklarını düşündüğüm için arkadaşlık ilişkilerimde utangaç davranırım.					
2. Sınıfın fiziksel durumuyla ilgili bir problemi (örneğin; sınıfın ısınma sorunu gibi) yetkili bir kişiye söylerken tedirginimdir.					
3. Yakın bir arkadaşımı bir sözle kızdırdıktan sonra onunla tekrar aynı ortamda bulunmak benim için zordur.					
4. Bir hayalimi (örneğin; dünya turuna çıkmak gibi) gerçekleştirme kararımı değerli gördüğüm birine söylerken gergin hissederim.					
5. Bir arkadaşımdan borç istemem gerektiğinde gergin hissederim.					
6. Benim için önemli bir etkinliğe aile üyelerimi davet ederken endişeli hissederim.					
7. Benim için değerli biriyle aramda bir mesafe oluştuğunu fark ettiğimde, söz konusu durumun sebebini onunla konuşurken huzursuz hissederim.					
8. Tanışmak istediğim birisiyle konuşmaya başladığımda gergin hissederim.					
9. Benim için önemli bir etkinliğe arkadaşlarımı davet ederken endişeli hissederim.					
10. Gerçekten konuşmaya ihtiyacım olduğunda, bir arkadaşımı aradığımda tedirgin hissederim.					
11.Ders sırasında öğretmenin anlattığı konuyu anlamadığım zaman, eğer soru sormam gerekiyorsa tedirgin hissederim.					
12. Öğretmenin az önce anlattığı bir konuyu anlamadığım için bir sınıf arkadaşımdan tekrar anlatmasını rica ettiğimde kaygılı hissederim.					
13. Önemli gördüğüm bir konuyu gündeme getirmek benim için zordur.					
14. Bir arkadaşımın beni rahatsız eden bir davranışını bırakmasını istediğimde gergin hissederim.					
15. İnsanların benden hoşlanmadığını düşünürüm.					
16. Bir kişiden, kendi sorumluluğunu (örneğin; kirlettiği yeri temizlemek gibi) yerine getirmesini isterken huzursuz hissederim.					
17. Önemli gördüğüm bir etkinlikte giyinmek üzere henüz alamadığım bir kıyafeti arkadaşımdan ödünç isterken gergin hissederim.					
18. Bir iş mülakatında becerilerimi göstermek benim için zordur.					
19. Eğer aileme — "Benim hayallerim sizinkilerden **farklı ve ben sizinkileri değil**, kendi hayallerimi gerçekleştirmek istiyorum!" demem gereken bir durumda güvensiz hissederim.					
20. Hata yaptığım zaman arkadaşlarımın bana güleceğini düşündüğüm için derse katılmak benim için zordur.					
21. Bir proje (örneğin; ödev) ile ilgili birinden yardım talep ederken kendimi tedirgin hissederim.					
22. Farklı bir arkadaş grubunun bir parçası olmak benim için zordur.					

	Her zaman	Sık sık	Bazen	Nadire	Asla
23. Birisi ricamı geri çevirdiğinde kendimi kötü hissederim.					
24. Okulda yaşadığım bir sorunla ilgili bir arkadaşımdan yardım istediğimde tedirgin hissederim.					
25. Herkesi memnun etmeye çalışırım.					
26. Birisiyle tanıştığımda reddedilme korkusu yaşarım.					
27. Sebebi ne olursa olsun, sözleştiğimiz yere gelemeyen biriyle ilgili durumun nedeni hakkında konuşurken zorlanırım.					
28. Yakın zamanda tanıştığım biriyle tekrar görüşmek istediğimde kaygılı hissederim.					
29. Eğer yakın bir arkadaşımı kızdıracak bir şey yapmışsam tekrar onunla bir arada olmak benim için zordur.					
30. Yeni bir şey yapmaya karar verdiğimde reddedilme korkusu yaşarım.					
31. Konuşma sınavında becerilerimi göstermek benim için zordur.					
32. Eğer bir düşüncemin kabul edileceğinden emin değilsem, onu bir topluluk içinde ifade etmek benim için zordur.					

3. Bölüm

Lütfen size uygun seçeneği işaretleyiniz.

	Her zaman	Sık sık	Bazen	Nadire	Asla
1. Başkalarının iş yapabilme yeteneğimi tam olarak takdir etmesini beklerim.					
2. Bir işte sadece bir kişinin başarılı olmasının diğer insanları mutsuz edebileceğine inanırım.					
3. Başarılarımın bana ağır sorumluluklar getirdiğine inanıyorum.					
4. Arkadaşlarıma çok iyi yaptığım bir işi anlatmaktan mutlu olurum.					
5. Bir yarışmada ne olursa olsun kazanmak için çaba gösteririm.					
6. Toplumumuzda **başarılı olmaya** çok önem verildiğine inanırım.					
7. Başkalarına değerli biri olduğumu kanıtlamak için, benden beklenen işi iyi yapmam gerektiğine inanırım.					
8. Başarılı kişilerin başkaları tarafından soğuk insanlar olarak algılandığını düşünürüm.					
9. Başarı gösteren insanların davranışlarının kötüleşmeye başladığı kanaatindeyim (örneğin; başarı gösterdikten sonra başkalarını küçümsemek gibi).					
10. İnsanların, zirvede olan kişilerle daha çok yakın arkadaşlık ilişkileri kurmak istediklerini düşünürüm.					
11. Bir işi iyi yapsam bile, kendimi kötü hissederim.					
12. Başarılı insanların üzgün olduğuna inanırım.					
13. Tanıdığım çoğu kişiden daha başarılı olacağıma inanırım.					
14. Bir kez başarılı olduğumda, insanların benden hep daha iyi olmamı beklediklerine inanırım.					
15. Başarılı kişilerin başkaları tarafından havalı insanlar olarak algılandığını düşünürüm.					
16. Başarısız insanların mutsuz olduğuna inanırım.					

Appendix C.4. Revised Rejection Sensitivity and Fear of Success Scales in English

Dear student,

This questionnaire is a part of the thesis, titled as "A Study on the Possible Effects of the Fear of Success and Rejection Sensitivity on Academic Success in EFL Classrooms" which was prepared in the English Language Teaching Department at the Institute of Educational Sciences, Gaziantep University. The results, obtained from this survey will only be used for the aforementioned goals.

<div align="right">

Tülin EKLER
Gaziantep University
M.A. Student

</div>

Section 1

Please select the option that matches you.

Age: 17-19 ( )   20-22 ( )   23-25 ( )   above 25 ( )
Sex: Male ( )   Female ( )

The type of school you graduated
Science High School ( )
Social Science High School( )
Anatolian High School ( )
Anatolian Trade Vocational High School
Anatolian Girls Vocational High School
Health vocational high School ()
Anatolian Hotel and Tourism Vocational High School ()
Multi-Program High Schools ()
Anatolian Imam Hatip High Schools ()
Teacher High School ( )
Private high school ( )
Super High School( )
Open Education High School ()

Vocational and Technical Anatolian High Schools ()
1. Anatolian Health Vocational High Schools ()
2. Trade Vocational High Schools ()
3. Tourism Vocational High Schools ()
4. Girls Technical and Vocational High School()
5. Technical and Industrial Vocational High Schools ()
6. Agricultural Vocational High Schools ()
7. Anatolian Fine Arts High Schools ()
8. Sports High Schools ()
Others (if any)………………

How long have you been learning English?**:**
0-6 months ( )   1 year ( )   2 years ( )   more than 4 years ( )

Your current course level:
A1 ( )   A2 ( )   B1 ( )   B2 ( )   B2+ ( )   C1()

Section 2

Please tick the appropriate option by imagining that you may be in the following situations or events.

	always	often	sometim	seldom	never
1. I feel shy in my friendship relations because I think they won't like me once they know me.					
2. I feel uneasy when I tell the authorized person about a problem with the physical condition of the class (such as the heating system problem).					
3. It is difficult for me to be in the same environment with a close friend of mine after I have annoyed him/ her with what I have said					
4. I feel tense when I tell someone worthy for me about my decision to realize my dream such as taking a World tour.					
5. I feel uneasy when I need to borrow some money from a friend of mine.					
6. I feel worried when I invite my family members to one of the important events for me.					
7. When I realize that I have broken ties with a worthy friend of mine, I feel uneasy talking to him/her about this situation. .					
8. I feel tense when I start talking to someone I want to meet.					
9. I feel worried when I invite my friends to one of the important events for me.					
10. When I am really in need to talk, I feel uneasy when I call a friend.					
11. When I don't understand the subject that the teacher told me during the lesson, I feel uneasy if I need to ask questions about it.					
12. I feel anxious when I ask a classmate to repeat the subjects the teacher has coverered since I have not understood them.					
13. It is difficult for me to issue an important subject.					
14. I feel tense when I ask a friend to quit a behavior that bothers me.					
15. I think people don't like me.					

16. I feel uneasy when I ask a person to fulfill one's responsibility (for example, asking someone to clean the place where one has polluted).				
17. I feel nervous when I ask a friend to borrow one's outfit for an important event.				
18. Bir iş mülakatında becerilerimi göstermek benim için zordur.				
19. I feel insecure in a situation where I have to tell my family – "My dreams are different from yours and I want to realize my own dreams, not yours!".				
20. It's hard for me to participate into activities because I think my friends will laugh at me when I make mistakes. .				
21. I feel nervous when I ask for one's help concerning a project (eg. homework).				
22. It's hard for me to join in different groups of friends				
23. I feel bad when someone turns down my request.				
24. I feel uneasy when I ask for one of my friends' help about a problem in school.				
25. I try to please everyone.				
26. I experience the fear of rejection when I meet someone new				
27. It is hard for me to talk to someone who has not come to the meeting point about the reason why s/he has not showed up.				
28. I feel worried when I want to talk to someone I have met recently.				
29. It's hard for me to be with him/her again if I've done something to annoy a close friend of mine.				
30. I experience the fear of rejection when I decide to do something new.				
31. It is hard for me to demonstrate my skills in the speaking exam.				
32. If I'm not sure that my idea will be accepted, it is difficult for me to express it in a community.				

Section 3
Please select the suitable option for you.

	Always	Often	Sometimes	Seldom	Never
1. I expect others to fully appreciate my ability to do business.					
2. In my opinion, the fact that only one person is successful in a job can make other people unhappy.					
3. I believe that my success brings me heavy responsibilities.					
4. I feel happy when I tell my friends about the things at which I am good.					
5. I try to win in a competition no matter what it is.					
6. I believe that being successful is highly appreciated in our society.					
7. I believe that I have to do the assigned tasks given to me in order to prove that I am a worthy person to others.					
8. I think that others perceive successful people as cold people.					
9. I believe that as people get successful, their behaviors begin to detoriorate (eg, showing disdain to others after they get successful).					
10. I think that people try to establish some close ties with the successful people at the summit.					
11. I feel bad even if I have done a good job.					
12. I believe that the successful people feel sad.					
13. I believe that I can be more successful than most of the people I know.					
14. Once I succeed, I believe people always expect me to do better things.					
15. I think that others perceive the successful people as arrogant people.					
16. I believe that unsuccessful people are unhappy.					
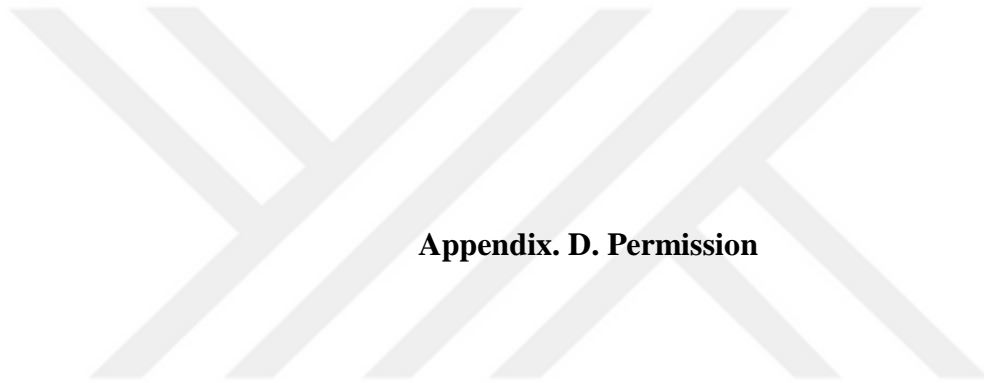
Appendix. D. Permission

Appendix D.1. Permission of School Management

T.C.
GAZİANTEP ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı   :35914063/108.99/
Konu   :Ölçek Uygulama İzni

Sayın Öğr.Gör. Tülin EKLER

İlgi   :26/02/2019 tarihli, 12300 sayılı ve "Ölçek Uygulama" konulu yazı

İlgi dilekçeye istinaden, Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Anabilim Dalında Yüksek Lisans programında yürütmekte olduğunuz, "Başarı Korkusu ve Reddedilme Hassasiyetinin İngilizce Öğrenimi Üzerine Etkileri" konulu tez çalışmanız kapsamında, Yüksekokulumuz öğrencilerine yönelik ölçek uygulama talebiniz uygun görülmüştür.

Bilgilerinize rica ederim.

Doç.Dr. Emrah CİNKARA
Yabancı Diller Yüksekokulu Müdürü

CURRICULUM VITAE

Tülin Ekler was born in Malatya, 1985. She graduated from English language and Literature department at Cumhuriyet University in 2008. During her Bachelor years, she benefited from Erasmus project and she got educated for a semester at Bayreuth University, Germany. She has been working as an English instructor in School of Foreign Languages at Gaziantep University since 2008. Since then, she has been teaching English at various language skills. She has been assigned in Testing Unit since 2016. She has 2 published articles and 3 proceedings in ELT field. She is a fluent speaker of English. She knows French at basic level. She is married with a child.

ÖZGEÇMİŞ

Tülin Ekler 1985 yılında Malatya'da doğdu. 2008 yılında Cumhuriyet Üniversitesi İngiliz Dili ve Edebiyatından mezun oldu. Lisans dönemi sürecinde, Erasmus projesinden yararlanarak Almanya Bayreuth Üniversitesinde 1 dönem eğitim gördü. 2008'den bu yana Gaziantep Üniversitesi Yabancı Diller Yüksekokulunda İngilizce Eğitmeni olarak çalışmaktadır. O zamandan beri, farklı dil becerilerinde İngilizce Eğitimi vermiştir. 2016'dan beri okulun sınav merkezi biriminde görev yapmaktadır. İngilizce Öğretimi alanında yayınlanmış 2 makalesi ve 3 bildirisi bulunmaktadır. İngilizceyi akıcı seviyede ve Fransızcayı ise temel seviyede konuşabilmektedir. Evli ve 1 çocuk sahibidir.

PUBLISHED ARTICLES

Tılfarlıoğlu, F. Y. & Ekler, T. (2019). Başarı Korkusu ve Reddedilme Hassasiyetinin İngilizce Öğretimi Üzerine Etkisi. *Academy Journal of Educational Sciences*, *3*(1), 28-41. https://doi.org/10.31805/acjes.559744

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PROCEEDINGS

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