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AN ANALYSIS OF THE RELATIONSHIP BETWEEN PERCEIVED TEACHER SUPPORT AND MOTIVATIONAL/EMOTIONAL RESPONSES

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Abstract

Teacher support has an important role in effective language learning, because it helps students have successful motivational and emotional responses. It leads to decreases in anxiety and increases in intrinsic motivation, help-seeking behavior, and effort, factors of productive language learning. Based on this fact, the current study aims to analyze the relationships between EFL students' perceptions of emotional/instrumental support and their motivational/emotional responses. The participants were 200 EFL learners at a state university in Turkey. The data were collected through a questionnaire and a semi-structured interview. Correlation coefficients were obtained to detect the relationships of emotional/instrumental support with anxiety, intrinsic motivation, help-seeking behavior, and effort. Finally, independent-samples t-tests were administered to find potential differences between genders concerning emotional/instrumental support, anxiety, intrinsic motivation, help-seeking behavior, and effort. The findings showed that emotional and instrumental support are two related types of teacher support. Besides, significant positive correlations of emotional/instrumental support with intrinsic motivation, help-seeking behavior, and effort were detected, along with negative correlations of emotional/instrumental support with anxiety. Furthermore, the results showed no significant difference between genders concerning emotional support, anxiety, intrinsic motivation, and effort, but significant differences concerning instrumental support and help-seeking behavior were obtained based on gender. Moreover, the findings of the interviews supported those of the quantitative analyses.

Keywords: emotional support, instrumental support, anxiety, intrinsic motivation, help-seeking behavior, effort

1. Introduction

Learning a second language is a challenging process, which displays variability from learner to learner. Some can simply learn it, while others need more time and energy. Learners face many difficulties in the process of learning. Many factors come into play while learning a second language. Researchers have concentrated on the main factors and outcomes of this situation. The major ones seem to be related to social support for academic learning. The expression "social support for academic learning" is used to classify certain relationships between teachers and students. Students are able to get this type of support from several sources. It may be derived from families stimulating their children to do their best at school, from teachers supporting students emotionally (e.g. providing attention, care, reverence etc.) and instrumentally (e.g. adequate and accurate description of the topic), and from classmates

encouraging each other to ease the work at school. Young children obtain support commonly from their parents, but as they age, they begin to have prolonged social contacts. They create rapport with their teachers at school because they spend lots of time with each other particularly when their teachers are of cooperative and friendly nature.

Research considering motivational vividness in universities frequently centers on specific variances in students' fundamental opinions and abilities, such as academic self-concept, self-efficacy, aims, and principles (Furrer & Skinner, 2003). Researchers have also observed the importance of social factors in students' motivation (e.g., Deci & Ryan, 2000; Furrer & Skinner, 2003; Wentzel, Battle, Russell, & Looney, 2010). Particularly, researchers have indicated the superiority of the teacher-student relationship and how it connects to diverse methods of motivation for assignment. Various studies have delivered appropriate indications that a positive teacher-student relationship is a determinant of student participation and motivation, effort, adaptable learning strategies, accomplishment and well-being (Marchand & Skinner, 2007).

The current study focuses on the specific kinds of support provided by EFL teachers, which include emotional and instrumental support. Patrick, Kaplan, and Ryan (2011) defined emotional support as "...students' feeling of love, friendliness, confidence, and a sense of belonging and relatedness," (p. 368). Students' perception of emotional support is linked to their feelings of belonging, relatedness or connectedness (Marchand & Skinner, 2007). According to an investigation by Furrer and Skinner (2003), a student's feeling of belonging and relatedness is linked to emotional support. Instrumental support can be defined as students' perception of being offered instrumental means and real-world support (Malecki & Demaray, 2003). It involves teachers' inquiring, illuminating, adjusting, explaining, and displaying behavior that donate to comprehending, problem-solving or proficiency improvement (Malecki & Demaray, 2003).

Motivational and emotional responses are also the concern of the current study. These responses include anxiety, intrinsic motivation, help-seeking behavior, and effort. They are significant factors for effective language learning. Socio-psychological literature explains that effective practice is closely related to social support. People with social support and relationships have much more satisfaction and pleasure and less hesitation and anxiety than those with no social support (Baumeister & Leary, 1995).

The current study aims to discover the relations between students' perceptions of emotional and instrumental support in the EFL classes and their motivational and emotional responses. Another aim is to detect the potential difference between genders in terms of emotional/instrumental support. The last aim is to detect the association between gender and motivational/emotional responses.

Furthermore, the study has its own significance because it tries to show how students' perceptions of emotional and instrumental support in the EFL classes have relation with their motivational and emotional responses. We decided to conduct the existing study, because a review of the existing EFL teaching literature did not yield any studies concerning emotional and instrumental support in Turkey. EFL learners have many problems due to the lack of emotional and instrumental support. For successful achievement, they need to be respected, loved, motivated, and their anxiety should be decreased. The outcomes of the present study have the potential to describe the effect of emotional/instrumental support in the learning of EFL. The findings will also have implications for teachers of EFL to apply emotional/instrumental support during their teaching process to decrease students' anxiety and increase their motivation, help-seeking behavior, and effort.

For the reasons mentioned above, this study tries to respond the following research questions:

1. Do students' perceptions of emotional and instrumental support provided by their EFL teachers constitute different aspects of teacher support?
2. How does participants' perception of emotional support relate to their English anxiety, intrinsic motivation, help-seeking behavior, and effort?
3. How does participants' perception of instrumental support relate to their English anxiety, intrinsic motivation, help-seeking behavior, and effort?
4. Does a statistically significant difference exist between genders regarding emotional support, instrumental support, English anxiety, intrinsic motivation, help-seeking behavior, and effort?

2. Literature Review

The general scope of social support embraces emotional, instrumental, informational, and appraisal supports (Malecki, & Demaray 2003). Their teachers provide students with various forms of support. One of them is emotional support, which can be defined as the students' feelings of veneration, friendliness, trust and love as well as the ability of understanding and caring by their teacher (Langford, Bowsher, Maloney, & Lillis, 1997). According to some opinions, two types of emotional support exist - general and specific. General emotional support includes students' general opinion of warmth, friendliness and inspiration by their teacher. Specific emotional support includes the type of support in specific conditions. For example, when a student is new at school and has no friends or the student has a very complicated assignment, the teacher's emotional support is required for these specific situations. This is also totally connected to general emotional support (Wentzel et al., 2010).

Emotional support has a crucial effect on students' motivation and well-being. The feelings of comfort, satisfaction and comprehension reveal that effect. According to Baumeister and Leary (1995), the feeling of comfort and relaxation is the central point for individuals to be motivated and attracted by others and to create social links.

Instrumental support can be defined as students' perception of being offered instrumental means and real-world support (Malecki & Demaray, 2003). It involves teachers' inquiring, illuminating, adjusting, explaining, and displaying behavior that donate to comprehending, problem-solving or proficiency improvement (Malecki & Demaray, 2003). Such kind of support can be prominent in numerous motivational principles. It leads to increases in motivation and performance products and decreases in anxiety and hesitation (Bandura, 1977).

In our study, motivational/emotional responses are categorized into four categories: (1) anxiety, (2) intrinsic motivation, (3) help-seeking behavior, and (4) effort. We categorize English anxiety as common public anxiety. Public anxiety is an emotional reaction that happens infrequently, displays itself in specific states, occurs for a short time, and embraces functional answers. It mostly happens during the examination in the school life and shows itself as a general anxiety while being at work, for example working with English. Students become less distressed when they get teacher's emotional and instrumental support (Baumeister & Leary, 1995). Teacher support is mainly important. Outcomes from Abu-Rabia's (2004) study presented that teacher support were adversely related with nervousness of language learning. Horwitz (1986) claimed that language instructors are able to comfort the nervousness and anxiety of language learners by assisting them to identify their anxiety and hesitation. Besides that, instructors ought to correct learners' errors mildly, by means of

humor and competitions to produce a stress-free and low-anxious atmosphere, and involve learners into smaller groups to make learners happier.

As for intrinsic motivation, it can be explained as a performance that is motivated by internal rewards. Strictly speaking, the motivation to take part in a performance arises from within the individual because it is internally rewarding. (Ryan & Deci, 2000). It leads individuals to take part in various activities because they are internally stimulated. They feel that it is an enjoyment and gratification to perform an activity. According to Bezzina (2010), intrinsic motivation is assuredly connected to effort, help-seeking behavior, and performance and adversely connected to state anxiety. Ryan and Deci (2000) refer to self-determination theory to explain and understand why students are intrinsically motivated in a specific field. The theory indicates that students' intrinsic motivation and gratification of essential needs are based on social factors and social support such as emotional support.

Help-seeking behavior refers to looking for assistance from both specialists and non-specialists to solve a variety of difficulties including academic, social, and medical problems (Kuhl, Jarkon-Horlick, & Morrissey, 1997). Help seeking is a communicative self-regulatory policy that comprises cognitive, motivational, emotional, and social aspects (Sakiz, Pape, & Hoy, 2012). Students face many difficulties in their school activities; therefore, they need help and supervision. Help seeking is valuable in education (Karabenick, 2004) and it is a vital self-government policy in the students' learning process (Newman, 2000). Help seeking is one of the reasons to gain knowledge and mastery through the learning process, in addition to providing the capacity of working with academic difficulties. Neglecting help seeking is destructive and harmful to students because they certainly need help during their educational life. It might result in lack of knowledge, inability for problem solving, and confusions. Two distinct aspects of help-seeking exist; one is called instrumental, when students ask questions about the material and get a clarifying detail. The other is called executive or expedient when help-seeker tries to avoid work by asking other questions far from the topic (Newman, 2000).

Effort refers to the physical and mental energy that is needed to do something. It is supposed that teacher support is also, directly and indirectly, connected to the students' effort by dint of intrinsic motivation (Sakiz et al., 2012). Learning needs worthy effort and learners ought to use respectable effort to get their achievement. Besides, respect, friendliness, effort, and educational ethics will be enhanced, while the instructors support their learners emotionally and instrumentally. Social Cognitive Theory indicated the people who were trusted in society and had countless effort to do their responsibility in contrary with those who were disagreed with their capacity by society to lead challenging conditions. It displayed that social support has increased effort. Concerning education, the teacher has a significant role in students' enhancement in class while helping them. As the teacher responds to questions and gives instructions, students are automatically motivated and use energy to learn a foreign language. Thus perceived teacher support may be the key factor to the students to have better effort (Dubow & Tisak, 1989).

3. Methodology

3.1. Participants

This study sampled 200 students through cluster sampling and was conducted at a foreign language school of a state university in Turkey as the school implements a system in which all major skills are given equal focus and each skill is assessed.

To choose the sample for the study, cluster sampling method was used. The method was preferred due to the convenience of having clusters for the administration of the research tool. The questionnaire was administered to the students in all existing levels. Then, seven

participants, who had been participants of the sample of the quantitative section, were randomly selected for the interview.

In Table 1, participants' socio-demographic information can be seen:

Table 1. *Participant socio-demographics*

		F	%
Age group/years	17-20	179	89.5
	21-24	16	8
	25-28	5	2.5
Gender	Male	136	68
	Female	64	32
Level	A1	187	93.5
	A2	8	4
	B1	4	2
	B2	0	0
	C1	1	0.5
Year	0-6	93	46.5
	6-12	6	3
	12-18	11	5.5
	more than	90	45
Native language	Turkish	186	93
	Arabic	6	3
	Kurdish	8	4

As can be seen in Table 1, regarding their age, 89.5% of the participants are between 17 and 20, 8% of them are between 21-24, and only 2.5% are between 25-28 ages. Concerning gender, 68% of them are male, and 32% are female. Regarding their level, 93.5% of them are from A1, 4% are from A2, 2% are from B1, 0.5% are from C1, and none of them is from B2. As regards their duration of English learning, 46.5% are between 0-6 months, 3% are between 6-12 months, 5.5% are between 12-18 months, and 45% have more than 18 months. Concerning their native language, 93% is Turkish, 3% is Arabic, and 4% is Kurdish.

3.2. Instruments

Data were collected through the use of a questionnaire (Federici & Skaalvik, 2014), to analyze the relationships between the perceptions of EFL students of emotional and instrumental support by their teachers in relation to their motivational and emotional responses. To strengthen the results and add a mixed-method nature to the research, semi-structured interviews were also conducted.

3.2.1. Questionnaire

The basic instrument used in the present study was developed and validated by Federici and Skaalvik (2014). The researchers used the questionnaire to investigate the relationship between students' perceptions of emotional/instrumental support provided by their teacher and their motivational/emotional responses. The structural equation modeling done by

Federici and Skaalvik (2014) proved that emotional and instrumental support are separate but related constructs.

The questionnaire consists of two main parts. The first part is about socio-demographics of the participants (i.e. age, gender, proficiency level, years of learning English, and native language) and the second part includes six domains: (1) emotional support (5 items), (2) instrumental support (6 items), (3) intrinsic motivation (6 items), (4) math anxiety (5 items), (5) help-seeking behavior (4 items), and (6) effort (3 items). The items for the fourth principal component of the scale (math anxiety) were revised by us to assess language anxiety. In order to scale the questionnaire, a 5-point Likert-type model was used.

The developers have assured the validity and reliability of their research tool. The 6 subscales of the questionnaire have their own Cronbach's alpha values (i.e. $\alpha^{\text{emotional support}} = .94$, $\alpha^{\text{instrumental support}} = .95$, $\alpha^{\text{intrinsic motivation}} = .93$, $\alpha^{\text{anxiety}} = .87$, $\alpha^{\text{help-seeking}} = .83$, and $\alpha^{\text{effort}} = .77$).

As the participants were all learners of English, their level was not sufficient to fill out the questionnaire in English; for this reason, the questionnaire was primarily translated into their native languages, which were Turkish and Arabic. Then, the Turkish and Arabic copies were provided to some Turkish and Arabic experts for validation purposes and finally, they were back-translated into English for comparison. In cases of uncertainty and obscurity, items were rephrased. After certifying the correctness and modifying several items of the copies, Turkish and Arabic versions were distributed to the students.

3.2.2. Semi-Structured Interview

In modern research practice, it is suggested to use multiple instruments to triangulate results in order to make the information more interesting and useful (Gao, 2004). O'Malley and Chamot (1990) assert that using interview supports the researcher to elicit information that may be difficult to obtain through questionnaires. Therefore, in this study the most common qualitative instrument, semi-structured interview, was used. This interview enriched the results to be more effective and assured the researchers about the findings obtained from the questionnaire.

A semi-structured interview guide was used as a basic instrument during the interview. The interview occurred in a welcoming atmosphere with a group of participants, 4 male and 3 female students from various levels in order to obtain more specific information about students' perceptions of emotional/instrumental support and their emotional/motivational responses. The interview was conducted individually. Also, the students were permitted to express their additional views. The interview scale included fourteen open-ended questions. The procedure lasted 15 to 20 minutes for each student. The interviews were recorded and transcribed for later analysis.

3.3. Procedure

3.3.1. Reliability and pilot study

Piloting procedure is a central part of conducting a research and must be implemented with excessive attention. Lewin (2005) describes piloting procedure as a test of the questionnaire with a definite number of samples, which is equal to the directed sample. The main objectives of the pilot study were to determine the reliability of the items of questionnaire; whether they were clear, understandable, culturally suitable, and accepted by the respondents, identify the best approach to gain their cooperation, and find out the difficulties that the researcher may face during the interviewing process. The piloting procedure of this study was carried out to understand the potential difficulties, which can influence the reliability and validity standards of the study. The pilot study was conducted at

the same school with the participation of 60 students. The results pointed out that the questionnaire was reliable with a Cronbach's Alpha value of .80.

3.3.2. Data collection

In both the piloting and actual data collection phases, all the required permissions were received and the researcher abided by ethical rules in conducting the study. Ethical approval is one of the most important principles before collecting data to protect the students' values and dignity. The researcher obtained permission from the administration of the school of foreign languages. The researcher promised to keep students' information confidential and use the data for the current study only. Then he explained the purpose of this study to every participant. In addition to the explanation, the researcher told every participant that this is an optional work, and they can leave at any time during the process. The questionnaire was administered to 200 students. Written informed consents were obtained from all the participants. Before conveying the questionnaire, all the students were informed about the study and the fundamental role of their honesty in replying the items. The questionnaire was handed out to the students during the classes and they were collected in the same class time. As a final point, a semi-structured interview was conducted with 7 participants who were also participants in the quantitative section. The students were enthusiastic to participate and they were not rewarded materially at all for their participation. During the interview, the students were permitted to speak either in their native language or English in order to decrease their anxiety and hesitation. The interview continued for one hour and 10 minutes. The participants were assured of the confidentiality of information.

3.3.3. Data analysis

The data collected through the questionnaire were fed into the SPSS. Descriptive statistics were gained for all demographic variables on the questionnaire. These descriptive statistics included the means, standard deviations, percentages and ranges of the dependent and independent variables and socio-demographic characteristics of the sample. Frequency distributions were also provided. Independent-samples t-tests were run to find out any potential difference between participants' based on gender in terms of emotional/instrumental support and their motivational/emotional responses. The other demographic variables were not included in data analysis because the dispersion of scores between and among groups for those variables violated the conditions for the use of either parametric or nonparametric test as can be seen from Table1. Pearson product-moment correlations were used to explore the relationship between teachers' emotional and instrumental support with their motivational and emotional responses.

Lastly, after transcribing the interviews, a deductive content analysis was utilized to analyze the qualitative data. It is a procedure, which is initiated with a general viewpoint to the analysis of a particular circumstance to confirm or disconfirm the theory (Tracy, 2013).

4. Findings

4.1. Quantitative Findings

Findings for Research Question #1 Do students' perceptions of emotional and instrumental support provided by their EFL teachers constitute separate dimensions of teacher support?

This research question tries to point out the relationship between emotional and instrumental support regarding separate dimensions of teacher support. In order to answer this research question, a Pearson product moment correlation was used, which revealed a significant positive correlation between emotional support and instrumental support ($r = .779$,

$p > .01$). It means that as emotional support increases, instrumental support also increases. This relation is an appropriate indicator of the connection between emotional support and instrumental support.

Findings for Research Question #2 How does participants' perception of emotional support relate to their English anxiety, intrinsic motivation, help-seeking behavior, and effort?

To find out the relationship between perceived teacher emotional support by the teacher and students' anxiety, intrinsic motivation, help-seeking behavior, and effort, Pearson product moment correlations were utilized. Table 2 shows the correlations:

Table 2. *Correlations of emotional support with English anxiety, intrinsic motivation, help-seeking behavior, and effort*

		English Anxiety	Intrinsic Motivation	Help-seeking Behavior	Effort
Emotional Support	r	-.147*	.271**	.485**	.252**
	p	.038	.000	.000	.000
	n	200	200	200	200

* $p < .05$, ** $p < .001$

The results, as illustrated in Table 2, pointed out that there is a significant negative correlation between teachers' emotional support and students' anxiety ($r = -.147$, $p > .05$). It means that as teachers' emotional support increases, students' anxiety about English decreases and vice versa. On the other hand, statistically significant positive correlations were obtained between emotional support and intrinsic motivation ($r = .271$, $p > .001$), help-seeking behavior ($r = .485$, $p > .001$), and effort ($r = .252$, $p > .001$). In other words, when teacher's emotional support is deployed recurrently, students' intrinsic motivation, help-seeking behavior, and effort enhance.

Findings for Research Question #3 How does participants' perception of instrumental support relate to their English anxiety, intrinsic motivation, help-seeking behavior, and effort?

To answer the third research question and to identify whether there is a relationship between teacher's instrumental support and students' anxiety, intrinsic motivation, help-seeking behavior, and effort, Pearson product moment correlations were run. Table 3 displays the correlations:

Table 3. *Correlations of instrumental support with English anxiety, intrinsic motivation, help-seeking behavior, and effort*

		English Anxiety	Intrinsic Motivation	Help-seeking Behavior	Effort
Instrumental Support	r	-.144*	.349**	.571**	.223**
	p	.038	.000	.000	.000
	n	200	200	200	200

* $p < .05$, ** $p < .001$

According to Table 3, a statistically significant negative relationship exists between teacher's instrumental support and students' anxiety ($r = -.144$, $p > .05$). This implies that as

instrumental support increases, anxiety decreases and vice versa. Also, the relationships of teacher's instrumental support with students' intrinsic motivation ($r = .349$, $p > .001$), help-seeking behavior ($r = .571$, $p > .001$), and effort ($r = .223$, $p > .001$) are statistically significant as well. Therefore, it can be asserted that when students are provided with more instrumental support, their intrinsic motivation, help-seeking behavior, and effort increase.

Findings for Research Question#4 Does a statistically significant difference exist between genders regarding emotional support, instrumental support, English anxiety, intrinsic motivation, help-seeking behavior, and effort?

To answer this question, independent-samples t-tests were conducted. Independent-samples t-test is a trustworthy measure to indicate statistically significant differences between two independent groups (Kilic, 2007). This assumption is consistent with the current study in which male and female groups are definitely independent of each other. Table 4 shows the findings obtained from the t-tests:

Table 4. *T-test findings on the differences between male and female participants*

	Gender	N	Mean	P
Emotional Support	Male	136	19.0446	0.057
	Female	64	20.2656	
Instrumental Support	Male	136	23.1471	0.006*
	Female	64	25.2031	
Intrinsic Motivation	Male	136	18.4118	0.115
	Female	64	19.5156	
English Anxiety	Male	136	13.0221	0.174
	Female	64	14.0313	
Help-Seeking Behavior	Male	136	14.3750	0.047**
	Female	64	15.3125	
Effort	Male	136	9.4559	0.964
	Female	64	9.4375	

* $p < .01$, ** $p < .05$

The findings from the t-tests indicated that the differences between males and females in terms of emotional support, anxiety, intrinsic motivation, and effort are not statistically significant ($p > .05$). Thus, gender is not a distinguishing factor for these variables. However, concerning students' perceptions of their teachers' instrumental support, we obtained a statistically significant difference ($p < .01$) in favor of females ($M = 25.2031$ vs. $M = 23.1471$). This can be interpreted saying females' perceived instrumental support is higher than that of males. Another statistically significant difference ($p < .05$) between males and females have been found to be related to help-seeking behavior. A comparison of means illustrates that females ($M = 15.3125$) engage into more help-seeking behaviors than males ($M = 14.3750$) do.

4.1. Qualitative Findings

The comments and justifications of the participants displayed that teachers' emotional and instrumental support has a central role for them in the learning of English. All participants reported the existence of teachers' emotional and instrumental support inside and outside the class. The participants' explanations also showed the negative and positive relations between

teachers' emotional and instrumental support in terms of anxiety, intrinsic motivation, help-seeking behavior, and effort.

Concerning emotional and instrumental support, all the participants reported that their teachers were kind and friendly to them and they respected them. They also pointed to the fact that their teachers explain everything in detail. P2 related teachers' emotional support effectively to their instrumental support by wording "Teachers are friendly with us because they explain everything in detail and like teaching". P3 also referred to the relation between emotional support and instrumental support by explaining "I feel that teachers are friendly and they respect us. When we don't understand any point, they will explain it in more detail."

P6 made a connection between teachers' emotional support and students' motivation for learning. She said, "My teachers are friendly and very gentle. They think that we should be enthusiastic for learning and we really like it"

P7 described that their teachers made them comfortable during learning English. She indicated teachers' emotional support contrarily with their psychological issues. She explains, "Teachers are very gentle and they respect our feelings and our thoughts. When we make a mistake, they understand us and respect our feelings."

P5 spoke of her effort by indicating, "We can practice with our teachers during breaks. They definitely help us." Moreover, she related teachers' instrumental support to their own effort by saying: "In the class, they make us speak; we speak with each other. Everyone expresses their own opinions".

P2 referred to the negative relation between his anxiety and his teachers' emotional support by saying: "At first, I felt bad while making mistakes, and then my teachers explained that we should be relaxed. Now I don't have any difficulty, I feel relaxed and comfortable".

Considering intrinsic motivation all the participants (P1, P2, P4, P5, P6, and P7) stated that they are motivated and they like English lessons.

P4 talked about his like for English which is a lot and he related the reason partially to their English teacher. P4 points to a positive relationship between teachers' emotional support and student's intrinsic motivation by expressing, "I do like English partially due to my teachers. They are very lovely and respectful".

P7 described English lessons as enjoyable and lovely because she enjoys them and feels happy in them. She mentioned the positive relation between teachers' emotional support and her intrinsic motivation by saying: "I like English because it is enjoyable and I feel happy and the teachers are very respectful and kind with us".

All the participants stated that they do not hesitate to ask for help from their teachers. They presumed that teachers were the best source to get help. They expressed a relation between their help-seeking behavior and teachers' instrumental support.

P1 expressed his seeking for help by stating: "I do ask for help from my teachers. We are in the beginning of the learning process, we don't know everything. So we must seek for help and I ask for it from my teachers". P2 elaborated teachers' instrumental support in the class by say: "When I don't understand a point, I will raise my hand and ask my teacher. They usually re-explain in more detail".

Five participants addressed the use of watching English movies and listening to English music. P4 showed the relation between emotional and instrumental support with his effort when he talked about his practice in English. He said: "The lessons help me to learn English.

When I watch English movies and read some English texts, I can understand them. Then I feel happy and comfortable”

P7 created a strong relation between her effort and teacher’s support, when she practices English by saying: “We mostly do practice in English lessons. We speak with our speaking teachers”.

5. Discussion

The primary concern of the current study was to discover the relationships between EFL students’ perceptions of emotional/instrumental support provided by their teachers and their motivational/emotional responses. More specifically, the relationship between emotional support and instrumental support, along with the relationships of emotional/instrumental support with anxiety, intrinsic motivation, help-seeking behavior, and effort, was investigated.

The study revealed that emotional and instrumental support correlates negatively with anxiety and positively with intrinsic motivation, help-seeking behavior, and effort. A significant positive relationship was also found between emotional support and instrumental support. Moreover, it was found that significant differences between male and female participants existed in terms of instrumental support and help-seeking behavior and non-significant difference was obtained between male and female participants in terms of emotional support, anxiety, intrinsic motivation, and effort

The present study findings are supported by Federici, and Skaalvik (2014). They found a positive relation between emotional support and instrumental support. Also, they discovered a negative correlation of emotional/instrumental support with anxiety, and a positive correlation with intrinsic motivation, help-seeking behavior, and effort. The outcomes of the existing study also align with Carney-Crompton and Tan’s (2002) study, in which a negative relationship was found between anxiety and emotional support.

The findings of the current study are also in line with with Kozanitis, Desbiens, and Chouinard’s, (2007) study, which found that students’ perception of teacher support has a direct impact on instrumental help-seeking and indirect impact on self-efficacy.

The outcomes of the current research agree with those of Wentzel (1998) as well. Wentzel discovered that teachers’ support is linked to motivation. The same study also indicated that distress is related significantly and negatively to perceived social support.

In terms of gender, the present study findings are supported by Federici and Skaalvik, (2014) again since that study also displayed that gender has a significant relationship with help-seeking behavior.

The results of the current study are in respect of DeWit, Karioja, Rye, and Shain (2011) which found non-significant gender differences for teacher support regarding emotional support.

6. Conclusion

This research has been planned on four research questions. Based on the findings, it can be iterated that the research questions have been validated as mentioned in the findings section. The central concern of this study has been to show the prominence of emotional and instrumental support in a students’ achievement in their academic life and their success in language learning.

To learn a foreign language, students need assistance and support by their teacher (especially emotional and instrumental support) in order to have less anxiety and be

motivated intrinsically. Thus, their effort is increased and they achieve in their academic lives. Learning a second language is not conditional; the significant goal of learning a second language is to provide meaning in a more communal situation.

Emotional and instrumental support is closely related to learning a foreign language. They lead to better performance. According to Krashen (1981), second language acquisition is a perplexing procedure, causes stress and anxiety thus a pressure on students, but the provision of emotional and instrumental support by the teacher can decrease the level of stress and anxiety. In this way, students can better manage the task of learning a foreign language. Most students describe language classrooms as the most aggressive course that they have to mention and they feel their minds are jammed and desperate (Argaman & Abu-Rabia, 2002). Students can have less stress and anxiety through receiving emotional and instrumental support by their teacher because teacher's support is the best factor to decrease the level of students' anxiety.

Studies about teachers' emotional and instrumental support have begun to be a part of second/foreign language learning. However, many areas of the relationship between language learning and emotional/instrumental support exist which are not still uncovered. In this regard, it is challenging to make generalizations about the potential of this study. As for the limitations of the study, the most important point is the number of participants. This study was conducted with 200 students at School of Foreign Languages in Gaziantep University. As the findings of the study are restricted to one school, they cannot be generalized to all schools in Turkey. A bigger sample is required in order to make generalizations. Even so, the number of participants can not threaten the validity of the research. Lastly, the current study is a correlational one; therefore, a causal relationship cannot be claimed.

The pedagogical implications that can be derived out of our research are promoting teachers to concentrate further on emotional and instrumental support, including respect, friendliness, helping the students to solve their problems with English, and bringing diversity to the classroom so as to decrease students' anxiety about English and increase their help-seeking behavior, effort and particularly their intrinsic motivation.

Moreover, the findings of the present study can be evaluated in the educational dimension. Having the notion of improving teacher's emotional and instrumental support by training and schooling, and having the idea that it can be possible to decrease anxiety and increase intrinsic motivation, help-seeking behavior, and effort of students and help them enhance their capacities to be better familiar with their feelings, to better word, and to better standardize them (Mayer & Geher, 1996) can instruct language teaching procedure architects to design and create training programs to decrease the anxiety level of the students and increase their intrinsic motivation.

Our suggestion for further research in this area is that the present study has been conducted only in one school, but it can be done in more than one school and include a larger number of participants to be able to generalize. In addition to that, a study may be conducted only as a quantitative study with a large number of students to include emotional and instrumental support because there might be some teachers who are unaware of these types of support which are the keys of success for students. Another study might be done as a qualitative study. Similarly, a study can be conducted on the motivational and emotional responses. Auxiliary studies might be done on the variables in isolation such as students' anxiety, intrinsic motivation, help-seeking behavior, and effort in order to get more information about teacher's support. Moreover, further research is essential to reveal the relationships between EFL students' perceptions of emotional/instrumental support and their motivational/emotional responses in detail.

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