T.C.
ISTANBUL SABAHATTIN ZAIM UNIVERSITY
GRADUATE EDUCATION INSTITUTE
MASTER OF ARTS IN EDUCATIONAL SCIENCES

THE RELATIONSHIP AMONG ENGLISH ACHIEVEMENT, ENGLISH LANGUAGE LEARNING ANXIETY AND MOTIVATION ACCORDING TO WHETHER OR NOT HIGH SCHOOL PREPARATORY CLASSES ARE TAKEN

YÜKSEK LİSANS TEZİ

Hatice Sevdenur SELÇUK

İstanbul
Ocak-2021

T.C.

ISTANBUL SABAHATTIN ZAIM UNIVERSITY

GRADUATE EDUCATION INSTITUTE

MASTER OF ARTS IN EDUCATIONAL SCIENCES

THE RELATIONSHIP AMONG ENGLISH ACHIEVEMENT, ENGLISH LANGUAGE LEARNING ANXIETY AND MOTIVATION ACCORDING TO WHETHER OR NOT HIGH SCHOOL PREPARATORY CLASSES ARE TAKEN

MASTER'S THESIS

Hatice Sevdenur SELÇUK

Advisor

Assistant Professor Dr. Kamil Arif KIRKIÇ

İstanbul

January-2021

THESIS APPROVAL

Lisansüstü Eğitim Enstitüsü Müdürlüğüne,

Bu çalışma, jürimiz tarafından Eğitim Bilimleri Anabilim Dalı, Eğitim Yönetimi Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

Danışman Dr. Öğr. Üyesi Kamil Arif KIRKIÇ   ………………………

Üye   Doç. Dr. Ahmet Faruk LEVENT   ...…………………….

Üye   Dr. Öğr. Üyesi Abdül Kasım VARLI   ………………………

Onay

Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

………………………
Prof. Dr. Ali GÜNEŞ
Enstitü Müdürü

SCIENTIFIC ETHIC DECLARATION

This is to certify that this M.A. thesis titled **"The Relationship Among English Achievement, English Language Learning Anxiety and Motivation According To Whether Or Not High School Preparatory Classes Are Taken"** is my own work, and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on the thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.

Hatice Sevdenur SELÇUK

ACKNOWLEDGEMENTS

ABSTRACT

THE RELATIONSHIP AMONG ENGLISH ACHIEVEMENT, ENGLISH LANGUAGE LEARNING ANXIETY AND MOTIVATION ACCORDING TO WHETHER OR NOT HIGH SCHOOL PREPARATORY CLASSES ARE TAKEN

Hatice Sevdenur SELÇUK
M.A, Department of Educational Administration
Thesis Advisor: Asst. Prof. Dr. Kamil Arif KIRKIÇ
January, 2021-128 Pages

In Turkey, Anatolian high school preparatory class students take twenty hours of English classes weekly. However, Anatolian high school students without preparatory classes take four hours of English classes per week. The primary purpose of this study is to examine the relationship among students' achievement in language learning, language anxiety, and motivation of high school students who take and do not take preparatory classes.

The study was conducted in Başakşehir and Yenibosna districts of Istanbul. The participants of the study consisted of 468 high school students. In this study, data was collected with two questionnaires: the first one is Foreign Language Learning Anxiety Scale, and the other one is the Motivation Scale in English Language Learning. The end-of-year English scores of the high school students were used to determine their English achievement levels.

The result of the study indicated that the students who took preparatory classes and those who did not were moderately anxious. Taking preparatory classes is not an essential factor in foreign language learning anxiety, whereas it is an important factor in foreign

language learning motivation. Students who took preparatory classes were more motivated than the students who did not take prep classes. Students who took a preparatory class outperformed in terms of achievement and achieved better scores in English language grades than the students who did not take a preparatory class. Students' anxiety has a negative effect on their English language grade achievement, whereas motivation increases the achievement in learning English. Female students were more anxious and more motivated, and achieved better scores than male students. Also, students whose parents graduated from university and above had higher motivation than students whose parents are secondary and below graduates.

Key Words: Foreign Language Learning Anxiety, Foreign Language Learning Motivation, English Language Grade Achievement, Preparatory Classes, Attitude

ÖZET

HAZIRLIK SINIFI OKUYAN VE OKUMAYAN ORTAÖĞRETİM ÖĞRENCİLERİNİN İNGİLİZCE DERS BAŞARILARI, YABANCI DİL ÖĞRENME KAYGI VE MOTİVASYONLARI ARASINDAKİ İLİŞKİ

Hatice Sevdenur SELÇUK
Yüksek Lisans, Eğitim Yönetimi
Tez danışmanı: Dr. Öğr. Üyesi Kamil Arif KIRKIÇ
Ocak-2021,128 Sayfa

Anadolu Lisesi hazırlık sınıfı öğrencileri haftada yirmi saat İngilizce dersi almaktadır. Fakat, hazırlık sınıfı bulunmayan Anadolu Lisesi öğrencileri haftada dört saat İngilizce dersi almaktadır. Bu tezin temel amacı, hazırlık okuyan ve hazırlık okumayan öğrencilerin İngilizce öğrenmede kaygı, motivasyon düzeyleri ve İngilizce başarıları arasındaki ilişkiyi incelemektir.

Bu çalışma İstanbul'un Başakşehir ve Yenibosna ilçelerinde gerçekleştirildi. Araştırmanın katılımcıları 468 lise öğrencisinden oluşmaktadır. Bu çalışmada veriler, biri Yabancı Dil Öğrenme Kaygısı Ölçeği ve diğeri İngilizce Öğreniminde Motivasyon Ölçeği olmak üzere iki ölçek yardımıyla toplanmıştır. Lise öğrencilerinin İngilizce başarı düzeylerini belirlemek için İngilizce yılsonu notu kullanılmıştır.

Araştırmanın sonucu, hazırlık sınıfı okuyan ve okumayan öğrencilerin orta derecede kaygılı olduğunu göstermiştir. Hazırlık sınıfı okuma durumu yabancı dil öğrenme kaygısında önemli bir faktör değilken, yabancı dil öğrenme motivasyonunda önemli bir faktördür. Hazırlık okumuş öğrenciler, hazırlık sınıfı okumayanlara göre daha motive olmuşlardır. Hazırlık sınıfı okuyan öğrenciler İngilizce dersi başarısı açısından hazırlık

sınıfı okumayanlara göre daha yüksek puanlar elde etmişlerdir.

Öğrencilerin yabancı dil kaygısı İngilizce başarılarını olumsuz yönde etkilerken; öğrencilerin motivasyonu İngilizce derslerindeki başarıyı arttırdığı görülmüştür. Bu çalışmada kız öğrenciler erkek öğrencilere göre daha endişeli fakat daha motive ve daha başarılı olduğu saptanmıştır.

Ayrıca, ebeveynleri üniversite ve üstü mezun olan öğrencilerin, ebeveynleri ortaokul ve altı mezunlara göre daha yüksek motivasyona sahip oldukları sonucuna ulaşılmıştır.

Anahtar Kelimeler: İngilizce Öğrenme Kaygısı, İngilizce Öğrenme Motivasyonu, İngilizce Ders Başarıları, Hazırlık Sınıfları, Tutum

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

ELLM: English language learning motivation

ELLA: English language learning anxiety

FLA: Foreign Language Anxiety

CA: Communication Apprehension

EFL: English as a Foreign Language

P.P.: Positive Psychology

ELT: English Language Teaching

ELLMS: The Motivation Scale in English Language Learning

FLLAS: Foreign Language Learning Anxiety Scale

MoNE: Ministry of National Education

FLCAS: Foreign Language Classroom Anxiety Scale

LIST OF TABLES

LIST OF FIGURES

CHAPTER I
INTRODUCTION

1.1. Introduction

This study aims to examine the relationship among students' achievement in language learning, language anxiety, and motivation of high school students who take and do not take preparatory classes. This chapter presents the theoretical background of the study, statement of the problem, purpose of the study, significance, limitations, research questions of the study, and the setting in which the study was conducted. Finally, the definition of terms will be presented.

1.2. The Theoretical Background of the Study

English is one of the most dominant languages in the world, which has an impact on every field of work. At the beginning of the twenty-first century, there are constant changes and innovations in all fields, especially in science and technology. As a result of these developments, modern-day individuals and societies must have various qualifications to adapt to this process (Aydemir, 2007). One of the qualifications that modern-day individuals must have is the ability to use a foreign language (Demirel, 1998). Knowing English is a must for individuals who want to study, trade, and surf on the net or just for the sake of communication with the citizens of other countries.

In many countries where English is not an official language, it is taught as a foreign language at schools. Turkey is one of these countries. In Turkey, students learn English for three years in the primary education, four years in the lower-secondary education, and four years in the upper-secondary education. Taking this into account, students learn English for at least eleven years at schools in public education. Besides, some high schools have intensive English teaching programs called preparatory classes taken before the 9th class. Preparatory classes are not an obligation for all high schools in Turkey, but they are mandatory classes for Social Sciences High Schools.

The Board of Education declared that "the CEFR (The Common European Framework of Reference for Languages) is a valuable source to be used for the development of foreign language curriculum" (Karaçalı, 2004). According to the 9th -12th grade English curriculum (2018), learners are expected to start their high school English classes with CEFR A1 level. Finally, they are expected to graduate from high school with a minimum CEFR B2+ and/or beyond the level of English language proficiency. However, students cannot reach the expected level.

According to a study conducted by Education First- English Proficiency Index (2019), Turkey has a very low proficiency level with a 46.81 score, ranking 79 out of 100 countries, and it is only 32 among 33 European countries. Besides, scores of previous years have almost had the same results. This has been the subject of many studies investigating the reasons for students' success or failure. Researchers approach the problem from different perspectives. In many cases, students' feelings of stress, anxiety, or nervousness may impede their language learning and performance abilities. According to the findings of a study by Horwitz, Horwitz, and Cope (1986), many people have mental blocks when they want to learn a foreign language. Another finding of the same study is that even people who are very eager or motivated in other courses like mathematics, science, music lose their motivation in the field of foreign language because they find it very stressful to learn the language in the classroom environment.

Learning a foreign language and communicating in this language is not an easy process. The point to remember is that foreign language learning is a complex process, and it is a complicated phenomenon in nature. According to Zafar and Meenakshi (2012), one of the reasons that make foreign language learning a complicated and problematic situation is the effect of individual differences of learners on the language learning process. In other words, success in foreign language learning is closely and directly related to the individual differences of the students.

1.3. The Statement of the Problem

In today's globalized world, people need to communicate with each other. The developing world cause an increasing demand for foreign language. It has been obligatory

for nations to learn and use English. English is the most common international language because it is the language of the U.S, which is the superpower of the world in many fields today (Çevik, 2006). With the emerge of English as a global language, its importance and usage have also got manifold. English plays an important role in a global market as it is a communication language of business, education, aviation, science, and technology. With the influence of today's communication instruments, exchanging information with people in other countries has become increasingly imperative. So, knowing a foreign language, especially English, is essential. The importance of knowing the language in our society is emphasized with the words "one language, one person; two languages, two people." This expression means that when we learn more than one language, we also learn the culture of the language we are learning. According to Harmer (1991), the main reasons for learning a foreign language are; particular goals that vary according to individuals, interest in different cultures, a necessity caused by living permanently or temporarily in the community where the target language is spoken, the desire to progress in professional life and the obligation to learn based on school curricula (cited in Aydın & Zengin, 2008).

In Turkey, an English course is included in the curriculum for all grades from primary to higher education. English language education starts in 2nd grade in primary school and continues into tertiary level. It is believed that the earlier the language learned, the better it is (Hu, 2007; Nunan, 2003). In order to accomplish this need, the Ministry of National Education (MoNE) revised the young learner English Language curricula, and English language education is compulsory from the 2nd grade onward.

English is taught intensively in some public high schools through foreign language preparatory classes. Preparatory classes are opened in social science high schools. It may also be opened in other secondary education institutions approved by the MoNE (MoNE, 2019). It is stated in the curriculum that the main goal of the Preparatory Classes 9th-12th grades is to engage learners of English in stimulating, motivating, and enjoyable learning environments so that they become effective, fluent, and accurate communicators in English (MoNE, 2016). Considering the statement, high schools with preparatory classes play an important role in providing

students with foreign language proficiency. The existence of preparatory classrooms has been of vital importance, with the desired outcomes of enabling the students to communicate in English and develop skills in the four major language areas, namely listening, speaking, reading, and writing.

The emotions that influence learning are called affective factors. Many studies have been performed to find out the relationship between language learning and affective variables. (Gardner & MacIntyre, 1993; Horwitz, Horwitz & Cope, 1986; Samimy, 1989; Schumann, 1994; Young, 1991). These factors include emotion, feeling, mood, manner, attitude, and so on. Affective factors such as attitude, motivation, ability, self-confidence, and general arousal of the individual are essential in the learning process (Baş, 2013). In the process of language learning, these factors may have positive or negative effects. While positive emotions like high motivation, self-confidence, and low anxiety improve the process's efficiency, negative emotions like low motivation, low self-confidence, and high anxiety inhibit efficient language learning processing (Schumann, 1994). In other words, positive or negative emotions may promote or hinder the language learning process.

Anxiety has been regarded as one of the most important affective factors that influence the foreign language learning process, and it has an adverse effect on the English language performance (Alpert & Haber, 1960; Horwitz, Horwitz & Cope, 1986; Macintyre & Gardner, 1994; Stroud & Wee, 2006; Young, 1991). Learners who feel anxious in their foreign language learning may find their study less enjoyable (Gregersen, 2005). Its existence may affect the fluency of learners' speech. Learners may have problems such as reduced word production and difficulty in understanding spoken instructions (Horwitz, 1991). Anxiety especially has a disruptive influence on the oral communication performance of learners (Henter, 2014). Similarly, several research studies (Horwitz et al., 1986; Phillips, 1992) revealed that speaking is the most significant source of anxiety in language classrooms. According to the results of a study conducted by Woodrow (2006), anxiety negatively affects oral communication both within and outside the language learning classroom.

Other than anxiety, motivation is considered as an important factor in the language learning process. Because motivation has a direct effect on how much students

interact with a native speaker, how much input they receive in the target language, how well they do on curriculum-related achievement tests (Oxford & Shearin, 1994). Teachers cannot effectively teach if they do not understand the relationship between motivation and its effect on language learning (Oroujlou & Vahedi, 2011). The important thing is to identify the causes of inadequate motivation and to know how to deal with demotivated students. Because sometimes, inadequate motivation is caused by low attendance, participation, and performance of the students (Jafari, 2013). Increasing motivation is crucial to the achievement and performance of language students, and therefore understanding motivation is crucial for the language teachers and researchers (Dörnyei & Ushioda, 2011). Cook (1991) indicated that some language learners do better than others because they are more motivated (cited in Kaya,1995). McDonough (1986) claims that motivation is one of the most influential and determining factors that influence the efficiency of the learners in language classes. Therefore, it is easy to assume that one's success in any task is based on his/her motivation, and in foreign language learning, it can be claimed that a learner will be successful with motivation.

In this study, motivation and anxiety will be taken into account. Besides these affective factors, this study will also focus on their effects on language achievement.

1.4. The Purpose of the Study

The main purpose of this study is to examine the relationship among students' achievement in language learning, language anxiety, and motivation of high school students who take and do not take preparatory classes. Another aim of this study is to provide knowledge for teacher candidates and practicing teachers. Moreover, this study aims to help raise students' awareness of the relationship between the factors listed above.

1.5. The Significance of the Study

The thing that makes this study first and original is that it examines the relationship among students' achievement in language learning, language anxiety, and motivation of high school students who take and do not take preparatory classes. Although anxiety and motivation have been exhaustively studied in foreign language education in Turkey, there remains limited research focusing on the

relationship between students' achievement in language learning, language anxiety, and motivation among Anatolian high school students.

In this study, it is thought that by examining students' motivation and anxiety levels, a contribution will be made by informing English Language teachers and authorities about the importance of motivation and anxiety in learning English.

If having preparatory classes in high school does or does not have any relationship with anxiety, motivation, and achievement, it can be evaluated whether it is necessary to have preparatory classes.

1.6. The Limitations of the Study

The limitations of this research are as follows;

- The current study was implemented on students at a public Anatolian High school with prep school and another Anatolian high school without a prep school. This study was applied in two public high schools from two different districts of Istanbul, Turkey, in the 2019-2020 school year. In order to make a more comprehensive assumption, it can be extended by choosing high schools from each geographic region of Turkey.

- The study group consisted of 10th-grade students of Anatolian high schools. In order to see students' achievement in language classes, the study used the 9th-grade end-of-year marks of the same students. The questionnaire was implemented in the middle of the term. Therefore, the end-of-year marks of the previous year were used to determine students' achievement in English language classes. However, it is possible to conduct this study in different grades in high schools to make a generalization.

1.7. The Research Question

The primary research question of this study is: "Is there a relationship among students' achievement in language learning, language anxiety, and motivation of high school students who take and who do not take preparatory classes. The study will also seek answers to the following minor questions.

1. What are the anxiety levels of the students who took preparatory classes and those who did not?

2. Is there a significant difference between the anxiety levels of students who took preparatory classes and those who did not?

3. Is there a significant difference between students' anxiety levels and gender?

4. Is there a significant difference between the anxiety levels of the students and the education level of their mothers?

5. Is there a significant difference between the anxiety levels of the students and the education level of their fathers?

6. What are the motivation levels of the students who took preparatory classes and those who did not?

7. Is there a significant difference between the motivation levels of students who took preparatory classes and those who did not?

8. Is there a significant difference between students' motivation levels and gender?

9. Is there a significant difference between the motivation levels of the students and the education level of their mothers?

10. Is there a significant difference between the motivation levels of the students and the education level of their fathers?

11. What are the 9th grade English language class achievement levels of students who took the preparatory class and those who did not?

12. Is there a significant difference between the 9th grade English language class achievement levels of the students who took preparatory class and those who did not?

13. Is there a significant difference between the 9th grade English language class achievement levels of the students and gender?

14. Is there a significant difference between the 9th grade English language class achievement levels of the students and the education level of their mother?

15. Is there a significant difference between the 9th grade English language class achievement levels of the students and the education level of their father?

16. Is there a significant relationship among students' English language anxiety, motivation, and their 9th grade English language class achievement levels?

17. Do students' English language learning anxiety and motivation levels predict their 9th grade English language class achievement levels?

1.8. The Outline of the Study

The study consists of five chapters. The first chapter introduces the study, and presents its purpose, states the research question, and outlines the objectives that it endeavors to achieve. In the first chapter, general information about preparatory classes, anxiety, motivation, and English class achievement is presented to create a theoretical framework for the thesis. Chapter 2 reviews the relevant literature. This chapter presents a literature review on English Language Learning Anxiety, English Language Learning Motivation, and English Language Class Achievement. Chapter 3 is the methodology chapter. This chapter presents the methodology of the study. It includes the participants involved in the research, the tools used to collect data, the methods and procedures to be used in data collection and interpretation, and the data collection stages. Chapter 4 presents the findings of the study. This chapter presents the analysis of the anxiety and motivation questionnaires applied to 10th-grade students taking preparatory classes or not. Related to the study, the chapter presents 10th-grade students' year-end English scores of the previous year. Based on the findings obtained, answers to the questions of the research will be sought. Chapter 5 will sum up the findings of the study. In this chapter, the theoretical approaches, the data, and findings obtained during the research process will be discussed, and some conclusions about these findings will be drawn. Finally, some recommendations for further studies will be given.

1.9. The Definition of Terms

There are some terms used in the study. Below, the corresponding meanings of these terms are given:

English Language Learning Anxiety: Worry and negative emotional reaction aroused when learning or utilizing a second language (Young, 1999).

English Language Learning Motivation: Motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language (Gardner, 1985).

Preparatory Classes: Some high schools have one-year intensive English teaching programs called preparatory classes taken before the 9th grade (MoNE, 2019).

English Class Achievement: The year-end English scores out of 100 points (MoNE, 2019)

Attitude: Attitude is accepted as a component of motivation in language learning. According to Gardner (1985), motivation includes favorable attitudes towards learning the language.

CHAPTER II
LITERATURE REVIEW

2.1. Introduction

This chapter will present the three variables of the study: language anxiety, language learning motivation, and students' language achievement.

Chapter 2 introduces the related literature of anxiety and foreign language anxiety and the types of anxiety. In this chapter, sources of foreign language anxiety and ways of reducing language anxiety are discussed. The next part mentions the related studies on foreign language anxiety and achievement.

This chapter also examines some of the literature on the concept of motivation and language learning motivation and the historical evaluation of foreign language motivation. Later, the types of motivation, components of language learning motivation, and ways to motivate students in foreign language learning are mentioned. In addition, studies of foreign language learning motivation and achievement are presented. In the last part, the chapter reviews the literature on class achievement and classroom assessment in English language learning.

2.2. Anxiety

It will be appropriate to understand the term of anxiety in order to be aware of the effect of anxiety in foreign language classes. Anxiety has been defined and handled by many researchers. Freud (1917) spent much of his life confronting the mysteries of anxiety and concluded at one point, "One thing is certain, that the problem of anxiety is a nodal point, linking up all kinds of most important questions; a riddle, of which the solution must cast a flood of light on our whole mental life" (cited in May, 1977: 4). In other words, the problem of anxiety is a nodal point where the most various and essential questions come together, a riddle whose solution will shed light on our entire mental existence. Spielberger (1983) defines anxiety as the "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p.15). Bandura (1997, cited in Mills, Pajares, & Herron, 2006) defined anxiety as "a state of anticipatory apprehension over possible deleterious happenings" (p.278). Psychologists commonly describe anxiety as "a state

of apprehension, a vague of fear that is only indirectly associated with an object" (Scovel, 1978: 134). Similarly, Rachman (1998) defined anxiety as a feeling of uneasy suspense.

Anxiety is a feeling that is experienced and accepted as 'normal' by everyone. Anxiety level varies from person to person, and it has been observed that high levels of anxiety affects people's life and academic life negatively. For example, Ellis (1994) gives an example of the anxiety in a classroom:

> *I was quite frightened when asked questions again. I don't know why; the teacher doesn't frighten me, but my mind is blocked when I'm asked questions. I fear lest I give the wrong answer and will discourage the teacher as well as be the laughingstock of the class maybe. Anyway, I felt really stupid and helpless in class (p.480).*

According to Yavuzer (2003), anxiety is a fear without being aware of the problem, tension, and irritability in adults and children. Briefly, it is an unpleasant situation, and he expresses that anxiety can be seen not only in adults but at any age, even in preschool children. Uslu Batumlu (2006) states that anxiety in preschool children can occur for reasons similar to anxiety in adults. According to Arnold (1998), anxiety conjures up negative emotions such as self-doubt, irritation, worry, and frustration. Anxiety is the most common emotional factor that inhibits the learning process.

2.2.1. Foreign Language Anxiety

Anxiety has been considered as a critical affective factor, especially in foreign language learning and, therefore, has been the subject of much research. The need for understanding foreign language anxiety (FLA) became apparent in the 1970s and 80s. Anxiety is accepted as one of the basic feelings of humans. It is also considered as one of the individual differences affecting learning. One of the contexts in which anxiety is frequently experienced is foreign language classrooms.

Horwitz, Horwitz, and Cope (1986) first conceptualized the concept of anxiety as "foreign language anxiety" or briefly "language anxiety." Their theoretical model of FLA plays an important role in language anxiety research, which has made them influential researchers in this area.

They stated that foreign language anxiety should be considered separately from the anxiety experienced in other courses. By developing the Foreign Language Anxiety Scale, they explained this type of anxiety specifically as: "A distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.128). It is deduced from the study that even people who are very eager or motivated in courses like mathematics, science, music, etc., lose their motivation in foreign language classes because they find it very stressful to learn the language in the classroom environment. This feature makes the anxiety caused by foreign language learning distinctive from other academic anxieties.

Horwitz et al. (1986) put forward three factors of foreign language anxiety as communication apprehension, fear of negative evaluation, and test anxiety. Communication apprehension (C.A.) is defined as "a type of shyness characterized by fear of, or anxiety about communicating with people" (p.127). In other words, C.A. stands for the feeling of shyness characterized by fear of communication with others, and it increases when people are speaking in the target language that they are not fully competent. McCroskey (1977) defines communication apprehension as "An individual's fear or anxiety associated with either real or anticipated communication with another person or persons" (p.141). Accordingly to his words, individuals may not prefer to communicate, especially when they are among other people. In this case, even talkative people may become silent in the foreign language classes. McCroskey (1977) states that an individual's willingness to communicate is determined by his or her C.A. level. Since performance evaluation is a continuous feature of most foreign language classes, test anxiety can be considered a situation related to foreign language anxiety. According to Horwitz et al. (1986), test anxiety refers to a type of anxiety in performance that derives from a fear. Similarly, test anxiety is defined as "the set of physiological and behavioral responses that come with concern about possible negative consequences or failure of an evaluative situation" (Zeidner, 2010:1). If there is high anxiety among learners, it can affect their health and academic performance (Hassani & Rajab, 2012). Students are often given exams and quizzes in a foreign language, so those with anxiety have a noticeable difficulty, and even the most prepared students often make mistakes.

Fear of negative evaluation is different from test anxiety in the sense that it is not limited to test-taking situations; rather, it may be experienced in any evaluative situation. Horwitz et al. (1986) explain the fear of negative evaluation as "Apprehension about others' evaluations, avoidance of evaluative situations, and expectations that others would evaluate oneself negatively" (p.128). MacIntyre and Gardner (1991) assert that fear of negative evaluation is broader than the test anxiety and communication apprehension. It involves both students' academic and personal evaluation relying on their performance and competence in the target language. Generally, students are afraid of negative evaluation; they have little interaction, or even they do not show participation actively in the classroom. This fear allows them to be satisfied with listening to others, and therefore students take the unfavorable path for learning the target language.

2.2.2. Types of Anxiety

The different roles that anxiety can play in language learning have led some researchers to classify anxiety into various categories. Three approaches have been identified in terms of anxiety classification. They are trait, state, and situation-specific perspectives (Maclntyre & Gardner, 1991). According to another classification, two types of anxiety have been presented: facilitating and debilitating anxiety (Maclntyre & Gardner, 1989).

2.2.2.1. Trait, State, and Situation Specific Anxiety

Spielberger *et al.* (1970) developed a measurement instrument called the State-Trait Anxiety Inventory (STAI). The goal of this inventory was to assess both state and trait anxiety, define and differentiate between two distinct types of anxiety. According to Spielberger (1970, cited in MacIntyre & Gardner, 1991), trait anxiety is the "individual's likelihood of becoming anxious in any situation" (p.87). It is a relatively permanent and steady personality. According to Spielberger (1966), state anxiety is a "A transitory emotional state or condition of the human organism that varies in intensity and fluctuates over time" (p.13). According to Eysenck (1979), "State anxiety is determined by situational treat or stress and is thus responsive to situational factors whereas trait anxiety is not" (p.364). State anxiety is a combination of trait and situation-specific anxiety. This latter type of anxiety is aroused by a specific situation or event (Ellis, 1994). In other words, a specific type of situation or event can trigger

situation-specific anxiety, such as public speaking, examination, talking with a foreigner in a foreign language, and class participation.

2.2.2.2. Facilitating and Debilitating Anxiety

It is believed that anxiety does not always have a harmful impact, but sometimes it may have a positive impact on learners. In light of the findings on the effects of anxiety on the learning process, anxiety can be categorized into two kinds: helpful or facilitating anxiety, harmful or debilitating anxiety (Alpert & Haber, 1960; Oxford, 1999). Scovel (1978) draws attention to Alpert and Haber's distinction between facilitating and debilitating anxiety. Alpert and Haber (1960) developed "The Alpert and Haber Achievement Anxiety Test" to assess anxiety caused by academic tasks that can inhibit ("debilitate") or enhance ("facilitate") performance. Scovel (1978) says that facilitating and debilitating anxiety are directly linked to the limbic system, which is the source of all affective arousal. He further states that:

> *Facilitating anxiety motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approval behavior. Debilitating anxiety, in contrast, motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behavior (p.139).*

According to Young (1991), "Anxiety leading to improved performance is called facilitating anxiety, and anxiety leading to impaired performance is called debilitating anxiety" (p.435). Facilitating anxiety motivates individuals to achieve their goals. Considering language learning, facilitating anxiety has a motivating and positive effect. In short, while facilitating anxiety affects learning positively, debilitating anxiety affects learning negatively.

Scovel (1978) proposed that anxiety is required to some extent but that too much anxiety can have a negative effect on learning. Hashima (2007) states that "the benefits of moderate levels of anxiety should not be ignored as it can provide an impetus to performing a task or achieving an objective" (p.6). Horwitz, Horwitz and Cope (1986), on the other hand, believe that facilitating anxiety only helps in elementary learning tasks but is not sufficient in more complicated learning tasks. Because of the negative

connotations of the word "anxiety," the term anxiety can only be used to refer to debilitating anxiety. However, Allwright and Bailey (1991, cited in Tokur, 2016) argued that anxiety is not an emotion to be avoided, despite its negative aspects.

Figure 1: The Relationship between anxiety and performance: Inverted "U"
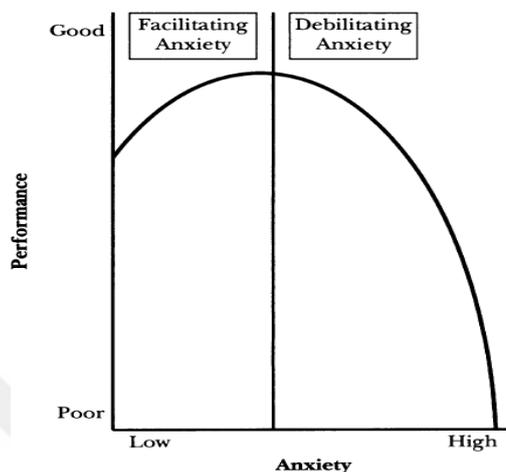
Source: MacIntyre (1995:92)

This figure shows the relationship between anxiety and performance as a function of task difficulty. It was described as an inverted U-curve model, known as Yerkes-Dodson Law (MacIntyre, 1995). It is graphically illustrated with a curved line that increases with higher anxiety levels and then decreases. Performance increases when the anxiety level is low and decreases when the anxiety level is high. According to the inverted U model, an average anxiety level allows an individual to achieve maximum performance. Although a limited amount of anxiety is beneficial, excessive anxiety hinders performance, which consequently impairs success.

2.2.3. Sources of Foreign Language Anxiety

It can be said that some of the reasons that cause anxiety among students are communication factors; evaluation factors such as examinations held in schools and test anxiety; personality factors such as learners' beliefs, attitudes, expectations, motivation levels, and fear of making mistakes; and situational factors such as teaching methods and techniques, learning environment and teachers' attitudes. The related research has shown that students accepted the reason for anxiety as the existence of exams. However, they stated that the exams held in the foreign language courses caused more anxiety in themselves than exams in other courses (Baş, 2014).

When the related literature is reviewed, it was found that foreign language exams cause anxiety in students (Aydın, 2013; Horwitz, Horwitz & Cope, 1986; Macintyre & Gardner, 1991; Tobias, 1990). To decrease learners' language test anxieties, Young (1991:433) suggested that instructors should "Test what [they] teach in the context of how [they] teach it."

Language skills such as listening and speaking may cause higher anxiety (Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner,1994). Therefore, learners cannot communicate efficiently.

MacIntyre (1995) claims that anxiety also affects second language activities such as listening, learning, and comprehension, and anxious students are concerned about misunderstanding linguistic structures or inferring meaning from the context. Daly (1991) stated that the reason why people with language anxiety have difficulties in writing is that they feel excited while writing because they feel obliged to stick to the rules of good writing (Doğan, 2008).

Researchers and experts state that many factors can provoke foreign language anxiety. There are two primary variables related to foreign language anxiety: situational and learner variables (Williams & Andrade, 2008). Situational variables include, for instance, lecturer behavior and role, teaching methods, course practices and activities, course arrangement, error correction approach, social interaction in the classroom (Jackson, 2001; Samimy, 1989; Spielmann & Radnofsky, 2001; Young, 1991), while learner variables include beliefs, foreign language background, motivation to learn, personality variables, attitudes, and demographic differences (Brown, Robson & Rosenkjar, 2001; Dewaele & Furnham, 2000; Ehrman & Oxford, 1990; Frantzen & Magnan, 2005; Gardner, Day & MacIntyre, 1992; Ryan & Deci, 2002; Gerencheal, 2016; Gregersen and Horwitz, 2002).

According to Debreli and Demirkan's (2016) study, the most outstanding factor that makes students the most anxious is the fear of making mistakes. They revealed that students with a higher level of language proficiency are more anxious than students with low proficiency, emphasizing the issue of competitiveness with the classmates and classroom teachers' expectations of the higher language level students. Similarly, According to Young (1991), competitiveness and low self-esteem are essential

sources of learner anxiety. Bailey (1983) posits that competitiveness can cause anxiety when language learners compare themselves to other students. In his study, diaries of eleven students showed that they tended to be anxious when they compared themselves to other students. Also, Young (1991) states that unrealistic beliefs about language learning may provoke anxiety. For example, students may believe that silence may be better in a foreign language until it can be said correctly, or it may not be okay to guess an unknown foreign language word (Horwitz, Horwitz & Cope, 1986). Another example of students' particular belief in learning would be that 'they believe pronunciation is the most crucial aspect of a language and they are disappointed with it (Young, 1991). This view asserts that when beliefs and reality collide, anxiety arises.

Awareness of the importance of English and volition control are two prominent factors that have a relation to the anxiety of the learners. Students with high awareness of the importance of English and strong volition will overcome obstacles in EFL learning, including anxiety (Trang, Moni & Baldauf, 2012).

Another important variable that causes anxiety is culture. The target culture causes some affective factors on foreign language students. Affective situations experienced during the acquaintance with the target culture are emotional regression, panic, anger, self-pity, sadness, indecision, and strangeness (Oxford, 1992). A study conducted by Levine (2003) revealed that foreign language students who come from bilingual or multilingual backgrounds have lower anxiety levels than monolingual students. This can be presented as an example that culture acts as a variable in relation to the anxiety level of an individual. According to Schumann's (1976) Social Distance Hypothesis, social context can develop success in learning the target language. It argues that learners will be more successful if they come from a similar culture of the target language and have the opportunity for contact with speakers of the target language (Sparks & Ganschow, 1991).

2.2.4. Ways of Reducing Foreign Language Anxiety

Based on the identification of the negative effects of anxiety in the foreign language learning process, one may see that studies focus on ways to cope with language anxiety. Considering the results of these studies, it is possible to say that some

strategies, methods, and techniques have been developed to deal with anxiety. The very first step is to make students, teachers, and administrators aware of the existence of foreign language anxiety and its possible negative effects on performance.

Teachers have been reported to be a key element to help students cope with foreign language anxiety. According to Horwitz et al. (1986), instructors have two options to deal with anxious students. The first of these options is to teach students how to deal with anxiety-leading situations, and the other is to make the learning environment less stressful. Sellers (2000: 513) suggested that "If students recognize their fears, they will be able to interpret anxiety-provoking situations in more realistic ways and eventually choose to approach rather than avoid an anxiety-evoking situation." Foss and Reitzel (1988) advises that teachers ask their students to express any fears and then write them on the board so that students can see they are not alone in their anxiety (cited in Cha, 2006). Campbell and Ortiz's (1991) suggestion for reducing anxiety is that students should talk to their teachers or friends or keep a diary about their language anxiety (cited in Aydın & Zengin, 2008). To reduce anxieties based on students' beliefs, Horwitz (1988:286) recommends that instructors "Discuss with their students reasonable time commitments for successful language learning and the value of some language ability if it is less than fluent." She contends that "As students' beliefs about language learning can be based on limited knowledge and experience, the teacher's most effective course may be to confront erroneous beliefs with new information. In some cases, students may never have had their views about language learning challenged".

To deal with anxiety, Young (1991) stated that the common denominator among existing foreign language methods or approaches is the emphasis on creating a "low anxiety classroom atmosphere." According to Demir (2015), creating a friendly, secure classroom environment and using low anxiety activities and assessment formats are some ways to decrease anxiety in language learning. According to Wörde (2003), the role of a relaxed classroom and environment is vital in reducing anxiety. She also suggested that the significant role of the teacher is to alleviate anxiety. In her study, participants emphasized being less anxious when the teachers made the class exciting and fun. Using themes related to learners' lives and hobbies seemed to decrease

anxiety and contribute to a relaxed environment.

Language teachers should develop methods and skills to identify anxious students. They are in an excellent position to encourage good language learning behaviors and to help language learners reduce or at least cope with the feelings of anxiety they experience when learning a foreign language. Language teachers should recognize the varied manifestations of foreign language anxiety. Language teachers who know the reasons for their learners' anxiety have the chance of choosing convenient strategies and helping individual learners. The teachers should be sensitive when correcting errors. According to Young (1999, cited in Cha, 2006), it is also essential to change the classroom procedure. For example, in a classroom with students who are anxious about class performance, it is better to arrange a lot of small group activities of speaking and listening. In this way, if students do not feel very proficient yet, the only person that will see them is their partner. Besides, putting them in a smaller group to talk is essential to give some flexibility in the response. The activities should be similar to a divergent-thinking activity. Activities with one 'right' answer would be anxiety-producing (Young, 1992).

Some of the researchers who dealt with FLA investigated the role of anxiety on the development of reading skills. According to Sellers (2000), teachers should prepare authentic texts so that students do not feel anxiety and subsequent inhibition in their second language performance. In the study of Er (2015), a teacher reflects the importance of authenticity in the classroom with the following statement: "I feel sympathy towards English culture and teaching English. I give authentic examples. I think this motivates my students and reduce their anxiety of learning a new language." Teachers' reflections are essential and should be taken into account. They can feel students' feelings in the classroom most closely and have a chance to help them.

There are a variety of techniques and classroom uses that are recommended by researchers and used by teachers to alleviate anxiety in the classroom. The recommendations were grouped by Donley (1997) under four categories: 1-Activities and programs that develop skills, 2- Procedures that will allow to control and regulate emotions consciously, 3- Suggestions to make students aware of the nature of language learning, 4- Suggestions not to make the classes trigger anxiety for students (cited in

Uzan, 2018).

FLA investigators often focus on reducing the negative impact of FLA. However, the growing popularity of positive psychology (P.P.) aims to launch character strengths and self-regulating learning. P.P. researchers do not deny the existence of problems but support them with 'positive' issues such as flow, joy, happiness, hope, faith, optimism, wellbeing, satisfaction, courage, creativity, flourishing, resilience, positive emotions, emotional creativity, strengths, wisdom, health and laughter (Lopez & Snyder, 2009; MacIntyre &Gregersen 2012) stated that the five functions of positive emotions are as follows:

> *First, positive emotions tend to broaden people's attention and thinking, leading to exploration and play, new experiences, and new learning. Second, positive emotion helps to undo the lingering effects of negative emotional arousal. A related, third function of positive emotion is to promote resilience by triggering productive reactions to stressful events, such as improving cardiovascular recovery and making salient feelings of happiness and interest while under stress. Fourth, positive emotion promotes building personal resources,*
>
> *such as social bonds built by smiles, intellectual resources honed during creative play, and even when young animals practice self-preservation maneuvers during rough-and-tumble play. Fifth, positive emotions can be part of an upward spiral toward greater wellbeing in the future, essentially the vicious cycle in reverse.*

There is no doubt that stress, anxiety, and many other unfavorable situations are part of human life, but they are not insurmountable. It is understood that positive emotions are seen as an individual's self-help and are suggested as a useful strategy to deal with negativities, including language learning anxiety. As a result, based on the synthesis of the related research, students are recommended to express and share their feelings, to see the mistakes as a natural part of foreign language learning.

2.2.5. Related Studies on Foreign Language Classroom Anxiety and Achievement

In studies investigating the relationship between foreign language learning success and anxiety, a statistically significant negative relationship was found between foreign language anxiety and students' achievements. Some of the studies made in the body of the literature review are as follows;

Batumlu and Erden (2007) carried out a study to examine the relationship between foreign language anxiety and students' achievement in English at the university level. The study was conducted with the participation of 150 students from different proficiency levels. The average of students' first and second midterm marks and Foreign Language Classroom Anxiety Scale (FLCAS) were the data collection tools of the research. According to the results, there was a significant negative correlation between students' foreign language anxiety and their achievement in English. It was observed that unsuccessful students' foreign language anxiety was higher than that of successful students. Also, it was also found that students' FLA did not show any difference according to their gender.

Demirdaş and Bozdoğan (2013) investigated the relationship between foreign language anxiety levels and language performance. The number of participants in the study was 331 students who enrolled in university preparatory classes at Abant İzzet Baysal University. Language anxiety was measured with the FLCAS, and the achievement test scores determined the language performance. The findings suggested that there was a statistically significant negative relationship between language anxiety and language performance. It is also found that female students tend to be more anxious in language classes.

Dalkılıç (2001) conducted a study to learn about the correlation between the students' foreign language anxiety levels and their achievement in speaking courses. One hundred twenty-six students from the first-year class of the ELT Department of Dicle University participated in the study. The Foreign Language Classroom Anxiety Scale (FLCAS) was used to determine English Language Anxiety. The scale was translated into Turkish. Students' FLA scores were compared to their overall grades in speaking courses. The findings suggested a negative correlation between the learners' achievement levels in the speaking course and the anxiety score. To put it another way,

it was revealed that the anxiety levels of the students decrease when their grades become higher.

Atay and Kurt (2006) wanted to explore the effects of teachers' writing anxiety on their teaching practices in the first language. The number of the participants was 85 prospective Turkish teachers of English. Second Language Writing Anxiety Inventory and an open-ended questionnaire were data collection tools of this study. It was found that prospective teachers' writing anxiety similarly would negatively affect their ways of teaching writing in the EFL settings.

Aksoy (2012) carried out a study focusing on examining the relationship between students' foreign language learning anxiety, shyness, strategy, and academic achievements. The study was conducted with students attending foreign language-oriented high schools of Anatolian High Schools and Anatolian Vocational High Schools in Ankara. The data was obtained through the FLCAS, Cheek, and Buss Shyness Scale, Oxford's Strategy Inventory of Language Learning, and Key English Test (KET) exams. It was found that students' anxiety status is generally low, and female students have higher levels of anxiety than male students; that there is a significant relationship between foreign language anxiety and shyness; and that there is no statistically significant relationship between foreign language anxiety and the strategies used by students.

In another study conducted in Taiwan by Tsai-Yu and Goretti (2004), the relationship between foreign language anxiety and language learning difficulties of secondary school students was examined. It is revealed that anxious students have low marks, difficulties in learning English, and poor developmental skills.

2.3. Motivation

The term 'motivation' is derived from the Latin verb 'movere,' which means to move. Having a simple definition of the term motivation, it can be said that to be motivated means to be moved to do something (Ryan & Deci, 2000). Motivation is considered as a vital variable in many fields, such as education, sports, psychology, health, marketing, etc. Since motivation is approached from different disciplines, researchers have tried to explain motivation from different perspectives. Ushioda (2008:19) describes motivation as: "Motivation concerns what moves a person to make certain

choices, to engage in action, and to persist in action." Broussard and Garrison (2004:106) define motivation as "the attribute that moves us to do or not to do something."

On the other hand, Keller (2010: 3) defines it as: "Motivation refers broadly to what people desire, what they choose to do, and what they commit to do." It is described as an impulsion that gives energy and moves the organisms in certain situations to achieve specific goals and to take necessary actions (Karakış, 2014). According to Harmer (2007:20), "The desire to achieve some goal is the bedrock of motivation, and if it is strong enough, it provokes the decision to act." According to Macintyre et al. (2001), motivation is defined as the individual's attribute describing the psychological qualities underlying behavior concerning a particular task. Motivation can also be defined as one's direction to behavior or desire to repeat a behavior and vice versa (Elliot and Covington,2001). Motivation is among the most critical factors which affect human behaviors and attitudes, and it leads to some differences in their performances (Kian, Rajah & Yusoff, 2014).

Many researchers agree that motivation refers to human behavior in general because studies on motivation attempt to explain reasons lying behind human behavior. However, there are some critical differences between motivation in education and other (e.g., business) contexts, and as a result, studies on student motivation is an essential topic in educational psychology (Dörnyei & Ushioda, 2011).

2.3.1. Motivation in Foreign Language Learning

In the process of Foreign Language Learning, motivation plays a vital role. Because of its complex nature and importance in language learning, it has become an area of interest for researchers. Crookes & Schmidt (1991) defines motivation as the learner's orientation with regard to the goal of learning a foreign language. Motivation is one of the factors that affect achievement in foreign language learning and is defined as a driving force that initiates, directs, and then sustains the language learning process (Clement, Dörnyei & Noels, 1994). In other words, it is the main reason behind human behavior that begins with decision-making and then continues to achieve the goal. Therefore, the role of motivation in achievement is worthy of being studied.

Teachers and researchers accept motivation as one of the critical factors affecting the rate, achievement, and quality of foreign language learning, and they are the essential

factors in education (Dörnyei, 1998). Gardner (1985) indicated the relationship between foreign language learning motivation and achievement with a simple explanation: 'If the students are motivated to learn the language, they will.'

It is believed that motivation designates the level of active personal involvement in learning a foreign language (Oxford & Shearin, 1994). Conversely, unmotivated learners are poorly involved and incapable of developing their foreign language skills (Warden & Lin,2000). Also, maintaining high motivation in the learning environment is very important for achievement. For example, Ushioda (2008:19) states that "It almost goes without saying that good language learners are motivated. Common sense and everyday experience suggest that the high achievers of this world have motivation."

To present its importance in the foreign language learning process, Csizér (2012) stated that the components like having language learning strategies, a good teacher, and learning aptitude play essential roles in foreign language learning, but the lack of motivation to learn it will not lead the students to success. Dörnyei (2005) states that high motivation can compensate for significant deficiencies, both in one's language aptitude and learning conditions. Cheng and Dörnyei (2007) claim that highly motivated students could achieve their aim in foreign language learning, even if they have low language ability and unpleasant learning situations. It is evident that high motivation can override the effect of aptitude.

MacIntyre (2002:46) claims that motivation tries to answer two issues: "1) Why is behavior directed toward a specific goal? and 2) What determines the intensity or effort invested in pursuing the goal?". In the process of language learning, motivation tries to explain language learners' reasons for studying, their lengths of sustained study, and their intensity of study (Dörnyei & Ushioda, 2011). According to Gardner (1985), one will be motivated if he or she desires to learn the target language, strives for it, and enjoys the learning process. The individual wants to learn the language and enjoys the activity, but if it is not effort related, then he/she is not regarded as motivated (Gardner, 1985). Similarly, Cherry (2020) believes in the three components of motivation: activation, persistence, and intensity. Activation refers to the opening of the activity in the individual's mind, such as enrolling in an English class. Persistence involves the guidance of the activity or behavior despite the obstacles. Intensity is related to the

amount of passion toward the fulfillment of the activity. For example, if a student participates in different activities to develop his/her level and studies regularly, he/she maintains educational goals more intensely.

2.3.2. Foreign Language Motivation: Historical Evolution

Dörnyei and Ushioda (2011) divided the history of studies on language motivation into three main phases: The social-psychological period (1959-1990) (the period characterized by Gardner and his colleagues), the cognitive-situated period (during the 1990s) (the period characterized by the studies benefiting from cognitive theories in educational psychology) and the process-oriented period (the period characterized by an interest in motivational change). The third phase turned into a new phase called the socio-dynamic period.

The motivation studies in the social psychological period are represented by social, macro-perspective, and use product-oriented approach. Gardner (1985), the founder of social psychology, states that the most crucial doctrine of this approach is that the individual's underlying attitude towards the culture and people of the target language strongly affects the individual's learning. In this context, Gardner (1985) divides language learners' goals into two broad categories: instrumental and integrative orientations (Ushioda, 2008). The cognitive-situated period covers the research in the 1990s. The main principle of the cognitive- situated period is that learning contexts and the needs of students and teachers in the classroom were evaluated as more important than the community and social context (Guerrero, 2015). The last period is the process-oriented period. In this period, there is a transition from the question of "what" to "how" regarding the motivation process and the role of motivation in learning (Zareaian & Jodaei, 2015). This period clearly shows a particular interest in language learners and their unique circumstances. It is known that the socio-dynamic period is the recent step in the research of L2 motivation. As the name implies, focusing on constant change and student interaction plays a key role in this new phase.

2.3.3. Basic Types of Motivation

There are two types of classification of motivation. The first is the general classification as instrumental and integrative motivation. The second classification is individual-specific as intrinsic vs. extrinsic motivation (Griffiths & Özgür, 2013).

2.3.3.1. Instrumental and Integrative Motivation

As a result of their research, Gardner and Lambert (1972) have identified two types of motivation. They describe these as integrative and instrumental motivation, and they are effective in foreign language learning. Oxford and Ehrman (1995) states that instrumental orientation is the motivation to advance in a career or to succeed in an educational process. Integrative orientation, on the other hand, is the motivation to adapt to people who speak the language natively.

Integrative motivation is identified when learners are keen on learning a foreign language because foreign people's culture attracts him/her. Integrative orientation refers to the individual's desire to have a positive attitude towards the society of the target language and to interact with them. Learners who have integrative motivation find the target language culture, group, or language attractive (Schmidt et al.,1996). In short, integrative motivation includes the integration of the learner into the culture of the target language group and the interactions with that group (Brown, 2006). Oxford (1992:34) claims that "The desire to integrate with the target culture is strongly related to the social-psychological structure in which the degree of identification of the student with the "in-group" is an essential factor in language success."

On the contrary, instrumental motivation is about students' desire to find a better job, to progress in an occupation, to be promoted, to get a higher payment or a better life (Oxford, 1992; Gardner & Lambert, 1972). Instrumental motivation can be defined as learning a language to read technical or scientific articles, to translate, or to advance in one's career (Brown, 2006). It is the desire to learn the language to find a better job or meet a language requirement. If the learners learn the target language to get benefits from the skills of the language, such as getting good salaries, passing an examination, or having a higher status in the society, then they are instrumentally motivated.

According to most of the research conducted by Gardner and his colleagues, students with integrative motivation are more successful language learners than instrumentally motivated students (Ehrman, Leaver & Oxford, 2003). Studies suggested that integrative motivation is an essential requirement for language learning achievement (Brown,2006). However, Lukmani (1972) found that instrumentally motivated English language learners in India had higher scores in English proficiency exams. One of the

possible reasons is that their socio-economic status. The social situation determines what kind of orientation learners have. Warden and Lin (2000) did not find support for the existence of an integrative orientation among Taiwanese EFL learners. Instrumental motivation is more common in EFL contexts like Turkey. According to the results of Dörnyei's study (1990), the motivations of foreign language learners are varied. He also claims that integrative motivation is much more meaningful for language learners when they must learn to live in the target culture (e.g., immigration) and to communicate fluently in the target language, which is described as 'to learn the target language deeply' (Dörnyei, 1990).

On the other hand, learners who are highly instrumentally motivated are more likely to get an intermediate level of proficiency in the target language than others. According to Cook (1991, cited in Karakış, 2014), a foreign language learner does not require merely possessing instrumental or integrative motivation, though they are still nonetheless both important. Similarly, Zareian and Jodaei (2015) believe that a learner can have mixed motives in terms of having both integrative motivation and instrumental motivation at the same time. They express that both types of motivation can exist in any learner, but they believe they exist at different degrees.

2.3.3.2. Intrinsic and Extrinsic Motivation

Deci and Ryan (1980) developed the "Self-Determination Theory" and examined different motivation types resulting from different goals and objectives that enable people to do something. Both internal and external factors affect motivation in education. When you voluntarily choose to do something for pleasure or develop your skills, your motivation is usually intrinsic. Extrinsic motivation is the opposite of intrinsic motivation. In extrinsic motivation, the motivator comes from outside an individual (Coon & Mitterer, 2011).

To describe these two types of motivation, Loganathan and Zafar (2016:8) have given the names of natural and artificial motivations to intrinsic and extrinsic motivations, respectively. Intrinsic motivation is to do something for the sake of personal satisfaction. Loganathan and Zafar (2016:8) describe intrinsic motivation as "A force within the individual, and it works from within the individual." It can be associated with students' inner feelings and consider how students are involved in the task and

whether they are willing to participate in the activity. Internal rewards drive the behavior. It means you do not expect to receive anything in return. You are intrinsically motivated when you do something because it feels good, personally challenging, and/or causes a sense of accomplishment. Intrinsically motivated students learn well and are successful. According to Ehrman (1996), intrinsic motivation is powerful and is likely to lead to learning in a deep sense because intrinsically motivated students will take every opportunity to increase and deepen their knowledge.

One study reveals that when teachers are more focused on control, students tend to have both less intrinsic motivation and lower self-esteem. On the contrary, they have more intrinsic motivation and high self-esteem when teachers are more autonomy-oriented (Deci and Ryan, 1980). Students' perceptions of autonomy are essential because these perceptions encourage their intrinsic motivation feelings, which are at the center of sustained efforts in the task of learning (Noels, Clement & Pelletier, 2001).

For an intrinsically motivated individual, it is crucial that the activity is exciting and fun, rather than motivated through external rewards or pressures. Intrinsically motivated individuals do the task just to enjoy the task itself, so it is regarded as an important type of motivation. Extrinsic motivation is to do something to win a reward or to avoid a punishment.

In extrinsic motivation, rewards or other incentives such as recognition, praise, certificates, money, or special privileges are used as motivation for certain activities. It is driven by the desire to receive rewards from the outside: parents, employers, teachers, or others. Students choose their behavior not because they like it or find it satisfying, but to get something in return or avoid negative consequences. For example, a student works for a test because he/she wants to get a good grade, or they mind their behavior because they do not want to lose their recess.

According to Ushioda (2008:21), "Intrinsically motivated students have the potential to participate in higher-level learning, participate in more efficient and creative thinking processes, use a wider range of problem-solving strategies, and interact and retain material more effectively." According to Harmer (1991:98), "Intrinsic motivation produces better results than its extrinsic counterpart." Rewards and evaluations have been found to reduce creativity, complex problem solving, and deep

conceptual processing of information (Deci & Ryan, 2000). Beck (1990) states that external rewards may not be as important as a positive and encouraging environment that allows or helps students' own intrinsic motivation to develop (cited in Ehrman & Oxford, 1995). According to Harmer (1991), even when the main reason for attending a language course is extrinsic, the chances of achievement will increase significantly if students love the learning process. It is found that foreign language high school students who want to continue their studies beyond the university entrance requirements were intrinsically motivated to succeed. On the other hand, those in the classes who only want to meet the entry requirements have shown low motivation and poor performance (Ramage, 1990). Ushioda (2008) claims that extrinsic motivation can only have short term benefits. Our main goal as an educator must be to encourage students' own motivations from within.

2.3.4.   Components of Foreign Language Learning Motivation

In a 1994 study, Dörnyei determined the components of motivation. According to the classification made by Dörnyei, the following table emerged:

Table 2.1: Components of Foreign Language Learning Motivation

Language Level	Integrative motivational subsystem Instrumental motivational subsystem
Learner Level	Need for achievement Self-confidence • language use anxiety • perceived L2 competence • causal attributions • self-efficacy
Learning Situation Level Course-specific motivational components	Interest Relevance Expectancy Satisfaction
Teacher-specific motivational components	Affiliative motive Authority type Direct socialization of student motivation • modelling • task presentation • feedback
Group-specific motivational components	Goal-orientedness Norm and reward system Group cohesion Classroom goal structure

Resource: Dörnyei (1994: 280)

Dörnyei conceptualized his framework by considering the classroom environment. This framework includes three levels: The Language Level, the Learner Level, and the

Learning Situation Level (See Table 2.1). According to Dörnyei, there is a dynamic relationship between the levels of motivational factors. This three-level motivation category is related to both the students' cognitive aspects and what they bring to the learning process. At the language level, there are various aspects of the target language that motivate L2 learners, such as a positive predisposition to the second language community and the culture of the language to be learned. The language level represents the traditional components of the foreign language motivation process related to integration and instrumentality.

For the learner level, students are considered important sources of motivation. Dörnyei states that students' past experiences are important because they are closely related to their needs for achievement and self-confidence (Dörneyi, 1994). Students' past successes and failures also affect their motivation in the process of learning a foreign language. Students' perceptions of their competence to perform tasks are closely linked to their motivation in learning processes.

For the learning situation level, Dörnyei emphasizes the effect of social context on motivation. The learning situation level is regarded as the most detailed part of the framework. He identifies three situational sources of motivation: course-specific components, teacher-specific components, and group-specific components of motivation. The course-specific motivational component consists of the factors that can motivate or demotivate students to learn a foreign language, such as syllabus, teaching method, teaching materials, and books. These are also described within the framework of four motivational elements suggested by Crookes and Schmidt (1991, cited in Liuoline & Metiuniene, 2006); interest (in the topic and the activity), relevance (to the students' lives), expectancy (expectations of success and feelings of being in control) and satisfaction (in the outcome). Interest is related to capturing the interest of learners into the learning process; relevance is meeting the personal needs of the learner; expectancy is related to students' expectations of success; satisfaction is reinforcing accomplishment with rewards (internal and external). For the teacher-specific motivational component, Dörnyei highlights the importance of teachers' influence on student motivation. Communication style and behavior of teachers while teaching also affect students' attitudes and motivations towards the lesson. The third factor is related to the group of students. If there is cohesion in the group of students, students will be more motivated to learn a foreign language (Dörnyei, 1994).

2.3.5. Ways to Motivate Students in Foreign Language Learning

"You can lead a horse to water, but you cannot make him drink." This is the central theme when attempting to motivate the students. English teachers are organizers or leaders in teaching (Kong, 2009). Csaba (2018:41) states that "any good teacher, by definition, is a motivator of learning." According to Csaba's (2018) study, all of the teachers considered their role as key in motivation. The teacher has the complex task of generating initial student motivation and helping students maintain it (Ghengesh, 2010).

Student motivation is considered as one of the most critical prerequisites for achievement. Dörnyei (2001) claims that enthusiasm, determination, persistence, and motivation are the key to success or failure in learning. Being able to motivate and keep students motivated during the long foreign language learning process is an aim that is always desired by teachers. Dörnyei (2001) states that motivation strategies refer to some techniques that help the students reveal their goal-related behavior, and motivating the learners is the responsibility of every teacher who thinks about the long-term development of his/her students. If the student has a positive relationship with the teacher while learning the foreign language, learning will be more effective and efficient. In addition to this relationship, teachers should help their students to develop a positive relationship with classmates, subject, school, and learning (Sullo, 2009). Building a positive relationship is possible by trying to get to know students and view them holistically, as Csaba (2018:41) expresses in the following statement:

> *I approach them as individuals first and only second as learners of English. They are private individuals with families, with interests, with a good mood, with a bad mood, with this problem or that problem. They have a job, they have tasks, and learning English comes only after that. On the other hand, a much more positive human relationship develops between us, if I treat them as individual persons, or equal partners if you like.*

Dörnyei (2001) stated that being in good relationships with students and creating a pleasant and supportive classroom atmosphere is a precondition for generating

motivation. She listed the necessary conditions for motivation as follows:

- developing positive values and attitudes towards foreign language
- increasing students' expectancy of success
- defining the goal clearly
- providing that teaching materials that are relevant to the student
- creating realistic student beliefs

Sullo states the following (2009:2);

> *As long as we continue to organize our educational practices around reward and punishment, we will see high dropout rates and a student body that is alarmingly inattentive. Once we structure schools and classrooms around the idea that students are internally motivated, we will be able to take full advantage of the many recent innovations and advances in curriculum and instruction.*

According to Spaulding (1992), the critical point in motivating in the classroom is that the punishment should not be overused. Spaulding also states that excessive use of praise should be avoided. The teacher should be calm and forgiving when it is needed. (cited in Özçalışan, 2012).

According to the study conducted by Ölmezer Öztürk and Ok (2014), language teachers can motivate their students, create a more relaxed atmosphere in their classrooms, and have a more efficient language teaching process if they consider all the following behaviors:

Table 2.2: Suggestions for teachers to motivate students in language classrooms

    1. put a smile on your face in the classroom
    2. take some breaks when students are tired or bored
    3. have a sense of humor
    4. be energetic
    5. create a relaxing atmosphere in which students can easily exchange ideas very motivating
    6. correct mistakes with a smiling face and by motivating
    7. display friendly behaviors where appropriate
    8. be open to new ideas
    9. make use of certain topics (music, TV, etc.) that draw students' attention
    10. use your mimes and your body language while teaching
    11. know your students well
    12. be affectionate towards your job
    13. give importance to teacher-student and student-student interaction based on course objectives
    14. give positive feedback such as smiling and verbal praises
    15. inform your students that mistakes are natural during learning process
    16. inform your students about the learning strategies for better learning
    17. try hard for students to have positive attitudes towards learning a language
    18. call students by their first names instead of "you"
    19. do warm-up activities at the beginning of the lesson
    20. make use of activities such as games, songs and participating in these activities

Source: Ölmezer Öztürk & Ok (2014:131)

Dörnyei and Csizér (1998) conducted a study in Hungary with 200 teachers to increase language students' motivation. As a result of the study, they made suggestions to teachers for the goal of increasing the motivation of foreign language learners. Dörnyei and Csizér (1998) compiled ten motivational macro strategies called "Ten commandments for motivating language learners." These suggestions are: Identify a personal example with your own behavior, present the activities properly, create a pleasant and comfortable atmosphere in the classroom, enhance a good relationship with students, promote students' linguistic self-confidence, make language classes enjoyable, increase students' autonomy, individualize the learning process, ensure that students are goal-oriented and make students familiar with the culture of the target language. In order to provide an ideal motivation, goals should be clear, challenging, achievable, and feedback should be given to reach the goal (Ehrman & Oxford, 1995).

To preserve the motivation, Dörnyei and Ushioda (2011:118) recommend the following classroom applications:

- encouraging learning and making it fun

- presenting tasks in a motivating way;

- setting specific student goals;

33

- protecting the learners' self-esteem and increasing their self-confidence;

- allowing learners to have a positive social image and continue it;

- promoting cooperation among the students;

- creating student autonomy;

- promoting self-motivating student strategies.

In short, in order to increase students' motivation in foreign language learning, teachers should create a warm and non-threatening classroom environment, provide the active participation of the students in the classroom and encourage their self-confidence, familiarize their students with the culture and values of the target language.

2.3.6. Studies on Foreign Language Learning Motivation and Achievement

It is among the findings of many studies (Masgoret & Gardner 2003; Kennedy, 1996) that there is a strong relationship between motivation and achievement.

When the literature is examined, one of the outstanding studies is Yılmaz's (2007) master thesis titled "The role of motivation in students' achievement in English lessons in secondary education: Province of Bartın as the Sample." At the end of the study, motivation levels of students were found high, and at 14 of 18 schools, there was either a positive, or an average, or a high correlation between achievement and motivation. Another outcome of the study is that the motivation level of female students was higher than male students, and there was a significant difference according to sex (Yılmaz, 2007).

In a study conducted with TOBB Economy and Technology University English Preparatory School students, Aydın (2007) unveiled the profiles of students concerning their motivation, attitude, and perceptions toward learning English. She investigated the possible relationships of these independent variables with students' achievements in language. It was observed that all the factors related to students' motivation, attitude, and perception variables were related to gender, where female students had higher scores than male students. The findings also showed that, when considered separately, there was a positive correlation between motivation, attitude,

and perception with students' achievement in English. However, the correlation percentages were not very high.

In another study, Ghengesh (2010) examined the various factors affecting motivation and achievement in foreign language learning. The study was conducted in different parts of the world. The results showed that motivation declines with age. It was also revealed that the teacher was the central factor in determining the attitude of the students to the language and in shaping motivation.

Bernaus and Gardner (2008) carried out a study to examine the language teaching strategies and the effects of these strategies on students' motivation and achievement in the English language. Mini-Attitude Motivation Test Battery and objective tests of achievement in English were the data collection tools for this study. According to the results, there was no relationship between the motivational and traditional strategies that teachers reported and the students' achievement in the language, attitude, motivation, or language anxiety. It was found that students' perceptions about these strategies were related to their attitude and motivation at both individual and class levels. It was also found that motivation was a strong predictor of achievement in English, and subsequently, that attitude and language anxiety were negative predictors of English achievement.

Zanghar (2012) conducted a study to learn instrumental and integrative motivations among Libyan undergraduate students of English as a foreign language. He also investigated the relationship between Libyan EFL students' motivation and their achievement in English. The findings suggested that Libyan EFL students were highly instrumental and integrative in their motivation to study English, and their integrative motivations seemed a little higher than their instrumental motivations. According to another finding of the study, there was no relationship between the Libyan students' motivation and their achievement in English as a foreign language.

2.4. Attitude toward Foreign Language Learning

Attitude has been identified as one of the most crucial factors in learning a foreign language. Krashen (1981:23) states that "Second language attitude refers to acquirers' orientations toward speakers of the target language, as well as personality factors." He also states that attitudes towards the classroom and teacher may relate to both foreign

language acquisition and learning. Attitudes towards the learning situation refer to the individual's reaction to anything related to the immediate context in which the language is taught (Masgoret & Gardner, 2003). From Smith's (1971:82) perspective:

> *An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner. An attitude is relatively enduring; because it can be learned or not. Because it is learned, it can be taught. Loving a foreign language can be learned. No student is born liking or disliking it. If the student enter to the class with fairly neutral attitudes about the language, or even positive ones, and has a personality structure which will permit him to have an openness and willingness to perceive and respond, his attitudes about language and language learning will be strongly influenced by the situation itself.*

It is a common belief that you cannot learn English if you do not like your English teacher. Oroujlou and Vahedi (2011) reported that there is a direct relationship between motivation and attitude; they defined attitude as a set of beliefs and motivation as the reason for doing something. However, Aydın (2007) states that it would not be wrong to say that motivation and attitude are two different components that may affect a language learner differently, so it is thought that they may not have the same effect on the student's language achievement.

An individual with a positive attitude towards an object will tend to develop positive behavior towards that object, to approach, support, and help that object. Individuals who have negative attitudes towards an object will tend to be indifferent to this object or to move away from it, criticize it, and harm it (Hotaman,1995). Kırkıç (2019) suggests that schools affiliated with the MoNE should develop positive attitudes toward English classes and this factor should be taken into account while preparing and applying the curriculum. It would not be wrong to expect the attitude toward the course, that is, the student's feelings, ideas, and fears towards the course, to be related to the academic achievement of the student. For this reason, while positive emotions

probably cause the student to improve in the language, negative emotions cause a decrease in the student's success or maybe failure (Aydın,2007). Achievement in foreign language learning depends on the student's direct interest in the language itself and the student's psychological readiness to learn a foreign language; in other words, it depends on his/her attitude (Gardner & MacIntyre, 1993).

2.5. Self-Confidence in Foreign Language Learning

Self-confidence is a personality variable, and it is defined as knowledge of yourself (Brown,2006). Tunçel (2015) defines it as a cognitive human perception that plays essential roles in meeting basic human needs, such as happiness and success. It is another factor that influences students' participation in the classroom. It is a known fact that most students suffer from a lack of self-confidence in the class. Park and Lee (2005) think that since self-confidence includes judgments and assessments of one's own value, the language learner may be negatively affected when he/she thinks himself/herself as inadequate and limited in the target language. MacIntyre et al. (1988) claim that self-confidence significantly contributes to the students' willingness to communicate in a foreign language. Confidence facilitates communication, perhaps without having enough capacity or knowledge about some cases. It allows individuals to express their feelings well without limiting themselves to negative inner feelings such as anxiety, shame, dishonor, and deficiency (Gürler, 2013). Teachers can create a classroom climate in which their students will not experience the feeling of shame as much as possible; it can be ensured that students are not afraid of making mistakes, and the activities can be designed and directed to lead to a sense of accomplishment rather than failure (Dörnyei & Ushioda, 2011).

Self-confidence is like the foundation of a building; it is not possible to build something on it without it. The primary view is that individuals with higher self-confidence are more successful in solving the problems they face (Owens, Stryker & Goodman, 2001). As there is a positive relationship between achievement, self-confidence, and motivation, having higher levels of capacity increases achievement, and having lower levels of it reduces achievement. When the personal characteristics of individuals who exhibit higher problem-solving skills are observed, one may see that they have a higher level of self-confidence and creative thinking ability with a subjective perspective and higher self-esteem (Otacıoğlu, 2008). Teachers who want

their students to succeed must help them to develop their self-confidence. According to Dörnyei (2001), there is no more effective method of increasing one's self-confidence than administering specific doses of success.

2.6. Class Achievement

Even if teaching is planned with great care, effectively, and in a way that concerns students, the learning outcomes are often not associated with what was intended or at a very low level (Wiliam, 2011). Achievement can be defined as "Achieving the desired result, achieving the intended goal." When we think in terms of education, achievement is a set of behaviors consistent with the course objectives. Achievement is a measure or indicator of how much a student benefits from a particular course or academic program in the school environment. School achievement can be defined as the average of the student's grades or scores. Academic achievement is an indicator of the educational attainment of students in the end-of-year grade point average (Vursavuş, 2011). Academic achievement is usually measured by exams or ongoing evaluations, but there is no general agreement on how it is best evaluated.

Many developments in educational policies are designed to raise the standards of students' achievement, where assessment policy is an important element. (EPPI, 2002). Assessment links student performance to specific learning objectives in order to provide useful information to teachers and students about student achievement.

In almost every country in the world, English is preferred as the foreign language for teaching in schools and communication languages around the world (Crystal, 2003). Most students try to learn English. However, it is clear that not every student has the same level of achievement in the English language. Students with insufficient English face many problems, not only in communication but also in their academic achievement. So, it is fair to say that when students' efficiency in English is good, it will definitely improve their academic performance (Sarwer, 2018).

2.6.1. Classroom Assessment in English Language Learning

A number of books, research studies, articles, and many other sources define assessment in different ways. Terms such as evaluation, measurement, testing are closely related to assessment. Assessment is defined by Mundrake (2000, cited in Can, 2017) as describing all aspects of evaluation and testing. Brown (2004:304) defines

assessment as "the act of interpreting information about student performance, collected through any of a multitude of means of practice." Assessment clarifies what a learner knows and can do (Zeliff, 2013).

One of the indispensable elements of the education system is assessment. Most education professionals agree that assessment is a crucial component of the teaching and learning process. For example, Darling-Hammond (2012) regards assessment as the principal measure of the effectiveness of student learning and progress. Assessment is vital for monitoring progress, planning and reporting next steps, and involving parents as well as students in learning. Assessments play an important role when they motivate students to learn, help teachers improve their practice, develop skills, and help education systems improve (Griffin, McGaw & Cave, 2012). Assessment is carried out in order to determine the students' achievements, lack of knowledge, their development in the process, and the adequacy of teaching methods. The collection of student assessment information is crucial to meeting the information needs at the level of students, parents, teachers, school leaders, policymakers, and the general public. William (2011:3) states the importance of assessment as follows; "Only through assessment can we find out whether a particular set of teaching activities has resulted in the intended learning outcomes."

Language assessment refers to "The act of collecting information and making judgments about a language learners' knowledge of language and ability to use it" (Haspolat, 2019:7). Afitska (2014) sees language assessment as a process in which all teachers evaluate not only students' linguistic knowledge but also students' linguistic development through a series of assessment practices.

Classroom assessment is generally divided into two types: assessment *for* learning (student formative assessment) and assessment *of* learning (student summative assessment). The assessment literature has traditionally made a distinction between assessment for summative purposes and assessment for formative purposes (OECD, 2013). EPPI (2002:1) makes the distinction between formative and summative assessment as follows:

> *If the purpose is to help in decisions about how to advance*
> *learning, and the judgement is about the next steps in*

learning and how to take them, then the assessment is formative in function. If the purpose is to summarize the learning that had taken place in order to grade, certificate, or record achievements, then the assessment is summative in function.

Formative assessment occurs during the course of learning, whereas summative assessment takes place at the end of the course. In schools, the most visible assessments are summative. This is to measure overall learning achievement. Many assessment tools are used in education. Written exams, oral exams, short-answer questions, true-false questions, multiple-choice tests, homework, and projects are some of the assessment types (Özsu, 2018).

In Turkey, according to the 43rd article of the related regulation, the achievement of students is determined by written exams, practice exams, performance studies, and projects based on the learning outcomes of the curriculum. Exams, performance studies, projects, and practice exams are assessed out of 100 points (MoNE, 2019). Students studying in high schools take at least two English exams within a semester, and one of them must be a practice exam that measures students' listening, speaking, reading, and writing skills. According to the decision taken by the English teachers' board, the exams held in one semester may be more than two.

The Ministry of Education determines the achievement of students according to the scores they get from each course. In the 44th article of the related regulation, the scores indicating achievement and failure are as follows:

Table 2.3: Scores and grades

Scores	Grades
85,00-100	Excellent
70,00-84,99	Good
60,00-59,99	Satisfactory
50,00-59,99	Sufficient
0-49,99	Fail

Source: Ministry of Education Secondary Educational Institutions Regulation (2019:25)

2.7. Conclusion

This literature review provides an overview of anxiety, language anxiety, motivation, foreign language learning motivation, and classroom achievement. The potential sources of foreign language anxiety were discussed in this chapter. The studies examined here reveal that there are some strategies to reduce foreign language anxiety. In this context, the teacher plays a crucial role in alleviating anxiety. The literature related to language anxiety and achievement was reviewed, and it was found that language anxiety has negative effects on the language learning process and students' performance. Additionally, the types of motivation were mentioned. There is a general classification as instrumental vs. integrative, and individual-specific classification as intrinsic vs. extrinsic. Also, some studies related to foreign language motivation and achievement are discussed. In addition to anxiety and motivation, attitude and self-confidence are also presented in this section as they are the components of the foreign language motivation scale which is used in this study. The next chapter will cover the methodology of the study.

CHAPTER III
METHODOLOGY

3.1. Introduction

This chapter lays out the methodological details of the study. It presents the research design, study sample, data collection instruments, data collection procedures, and an overview of the data analysis.

3.2. The Research Design

This study aims to investigate the relationship among students' achievement in language learning, language anxiety, and motivation of high school students who take and who do not take preparatory classes. Considering the aims of the study, it can be said that this study is quantitative and descriptive in nature. This research uses a descriptive method that aims to describe all responses given by students through given a list of questions. Quantitative research is utilized for providing numerical values about the responses given with the help of descriptive statistics. According to Burns and Grove (2005), to obtain information with numerical data, quantitative research is the best option because it is the objective and formal way. The study employed an ex-post facto research design. According to Black (1999, cited in Sehic,2017:124), "an ex post facto study is a type of study where researchers have limited control over the independent variable because it is usually a life event or a life experience of the participant that cannot be manipulated, unlike in studies with an experimental design." It aims to detect the cause-and-effect relationship between two or more variables (Airasian, Gay & Mills, 2011). The purpose of the proposed quantitative research study with an ex-post facto design would be to determine whether prep taken students have different levels in the domains of motivation, anxiety, and achievement than those who did not take preparatory classes. This study also employs a survey research method. Cohen, Manion and Morrison (2000:205) define the survey method as "gathering data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events." This type of

research allows different methods to engage participants, collect data, and use different instrumentation methods.

As being the main data collection for this research method, a questionnaire will be used for this study. It is particularly suitable for this study because "the typical questionnaire is a highly structured data collection instrument, with most items either asking about very specific pieces of information or giving various response options for the respondent to choose from, for example by ticking a box" (Dörnyei, 2003:14).

3.3. The Sampling of the Study

This study aims to investigate the relationship among students' achievement in language learning, language anxiety, and motivation of high school students who take and who do not take preparatory classes. To elicit the proper data, 10th-grade students from two different public Anatolian high schools were chosen as a sample. One of the public schools in the sample is an Anatolian High School, which must take a preparatory class. On the other hand, the students in the other Anatolian high school do not attend a preparatory class. Accordingly, in order to represent this population, 468 students were selected as a sample. The Likert scale was distributed to the students who were eager and available to participate in the study at that time.

3.4. Research Instruments

The questionnaire consists of three parts. The first part of the questionnaire elicits the demographic information of the participants, such as gender, educational backgrounds of their parents, whether or not they had taken preparatory language course. The second part contains the Foreign Language Learning Anxiety Scale, and the third part contains the English Language Learning Motivation Scale.

3.4.1. The Foreign Language Learning Anxiety Scale

In the first questionnaire, "The Foreign Language Learning Anxiety Scale (FLLAS)" prepared by Baş (2013) is used. The FLLAS uses 5-point Likert-type scales ranging from "strongly agree to strongly disagree." The students are required to respond to each item with a single answer, strongly agree (5 points), agree (4 points), partially agree (3 points), disagree (2 points), and strongly disagree (1 point). The FLLAS consisted of 27 items, and the scale was composed of three factors: personality, communication, and evaluation. Ten items were reverse-coded. The first factor,

personality, included nine items (Items 1,2,3,6,7,8,11,25,26); the second factor, communication, included ten items (Items 4,9,12,13,14,15,16,20,23,27); and the third factor, evaluation, included eight items (Items 5,10,17,18,19,21,22,24). Factor one explained %19.379 of the variance, while Factor two explained %18.135 of the variance, Factor three explained %15.411 of the variance, and the total factor explained %52.925 of the variance. According to Kline (1994), in social sciences, the variance ranging from 40% to 60% is acceptable. The factor loading of the scale ranged from .817 to .433, and the total item correlation values were found to be between .67 and .41. The reliability coefficient of the scale was.93 and the Spearman-Brown split-half correlation was .83. Finally, Cronbach's alpha reliability coefficients of the factors were calculated to be between .89 and .83 (Baş, 2013:57).

3.4.2. Motivation Scale in English Language Learning

It is known that the motivation of language learners plays an important role in the language learning process. The Motivation Scale in English Language Learning (ELLMS), which was developed by Mehdiyev, Uğurlu and Usta (2017), was used to analyze the motivation rates of foreign language learners. The Motivation Scale in English Language Learning was a 5-point Likert scale composed of 1, strongly disagree; 2, disagree; 3, partially agree; 4, agree; 5, strongly agree. The subjects needed to read the statements carefully and rate the items from 1 to 5 accordingly. This was to determine their motivation levels by writing an appropriate number for each statement. The total reliability value of the language scale with 16 items and three factors was found as .83. According to Kalaycı (2008), if the Cronbach alpha value is between $0.80 \leq \alpha < 1.00$, the scale is highly reliable. The ELLMS consisted of 16 items, and the scale was composed of three factors: personal use, attitude, and self-confidence. The first factor, personal use, included seven items (Items 10,11,12,13,14,15,16); the second factor, attitude, included five items (Items 5,6,7,8,9); and the third factor, self-confidence, included four items (Items 1,2,3,4). A Cronbach alpha value of .85 was seen for the items under the personal use factor and

.77 for the items under the attitude factor, and it was found that .78 for the items under the self-confidence factor. Factor one explained %24,54 of the variance, while Factor two explained %17,49 of the variance, Factor three %16.04 of the variance, and the total factor explained %58.08 of the variance (Mehdiyev, Uğurlu & Usta, 2017:29).

3.4.3. English Language Class Scores

Another study data is the students' marks showing their English achievement (the year-end mark on the report card). The year-end mark of a course is the arithmetic average of the first and second-semester scores (M.E.B,2019). Also, the students were asked their 9th grade end-of-year English marks in the demographic information section to learn the students' English language class achievement. The accuracy of the students' 9th grade English year-end mark has been verified.

3.5. Data Collection

The relevant data for this study were collected in the fall term of the 2019-2020 school year. It took two weeks to collect data for this study. Administering the Likert scale was used as the main element of the data gathering procedure in both schools. The schools that would be included in the study were contacted and informed, and permissions were received from both the schools and the Istanbul Provincial Directorate of National Education. In order to use the scales, the permissions were obtained from the developers of the scales. The researcher administered the questionnaire by giving detailed instructions, and she answered the students' questions about the questionnaire and the study. Students were informed that participation in the study was voluntary. The questionnaires were administered during students' class time. It took students approximately 20 minutes to complete the questionnaire. In order to learn students' English language class achievement, the students were asked their end-of-year English marks in the demographic information section. The relevant deputy principals verified their marks.

3.6. Data Analysis

The scales elicited quantitative data as explained previously. The data were analyzed using the Statistical Package for Social Sciences (SPSS v.26). After the first stage of data entry into SPSS was completed, some statistics serving for the purpose of the research were calculated. The data were analyzed through descriptive statistics. As Creswell (2012:183) also proposed, "descriptive statistics will help you summarize the overall trends or tendencies in your data, provide an understanding of how varied your scores might be, and provide insight into where one score stands in comparison with others." To analyze the findings of language motivation and anxiety levels of the students and their English

achievement levels according to educational backgrounds of their parents and gender, and whether or not they had taken preparatory language course, descriptive statistics was used to find mean, frequencies, and percentages.

Five different statistical techniques were used in order to analyze the data. Firstly, the t-test was used to compare continuous quantitative data between two independent groups. In this study, a t-test was used to determine the ELLMS and FLLAS, and English language class achievement differences in terms of gender and whether or not they had taken a preparatory language course. Secondly, a one-way ANOVA test was used to compare continuous quantitative data between three independent groups. In this study, a one-way ANOVA test was used to determine the ELLMS and FLLAS, and English Language class achievement differences in terms of educational background of participants' parents, and The Tukey HSD test was used to determine which groups the difference is in. Pearson correlation analysis was conducted to examine the relationship among students' English language anxiety, motivation, and English language class achievement levels. Linear Regression analysis was conducted to determine whether the students' anxiety and motivation levels significantly predict English class achievement.

CHAPTER IV
RESULTS AND FINDINGS

4.1. Introduction

This chapter is devoted to analyzing the data obtained through the Foreign Language Learning Anxiety Scale (FLLAS), the Motivation Scale in English Language Learning (ELLMS), students' English year-end mark, genders, and educational status of their parents. The Statistical Package of Social Sciences (SPSS.26.0) was used to analyze the data. This chapter aims to answer the research questions of this current study by analyzing the items in the questionnaires. In this study, there are seventeen research questions that investigate students' anxiety, motivation levels and achievement, and the correlations among them.

The findings will be discussed under the following questions:

1. What are the anxiety levels of the students who took preparatory classes and those who did not?

2. Is there a significant difference between the anxiety levels of students who took preparatory classes and those who did not?

3. Is there a significant difference between students' anxiety levels and gender?

4. Is there a significant difference between the anxiety levels of the students and the education level of their mothers?

5. Is there a significant difference between the anxiety levels of the students and the education level of their fathers?

6. What are the motivation levels of the students who took preparatory classes and those who did not?

7. Is there a significant difference between the motivation levels of students who took preparatory classes and those who did not?

8. Is there a significant difference between students' motivation levels and gender?

9. Is there a significant difference between the motivation levels of the students and the education level of their mothers?

10. Is there a significant difference between the motivation levels of the students and the education level of their fathers?

11. What are the 9ᵗʰ grade English language class achievement levels of students who took the preparatory class and those who did not?

12. Is there a significant difference between the 9ᵗʰ grade English language class achievement levels of the students who took preparatory class and those who did not?

13. Is there a significant difference between the 9ᵗʰ grade English language class achievement levels of the students and gender?

14. Is there a significant difference between the 9ᵗʰ grade English language class achievement levels of the students and the education level of their mother?

15. Is there a significant difference between the 9ᵗʰ grade English language class achievement levels of the students and the education level of their father?

16. Is there a significant relationship among students' English language anxiety, motivation, and their 9ᵗʰ grade English language class achievement levels?

17. Do students' English language learning anxiety and motivation levels significantly predict their 9ᵗʰ grade English language class achievement levels?

4.2. Demographic Characteristics of the Participants

Before answering the research questions, it is important to give some descriptive findings about the students participating in this research. Because the students' genders, high school preparatory classes taken status, and educational status of their parents are essential to use and evaluate for this study, the frequencies and percentages are shown in the following tables.

Table: 4.1 Participants in terms of gender

Gender	Frequency(N)	Percentage (%)
Male	227	48.5
Female	241	51.5
Total	468	100

As seen in Table 4.1, the participants consisted of 468 high school students. 51.5% of them were female (N=241), 48.5% of them were male (N=227), and they were 10ᵗʰ-grade high school students.

Table: 4.2 Participants in terms of preparatory classes taken status

Preparatory Classes Taken Status	Frequency (N)	Percentage (%)
Preparatory class was taken	96	20.5
Preparatory class was not taken	372	79.5
Total	468	100

According to table 4.2, which shows high school preparatory class taken status, 96 (20.5%) students took preparatory classes, and 372 (79.5%) students did not take preparatory classes.

Table: 4.3 Educational levels of mothers

Educational level	Frequency (N)	Percentage (%)
Secondary school graduate and below	245	52.4
High school graduate	134	28.6
University graduate and above	89	19.0
Total	468	100

Table: 4.4 Educational levels of fathers

Educational level	Frequency (N)	Percentage (%)
Secondary school graduate and below	174	37.2
High school graduate	156	33.2
University graduate and above	138	29.5
Total	468	100

Students' parent's education status is divided into "secondary school graduate and below," "high school graduate," and "university graduate and above." When the educational level of mothers was investigated, 52.4% (N=245) of them were in the group of "secondary school graduate and below," 28.6% (N=134) of them were in the group of "high school graduate" and 19% (N=89) of them were in the group of "university graduate and above." As observed in the table educational level of fathers, 37.2% (N=174) of them were in the group of "secondary school graduate and below," 33.2% (N=156) of them were in the group of "high school graduate" and 29.5% (N=138) of them were in the group of "university graduate and above." It is observed that the educational levels of parents were mostly in the group of "secondary school graduate and below."

4.3. Test of Normality

Skewness and kurtosis values were examined to determine whether the data shows normal distribution, and these values are given in Table 4.5.

49

Table: 4.5 Skewness and Kurtosis Values of the Questionnaires (FLLAS and ELLMS)

Components	Skewness		Kurtosis	
	Statistic	SE	Statistic	SE
Personality	.330	.113	1.487	.225
Communication	.280	.113	.964	.225
Evaluation	.015	.113	-.352	.225
FLLAS Total	.205	.113	1.985	.225
Self-Confidence	-.561	.113	-.694	.225
Attitude	-.656	.113	.004	.225
Personal Use	-.629	.113	-.051	.225
ELLMS Total	-.545	.113	-.095	.225

The skewness and kurtosis values for the Foreign Language Learning Anxiety Scale (FLLAS) were calculated respectively .33 and 1.48 for the "personality" sub-scale, .28 and .96 for the "communication" sub-scale, .15 and -.35 for the "evaluation" sub-scale, .20 and 1.98 for the total scale. On the other hand, the skewness and kurtosis values for the Motivation Scale in English Language Learning (ELLMS) were calculated respectively -.56 and -.69 for the "self-confidence" sub-scale, -.65 and .00 for the "attitude" sub-scale, -.62 and -.05 for the "personal use" sub-scale, -.54 and -.09 for the total scale. The values of skewness and kurtosis are all within the recommended threshold of ± 2 (George & Mallerry, 2010). The results show that all the constructs of the study are normally distributed.

4.4. Data and Discussion of Research Question One

In order to answer the first research question, 'What are the anxiety levels of the students who took preparatory class and those who did not?', the data obtained regarding the question are presented in table 4.6.

Table: 4.6 Descriptive analysis of FLLAS according to preparatory class taken status

Components of FLLAS	Groups	N	Mean	$\bar{X}$	SE
Personality	Preparatory class was taken	96	2.71	.76	.07
	Preparatory class wasn't taken	372	2.68	.75	.03
Communication	Preparatory class was taken	96	2.76	.86	.08
	Preparatory class wasn't taken	372	2.84	.81	.04
Evaluation	Preparatory class was taken	96	2.97	.80	.08
	Preparatory class wasn't taken	372	3.03	.83	.04
FLLAS Total	Preparatory class was taken	96	2.81	.74	.07
	Preparatory class wasn't taken	372	2.85	.72	.03

Descriptive analyses, presented in Table 4.6, indicated that the mean of the *personality* dimension for the students who took preparatory class is $\bar{x}$=2.71, and for the students who did not take preparatory class is $\bar{x}$=2.68. The mean of the *communication* dimension for the students who took preparatory class is $\bar{x}$=2.76, and for the students who did not take preparatory class is $\bar{x}$=2.84. The mean of the *evaluation* dimension for the students who took preparatory class is $\bar{x}$=2.97, and for the students who did not take preparatory class is $\bar{x}$=3.03. According to this result, the mean of the *evaluation* dimension for the students who did not take a preparatory class ($\bar{x}$=3.03) was higher than the other dimensions. It reveals that students who did not take a preparatory class had the most anxiety level in the *evaluation* dimension ($\bar{x}$=3.03), less in the *communication* dimension ($\bar{x}$=2.84) and the least in the *personality* dimension ($\bar{x}$=2.68). Students who took a preparatory class had the most anxiety level in the *evaluation* dimension ($\bar{x}$=2.97), less in the communication dimension ($\bar{x}$=2.76) and the least in the *personality* dimension ($\bar{x}$=2.71). The mean scores in total foreign language learning anxiety for the students who took the preparatory class is $\bar{x}$=2.81, and for the students who did not take preparatory class is $\bar{x}$=2.85. According to the table, it is possible to conclude that students in both groups are moderately anxious.

4.5. Data and Discussion of Research Question Two

In order to answer the second research question, 'Is there a significant difference between the anxiety levels of students who took preparatory class and those who did

not?', an independent samples t-test was conducted. The findings are presented in Table 4.7.

Table: 4.7 t-Test Findings of FLLAS according to Preparatory Class Taken Status

Components of FLLAS	Groups	N	X̄	SD	t-Test		
					t	df	p
Personality	Preparatory class was taken	96	2.71	.76	.267	466	.790
	Preparatory class was not taken	372	2.68	.75			
Communication	Preparatory class was taken	96	2.76	.86	-.830	466	.407
	Preparatory class was not taken	372	2.84	.81			
Evaluation	Preparatory class was taken	96	2.97	.80	-.659	466	.510
	Preparatory class was not taken	372	3.03	.83			
FLLAS Total	Preparatory class was taken	96	2.81	.74	-.478	466	.633
	Preparatory class was not taken	372	2.85	.72			

According to the results of the t-test, there is no significant difference found between the anxiety levels of students who took a preparatory class and those who did not *(t=-.478; p >.05)*. Thus, the result suggests that the preparatory class-taking status is not an important factor in foreign language learning anxiety levels in this setting.

4.6. Data and Discussion of Research Question Three

In order to answer the third research question, 'Is there a significant difference between students' anxiety levels and gender?' and to investigate the difference in foreign language learning anxiety between males and females, an independent samples t-test was used. The findings are presented in table 4.8.

Table: 4.8 t-Test Findings of FLLAS according to gender

Components of FLLAS	Groups	N	X̄	SD	SE	t-Test t	df	p
Personality	male	227	2.64	.75	.04	-1.306	466	.192
	female	241	2.73	.75	.04			
Communication	male	227	2.71	.78	.05	-2.959	466	.003
	female	241	2.93	.84	.05			
Evaluation	male	227	2.93	.82	.05	-2.265	466	.024
	female	241	3.10	.82	.05			
FLLAS Total	male	227	2.75	.71	.04	-2.453	466	.015
	female	241	2.92	.73	.04			

According to table 4.8, the *communication* dimension finding indicates that gender is an essential factor in foreign language learning anxiety level *(t=-2.959; p<.05)*. In the *evaluation* dimension, there is a significant difference between gender and foreign language anxiety level *(t=-2.265; p<.05)*. In both dimensions, female students are more anxious than male students. On the other hand, according to the finding in the *personality* dimension, there is not a significant difference between gender and foreign language anxiety level *(t=-1.306; p >.05)*.

According to the results of the t-test, there is a significant difference between gender and foreign language learning anxiety level *(t=-2.453; p<.05)*. According to these findings, male students obtained a mean score of 2,75, and female students obtained a mean score of 2.92. Based on this finding, it can be said that female students are more anxious than male students in the level of foreign language learning anxiety. Thus, the result suggests that gender is an important factor in foreign language learning anxiety levels.

4.7. Data and Discussion of Research Question Four

The fourth question aimed to investigate whether there are education level differences of mothers in foreign language learning anxiety of the students. A one-way ANOVA was used to answer the fourth research question, 'Is there a significant difference between the anxiety levels of the students and the education level of their mother?' and the findings are presented below in table 4.9.

Table: 4.9 A One-Way ANOVA Findings of FLLAS according to education levels of mothers

Components	f, $\bar{x}$ and sd Values Groups	N	$\bar{X}$	sd	ANOVA Results Source of Var.	SS	df	MS	F	p
Personality	Secondary and below	245	2.90	.39	**Between Groups**	8.622	2	4.311		
	High school graduate	134	2.94	.41	**Within Groups**	6.315.897	465	13.583	.317	.728
	University and above	89	2.93	.43	**Total**	6.324.519	467			
	Total	468	3.92	.40						
Communication	Secondary and below	245	2.90	.49	**Between Groups**	185.638	2	92.819		
	High school graduate	134	2.91	.53	**Within Groups**	11.280.592	465	24.259	3.826	.022
	University and above	89	2.74	.41	**Total**	11.466.231	467			
	Total	468	2.87	.49						
Evaluation	Secondary and below	245	2.96	.62	**Between Groups**	85.078	2	42.539		
	High school graduate	134	3.02	.64	**Within Groups**	11.739.595	465	25.246	1.685	.187
	University and above	89	2.87	.60	**Total**	11.824.673	467			
	Total	468	2.96	.62						
FLLAS Total	Secondary and below	245	2.92	.38	**Between Groups**	501.214	2	250.607		
	High school graduate	134	2.95	.40	**Within Groups**	50.153.094	465	107.856	2.324	.099
	University and above	89	2.84	.35	**Total**	50.654.308	467			
	Total	468	2.91	.38						

A one-way ANOVA test was used to evaluate the differences between the education levels of mothers and the foreign language learning anxiety of the students. The result, illustrated in Table 4.9, shows that there are no statistically significant differences between the education levels of mothers and the dimensions of personality [$F_{(2-465)}$ =.317; p>.05] and evaluation [$F_{(2-465)}$ = 1.685; p>.05]. It is also concluded that there is not a statistically significant difference between the education levels of mothers and students' anxiety levels [$F_{(2-465)}$ = 2.324; p>.05]. On the other hand, a significant difference is found in the communication dimension [$F_{(2-465)}$ = 3.826; p<.05]. The Tukey HSD test was used to determine which groups the difference could be found, and the results are presented in Table 4.10.

Table: 4.10 Tukey HSD Test of FLLAS according to education levels of mothers

Components of ELLMS	Education Levels Groups(I)	Education Levels Groups(J)	$\bar{x}_i - \bar{x}_j$	p
Communication	Secondary school graduate and below	High school graduate	-.11392	.975
		University graduate and above	1.55973*	.029
	High school graduate	Secondary school graduate and below	.11392	.975
		University graduate and above	1.67365*	.035
	University graduate and above	Secondary school graduate and below	-1.55973*	.029
		High school graduate	-1.67365*	.035

A Tukey HSD test, illustrated in table 4.10, reveals that in the *communication* dimension, there is a significant difference between the secondary school graduate and below and university graduate and above groups (p<.05), as well as the high school graduate and university graduate and above groups (p<.05). Students whose mothers are university graduates and above are less anxious in the communication dimension.

4.8. Data and Discussion of Research Question Five

To investigate whether there are education level differences of participants' fathers in foreign language learning anxiety of the students, a one-way ANOVA was conducted, and the findings are presented in table 4.11.

Table: 4.11 A One-Way ANOVA Findings of FLLAS according to education levels of fathers

Components	f, $\bar{x}$ and sd Values Groups	N	$\bar{X}$	sd	Source of Var.	ANOVA Results SS	df	MS	F	p
Personality	Secondary and below	174	2.78	.72	**Between Groups**	208.098	2	104.049		
	High school graduate	156	2.66	.80	**Within Groups**	21.315.618	465	45.840	2.270	.104
	University and above	138	2.61	.71	**Total**	21.523.716	467			
	Total	468	2.69	.75						
Communication	Secondary and below	174	2.89	.79	**Between Groups**	205.007	2	102.503		
	High school graduate	156	2.83	.89	**Within Groups**	31.621.472	465	68.003	1.507	.223
	University and above	138	2.73	.78	**Total**	31.826.479	467			
	Total	468	2.82	.82						
Evaluation	Secondary and below	174	3.06	.80	**Between Groups**	254.976	2	127.488		
	High school graduate	156	3.10	.87	**Within Groups**	20.143.543	465	43.319	2.943	.054
	University and above	138	2.88	.77	**Total**	20.398.519	467			
	Total	468	3.02	.82						
FLLAS Total	Secondary and below	174	2.91	.69	**Between Groups**	1.727.246	2	863.08		
	High school graduate	156	2.85	.78	**Within Groups**	178.908.861	465	384.750	2.245	.107
	University and above	138	2.73	.68	**Total**	180.636.077	467			
	Total	468	2.84	.72						

A one-way ANOVA test was used to evaluate the differences between the education levels of fathers in foreign language learning anxiety of the students. The result, illustrated in Table 4.11, shows that there is not a statistically significant difference between the education levels of fathers and students' anxiety levels [$F_{(2\text{-}465)}$ = 2.245; $p>.05$].

4.9. Data and Discussion of Research Question Six

In order to answer the sixth research question, 'What are the motivation levels of the students who took preparatory class and those who did not?', the data obtained regarding the question are presented in table 4.12.

Table: 4.12 Descriptive analysis of ELLMS according to preparatory class taken status

Components of FLLAS	Groups	N	Mean	SD	SE
Self-Confidence	Preparatory class was taken	96	2.83	.77	.07
	Preparatory class was not taken	372	2.66	.92	.04
Attitude	Preparatory class was taken	96	3.80	.85	.08
	Preparatory class was not taken	372	3.71	1	.05
Personal Use	Preparatory class was taken	96	3.97	.69	.07
	Preparatory class was not taken	372	3.76	.87	.04
ELLMS Total	Preparatory class was taken	96	3.63	.59	.06
	Preparatory class was not taken	372	3.47	.75	.03

Table 4.12 indicated that the mean of the *self-confidence* dimension for the students who took preparatory class is $\bar{x}$=2.83, and for the students who did not take preparatory class is $\bar{x}$=2.66. The mean of the *attitude* dimension for the students who took preparatory class is $\bar{x}$=3.80, and for the students who did not take preparatory class is $\bar{x}$=3.71. The mean of the *personal use* dimension for the students who took preparatory class is $\bar{x}$=3.97, and for the students who did not take preparatory class is $\bar{x}$=3.76. According to these results, the mean of the *personal use* dimension for the students who took a preparatory class ($\bar{x}$=3.97) was higher than the other dimensions.

It reveals that students who did not take a preparatory class had the most motivation level in the *personal use* dimension ($\bar{x}$=3.76), less in the *attitude* dimension ($\bar{x}$=3.71), and the least in the *self-confidence* dimension ($\bar{x}$=2.66). Students who took a preparatory class had the most motivation level in the *personal use* dimension ($\bar{x}$=3.97), less in the *attitude* dimension ($\bar{x}$=3.80), and the least in the *self-confidence*

dimension ($\bar{x}$=2.83). The mean scores in total foreign language learning motivation for the students who took the preparatory class is $\bar{x}$=3.63, and for the students who did not take preparatory class is $\bar{x}$=3.47. According to the table, it is possible to conclude that students in both groups are relatively motivated.

4.10. Data and Discussion of Research Question Seven

In order to answer the seventh research question, 'Is there a significant difference between the motivation levels of students who took preparatory class and those who did not?', an independent samples t-test was conducted. The findings are presented in table 4.13.

Table:4.13 t-Test Findings of ELLMS according to Preparatory Class Taken Status

Components of FLLAS	Groups	N	X̄	SD	SE	t-Test		
						t	df	p
Self-Confidence	Preparatory class was taken	96	2.83	.77	.07	1.844	171.306	.067
	Preparatory class was not taken	372	2.66	.92	.04			
Attitude	Preparatory class was taken	96	3.80	.85	.08	.917	168.509	.360
	Preparatory class was not taken	372	3.71	1	.05			
Personal Use	Preparatory class was taken	96	3.97	.69	.07	2.443	180.625	.016
	Preparatory class was not taken	372	3.76	.87	.04			
ELLMS Total	Preparatory class was taken	96	3.63	.59	.06	2.250	184.162	.026
	Preparatory class was not taken	372	3.47	.75	.03			

According to table 4.13, the findings in the *personal use* dimension indicate that preparatory class taken status is an important factor in English language learning motivation level *(t=2.443; p<.05)*. According to these findings, students who took a preparatory class obtained a mean score of 3.97, students who did not take a preparatory class obtained a mean score of 3.76. Based on this finding, it can be said that students who took a preparatory class are more motivated than students who did not take a preparatory class in *personal use* dimension setting.

The table shows a significant difference between the motivation levels of students who took a preparatory class and those who did not *(t=2.250; p<.05)*. Thus, the result suggests that preparatory class taken status has a significant effect on English language learning motivation level. Students who took a preparatory class ($\overline{x}$=3.63) have higher English language learning motivation level than students who did not take a preparatory class ($\overline{x}$=3.47).

4.11. Data and Discussion of Research Question Eight

In order to answer the eighth research question, 'Is there a significant difference between students' motivation levels and gender?' and to investigate the difference in foreign language learning motivation between males and females, an independent samples t-test was used. The findings are presented in table 4.14.

Table: 4.14 t-Test Findings of ELLMS according to gender

Components of FLLAS	Groups	N	X̄	SD	SE	t	df	p
Self-Confidence	male	227	2.7	.90	.06	.077	466	.938
	female	241	2.69	.89	.05			
Attitude	male	227	3.60	.98	.06	-2.760	466	.006
	female	241	3.85	.95	.06			
Personal Use	male	227	3.67	.87	.05	-3.344	466	.001
	female	241	3.93	.79	.05			
ELLMS Total	male	227	3.41	.74	.04	-2.818	466	.005
	female	241	3.59	.70	.04			

From table 4.14, it can be seen that there is a significant gender difference in English language learning motivation *(t=-2.818; p<.05)*. *A*ccording to these findings, female students obtained a mean score of 3.59; male students obtained a mean score of 3.41. Table 4.14 shows that females appear to be slightly more motivated to English language learning than males. It can be said that gender has a significant effect on English language learning motivation. Similarly, the results show that there is a significant gender difference in the dimensions of *attitude (t=-2.760; p<.05)* and *personal use (t=-3.344; p<.05)*. However, gender does not have a significant effect on the dimension of *self-confidence*.

4.12. Data and Discussion of Research Question Nine

The aim of the ninth question was to investigate whether there are education level differences of participants' mothers in foreign language learning motivation of the students. A one-way ANOVA was used to answer the research question 'Is there a significant difference between the motivation levels of the students and the education level of their mother?' and the findings are presented below in table 4.15.

Table:4.15 A One-Way ANOVA Findings of ELLMS according to education levels of mothers

Components	Groups	N	X̄	sd	Source of Var.	SS	df	MS	F	p
						ANOVA Results				
Self-Confidence	Secondary and below	245	2.52	.95	**Between Groups**	275.258	2	137.629		
	High school graduate	134	2.79	.82	**Within Groups**	5.792.800	465	12.458		
	University and above	89	3.01	.73	**Total**	6.068.058	467		11.048	.000
	Total	468	2.69	.90						
Attitude	Secondary and below	245	3.62	1	**Between Groups**	180.666	2	90.333		
	High school graduate	134	3.78	.96	**Within Groups**	10.892.659	465	23.425	3.856	.022
	University and above	89	3.95	.83	**Total**	11.073.325	467			
	Total	468	3.73	.97						
Personal Use	Secondary and below	245	3.76	.85	**Between Groups**	190.146	2	95.073		
	High school graduate	134	3.76	.89	**Within Groups**	16.272.513	465	34.995	2.717	.067
	University and above	89	3.99	.73	**Total**	16.462.658	467			
	Total	468	3.80	.84						
ELLMS Total	Secondary and below	245	3.41	.74	**Between Groups**	1.757.483	2	878.742		
	High school graduate	134	3.52	.74	**Within Groups**	62.098.575	465	133.545	6.580	.002
	University and above	89	3.73	.60	**Total**	63.856.058	467			
	Total	468	3.50	.73						

The result, illustrated in Table 4.15, shows that in the dimensions of *self-confidence (F$_{(2-465)}$ = 11.048; p<.01), attitude (F$_{(2-465)}$ = 3.856; p<.05)* and in total of ELLMS *(F$_{(2-465)}$ = 6.580; p<.01)* there is a statistically significant difference between the education levels of mothers and students' English language learning motivation levels. In the dimension of *personal use,* the groups are not significantly different. According to the findings, it was found out that mothers' educational level in the *self-confidence* dimension secondary school graduate and below had a mean score of 2.52, high school graduate had a mean score of 2.79, university graduate and above had a mean score of 3.01; in the *attitude* dimension secondary school graduate and below had a mean score of 3.62, high school graduate had a mean score of 3.78, university graduate and above had a mean score of 3.95. In the *personal use* dimension, secondary school graduates and below had a mean score of 3.76; high school graduate had a mean score of 3.76, university graduate and above had a mean score of 3.79. The total of ELLMS secondary school graduates and below had a mean score of 3.41, high school graduates had a mean score of 3.52, and university graduates and above had a mean score of 3.73.

The Tukey HSD test was used to determine which groups the difference is in, and the results are presented in Table 4.16.

Table: 4.16 Tukey HSD Test of ELLMS according to education levels of mothers

Components of ELLMS	Education Levels Groups(I)	Education Levels Groups(J)	$\bar{x}_i - \bar{x}_j$	p
Self-confidence	Secondary school graduate and below	High school graduate	-1.08383[*]	.012
		University graduate and above	-1.93474[*]	.000
	High school graduate	Secondary school graduate and below	1.08383[*]	.012
		University graduate and above	-.85091	.183
	University graduate and above	Secondary school graduate and below	1.93474[*]	.000
		High school graduate	.85091	.183
Attitude	Secondary school graduate and below	High school graduate	-.77505	.296
		University graduate and above	-1.60995[*]	.020
	High school graduate	Secondary school graduate and below	.77505	.296
		University graduate and above	-.83490	.418
	University graduate and above	Secondary school graduate and below	1.60995[*]	.020
		High school graduate	.83490	.418
ELLMS Total	Secondary school graduate and below	High school graduate	-183.143	.304
		University graduate and above	-5.15895[*]	.001
	High school graduate	Secondary school graduate and below	183.143	.304
		University graduate and above	-332.752	.090
	University graduate and above	Secondary school graduate and below	5.15895[*]	.001
		High school graduate	332.752	.090

A Tukey HSD test, illustrated in table 4.16, reveals that in the *self-confidence* dimension, there is a significant difference between the secondary school graduate and below and high school graduate groups (p<.05), as well as the secondary school graduate and below and university graduate and above groups (p<.01). In the self-confidence dimension, students whose mothers are university graduates and above are more motivated.

In the *attitude* dimension, the significant difference is between the groups of secondary school graduates and below and university graduates and above (p<.05). In the attitude dimension, students whose mothers are university graduates and above are more motivated.

For the total of ELLMS, the only significant difference is between the secondary school graduate and below and university graduate and above groups (p<.01). It is concluded that students whose mothers are university graduates and above are more motivated.

4.13. Data and Discussion of Research Question Ten

To investigate whether there are education level differences of participants' fathers in foreign language learning anxiety of the students, a one-way ANOVA was conducted, and the findings are presented in table 4.17.

Table: 4.17 A One-Way ANOVA Findings of ELLMS according to education levels of fathers

Components	Groups	N	$\bar{X}$	sd	Source of Var.	SS	df	MS	F	p
			f, $\bar{x}$ and sd Values			ANOVA Results				
Self-Confidence	Secondary and below	174	2.57	.93	**Between Groups**	126.976	2	63.488		
	High school graduate	156	2.66	.89	**Within Groups**	5.941.082	465	12.777	4.969	.007
	University and above	138	2.88	0.82	**Total**	6.068.058	467			
	Total	468	2.69	0.90						
Attitude	Secondary and below	174	3.56	1	**Between Groups**	205.784	2	102.892		
	High school graduate	156	3.84	.96	**Within Groups**	10.867.541	465	23.371	4.403	.013
	University and above	138	3.82	.87	**Total**	11.073.325	467			
	Total	468	3.73	.97						
Personal Use	Secondary and below	174	3.70	.90	**Between Groups**	166.851	2	83.425		
	High school graduate	156	3.90	.80	**Within Groups**	16.295.807	465	35.045	2.381	.094
	University and above	138	3.83	.81	**Total**	16.462.658	467			
	Total	468	3.80	.84						
ELLMS Total	Secondary and below	174	3.37	.76	**Between Groups**	1.221.447	2	610.723		
	High school graduate	156	3.57	.69	**Within Groups**	62.634.611	465	134.698	4.534	.011
	University and above	138	3.59	.70	**Total**	63.856.058	467			
	Total	468	3.50	.73						

The result, illustrated in Table 4.17, shows that in the dimensions of *self-confidence* *(F$_{(2-465)}$ = 4.969; p<.01), attitude (F$_{(2-465)}$* = 4.403*; p<.05)* and for the total of ELLMS *(F$_{(2-465)}$* = 4.534*; p<.05)* there is a statistically significant difference between the education levels of fathers and students' English language learning motivation levels. In the dimension of *personal use,* the groups are not significantly different. According to the findings, it was found out that fathers' educational level in the *self-confidence* dimension, secondary school graduate and below had a mean score of 2.57, high school graduate had a mean score of 2.66, university graduate and above had a mean score of 2.88; in the *attitude* dimension secondary school graduate and below had a mean score of 3.56, high school graduate had a mean score of 3.84, university graduate and above had a mean score of 3.82; in the *personal use* dimension secondary school graduate and below had a mean score of 3.70, high school graduate had a mean score of 3.90, university graduate and above had a mean score of 3.83, in total of ELLMS secondary school graduate and below had a mean score of 3.37, high school graduates had a mean score of 3.57 and university graduates and above had a mean score of 3.59.

The Tukey HSD test was used to determine which groups the difference could be found, and the results are presented in Table 4.18.

Table: 4.18 Tukey HSD Test of ELLMS according to education levels of fathers

Components of ELLMS	Education Levels Groups(I)	Education Levels Groups(J)	$\bar{x}_i - \bar{x}_j$	p
Self-confidence	Secondary school graduate and below	High school graduate	-.36715	.621
		University graduate and above	-1.26487*	.006
	High school graduate	Secondary school graduate and below	.36715	.621
		University graduate and above	-.89771	.081
	University graduate and above	Secondary school graduate and below	1.26487*	.006
		High school graduate	.89771	.081
Attitude	Secondary school graduate and below	High school graduate	-1.41401*	.022
		University graduate and above	-1.32009*	.045
	High school graduate	Secondary school graduate and below	1.41401*	.022
		University graduate and above	.09392	.985
	University graduate and above	Secondary school graduate and below	1.32009*	.045
		High school graduate	-.09392	.985
ELLMS Total	Secondary school graduate and below	High school graduate	-3.17639*	.036
		University graduate and above	-3.50750*	.023
	High school graduate	Secondary school graduate and below	3.17639*	.036
		University graduate and above	-.33110	.968
	University graduate and above	Secondary school graduate and below	3.50750*	.023
		High school graduate	.33110	.968

A Tukey HSD test, illustrated in table 4.18, reveals that in the *self-confidence* dimension, there is a significant difference between the secondary school graduate and below university graduate and above groups (p<.01). In the *self-confidence* dimension, students whose fathers are university graduates and above are more motivated.

In the *attitude* dimension, the significant difference is between the groups of secondary school graduates and below and high school graduates (p<.05); students whose fathers are high school graduates are more motivated. The other significant difference is between the secondary school graduate and below and university graduate and above groups (p<.05); students whose fathers are university graduates and above are more motivated.

In ELLMS, the significant difference is between the secondary school graduate and below and high school graduate groups (p<.05); students whose fathers are high school graduates are more motivated. There is a significant difference between the secondary school graduate and below and university graduate and above groups (p<.05); students whose fathers are university graduates and above are more motivated.

4.14. Data and Discussion of Research Question Eleven

In order to answer the eleventh research question, 'What are the 9th grade English language class achievement levels of students who took the preparatory class and those who did not?', the data obtained regarding the question and the findings are presented in table 4.19.

Table: 4.19 Descriptive analysis of 9th grade English Language class achievement according to preparatory class taken status

	Groups	N	Mean	SD	SE
The year-end English Scores	Preparatory class was taken	96	70.88	10.73	1.09
	Preparatory class was not taken	372	62.84	16.10	.83

Table 4.19 allows us to interpret that the year-end English mean scores of the students who took a preparatory class is 70.88 and the students who did not take a preparatory class is 62.84. The findings indicate that the achievement levels of students who took the preparatory class are higher than those who did not.

4.15. Data and Discussion of Research Question Twelve

In order to answer the twelfth research question 'Is there a significant difference between the 9th grade English language class achievement levels of the students who took the preparatory class and those who did not?', an independent samples t-test was conducted, and the findings are presented in table 4.20.

Table: 4.20 t-Test Findings of 9th grade English Language class achievement according to Preparatory Class Taken Status

Groups	N	X̄	SD	SE	t-Test		
					t	df	p
Preparatory class was taken	96	70.88	10.73	1.09	5.825	219.503	.000
Preparatory class was not taken	372	62.84	16.10	.83			

According to the results shown in table 4.20, students' preparatory class taken status has a significant effect on the 9th grade English language class achievement *(t=5.825; p<.01)*. According to these findings, students taking a preparatory class obtained a mean score of 70.88, and students not taking a preparatory class obtained a mean score of 62.84. Students who took a preparatory class outperformed in terms of achievement and achieved better scores in the 9th grade English language class than those who did not take a preparatory class.

4.16. Data and Discussion of Research Question Thirteen

In order to answer the thirteenth research question, 'Is there a significant difference between the 9th grade English language class achievement levels of the students and gender?' an independent samples t-test was used and is presented in table 4.21.

Table: 4.21 t-Test Findings of 9th grade English Language class achievement according to gender

Gender	N	X̄	SD	SE	t-Test		
					t	df	p
male	227	61.86	14.79	.98	-3.597	466	.000
female	241	66.97	15.84	1.02			

Table 4.21 shows a significant gender difference in the 9th grade English Language class achievement levels of the students *(t=-3.597; p<.01)*. The findings indicate that female students ($\bar{x}$=66.97) achieved better scores than male students ($\bar{x}$=61.86).

4.17. Data and Discussion of Research Question Fourteen

The aim of the fourteenth question was to investigate whether there are education level differences of participants' mothers in the 9th grade English Language class

achievement levels of the students. A one-way ANOVA was used to answer the fourteenth research question, 'Is there a significant difference between the 9th grade English language class achievement levels of the students and the education level of their mother?' and the findings are presented below in table 4.22.

Table: 4.22 A One-Way ANOVA Findings of 9th grade English Language class achievement according to education levels of mothers

f, $\bar{x}$ and sd Values					ANOVA Results				
Groups	**N**	**X̄**	**sd**	**Source of Var.**	**SS**	**df**	**MS**	**F**	**p**
Secondary and below	245	60.71	15.85	**Between Groups**	7.845.846	2	3.922.923		
High school graduate	134	67.45	14.78	**Within Groups**	104.946.678	465	225.692	17.382	.000
University and above	89	70.45	12.86	**Total**	112.792.523	467			
Total	468	64.49	15.54						

The result, illustrated in Table 4.22, shows that there is a statistically significant difference between the 9th grade English language class achievement levels of the students and the education level of their mother $(F_{(2\text{-}465)} = 17.382; p<.01)$. Secondary school graduates and below had a mean score of 60.71; high school graduates had a mean score of 67.45; university graduates and above had a mean score of 70.45.

The Tukey HSD test was used to determine which groups the difference is in, and the results are presented in Table 4.23.

Table: 4.23 Tukey HSD Test of 9th grade English Language class achievement according to education levels of mothers

Education Levels Groups(I)	Education Levels Groups(J)	$\bar{x}_i - \bar{x}_j$	p
Secondary school graduate and below	High school graduate	-6.74272*	.000
	University graduate and above	-9.74712*	.000
High school graduate	Secondary school graduate and below	6.74272*	.000
	University graduate and above	-300.440	.310
University graduate and above	Secondary school graduate and below	9.74712*	.000
	High school graduate	300.440	.310

A Tukey HSD test, illustrated in table 4.23, reveals that there is a significant difference between the secondary school graduate and below and high school graduate groups ($p<.01$), as well as the secondary school graduate and below and university graduate and above groups ($p<.01$). In the light of the results in table 4.23, students whose mothers are university graduates and above achieved better scores in English class than the other education levels of mothers.

4.18. Data and Discussion of Research Question Fifteen

To investigate whether there are education level differences of participants' fathers in the 9th grade English Language class achievement levels of the students, a one-way ANOVA was conducted and is presented in table 4.24.

Table: 4.24 A One-Way ANOVA Findings of 9th grade English Language class achievement according to education levels of fathers

Groups	N	X̄	sd	Source of Var.	SS	df	MS	F	p
Secondary and below	174	62.95	17.08	**Between Groups**	2.482.915	2	1.241.457		
High school graduate	156	63.06	14.33	**Within Groups**	110.309.608	465	237.225	5.233	.006
University and above	138	68.05	14.28	**Total**	112.792.523	467			
Total	468	64.49	15.54						

f, X̄ and sd Values — **ANOVA Results**

The result, illustrated in Table 4.24, shows that there is a statistically significant difference between the 9th grade English language class achievement levels of the students and the education level of their father $(F_{(2-465)} = 5.233; p<.05)$. Secondary school graduates and below had a mean score of 62.95; high school graduates had a mean score of 63.06; university graduates and above had a mean score of 68.05.

The Tukey HSD test was used to determine which groups the difference is in, and the results are presented in Table 4.25.

Table: 4.25 Tukey HSD Test of 9ᵗʰ grade English Language class achievement according to education levels of fathers

Education Levels Groups(I)	Education Levels Groups(J)	$\bar{x}_i - \bar{x}_j$	p
Secondary school graduate and below	High school graduate	-6.74272*	.000
	University graduate and above	-9.74712*	.000
High school graduate	Secondary school graduate and below	6.74272*	.000
	University graduate and above	-300.440	.310
University graduate and above	Secondary school graduate and below	9.74712*	.000
	High school graduate	300.440	.310

A Tukey HSD test, illustrated in table 4.25, reveals that there is a significant difference between the secondary school graduate and below and high school graduate groups ($p<.01$) as well as the secondary school graduate and below and university graduate and above groups ($p<.01$). In the light of the results in table 4.25, students whose fathers are university graduates and above outperformed in terms of English language achievement.

4.19. Data and Discussion of Research Question Sixteen

The sixteenth research question aimed to examine the relationship among students' English language anxiety, motivation, and their 9ᵗʰ grade English language class achievement levels. Pearson correlation analysis was conducted to determine the existence and level of the relationship between variables. The findings are presented in table 4.26.

Table: 4.26 The Results of Correlational Analysis Between FLLAS, ELLMS and English Language Class Achievement

Components		Personality	Communication	Evaluation	FLLAS Total	Self-Confidence	Attitude	Personal Use	ELLMS Total	The year-end English scores
Personality	r	1								
	p									
Communication	r	.787**	1							
	p	.000								
Evaluation	r	.693**	.719**	1						
	p	.000	.000							
FLLAS Total	r	.909**	.933**	.877**	1					
	p	.000	.000	.000						
Self-Confidence	r	-.744**	-.671**	-.617**	-.46**	1				
	p	.000	.000	.000	.000					
Attitude	r	-.605**	-.424**	-.313**	-.492**	.618**	1			
	p	.000	.000	.000	.000	.000				
Personal Use	r	-.302**	-.177**	-.049	-.195**	.288**	.531**	1		
	p	.000	.000	.291	.000	.000	.000			
ELLMS Total	r	-.635**	-.473**	-.345**	-.534**	.712**	.877**	.818**	1	
	p	.000	.000	.000	.000	.000	.000	.000		
The year-end English Scores	r	-.385**	-.349**	-.317**	-.386**	.447**	.381**	.286**	.442**	1
	p	.000	.000	.000	.000	.000	.000	.000	.000	

Table 4.26 reveals a significant negative correlation between the foreign language learning anxiety and the 9th grade English language class achievement of the students (r = -.386, p < .01).

Table 4.26 shows the correlation values (r = -.385, r = -.349, r = -.317, p < .01, respectively) between the components of FLLAS. These are personality, communication and evaluation, and the 9th grade English language class achievement. The values in the table indicate that there is a negative correlation between the components of FLLAS and the 9th grade English language class achievement. Personality has the biggest negative effect on English language class achievement, whereas evaluation has the least inverse effect.

The table also reveals a significant positive correlation between the foreign language learning motivation and the 9th grade English language class achievement of the students (r =.442, p < .01). According to the findings, the components of ELLMS, which are self-confidence, attitude, and personal use, showed a positive correlation with the 9th grade English language class achievement (r =.447, r = .381, r= .286, p < .01, respectively). If these components are higher, students' achievement is higher. It is concluded that self-confidence has the most significant positive effect on English language class achievement.

The findings show a significant negative correlation between the foreign language learning anxiety and motivation of the students (r = -.534, p < .01).

4.20. Data and Discussion of Research Question Seventeen

Regression analysis was conducted to determine whether the students' anxiety and motivation levels significantly predict English class achievement. The findings are given in Table 4.27.

Table: 4.27 The Results of Multiple Linear Regression Analysis to Check the Prediction Level of FLLAS and ELLMS on the Achievement Level

Dependent Variable	Independent Variable	B	SE	β	t	p	R	R²	F	p
Achievement Level	Constant	41.515	5.658	-.089	7.403	.000				
	FLLAS	-.133	.055		-2.151	.000	.451	.203	59.282	.000
Achievement Level	ELLMS	.597	.062	.449	10.811	.000				

According to table 4.27, foreign language learning anxiety and foreign language learning motivation significantly predict the achievement of students in the English language class (R=.451, R²=.203, F=59.282, p<.01). 20.3% of the achievement level variance was predicted from foreign language learning anxiety and foreign language learning motivation.

According to regression analyses, the equation to predict the achievement level in terms of foreign language learning anxiety and foreign language learning motivation is given below:

Achievement Level = 41.515+ (.597 x ELLMS) - (.133 x FLLAS).

CHAPTER V
DISCUSSION AND CONCLUSION

5.1. Introduction

This chapter presents the summary and discussion by taking the research questions and findings into consideration. Then, the recommendations for practitioners and further studies are presented.

5.2. Conclusion and Discussion

In this study, there were seventeen research questions to investigate the correlations between foreign language learning anxiety, motivation, and achievement, according to the preparatory class taken status of high school students. To obtain data, an anxiety scale and a motivation questionnaire were administered to 468 students.

The results of the analysis revealed that the students taking preparatory classes and those who did not were moderately anxious, and they did not have low anxiety towards English language learning. These findings are consistent with the results gathered from other studies conducted in Turkey (Çakar, 2009; Şakrak, 2009). Karabey (2011) obtained similar results in her study. She found in her study that the anxiety level of university preparatory class students is classified as moderate. The results in the current study indicated that the preparatory class taken status is not an essential factor in foreign language learning anxiety level. In other words, the preparatory class taken status of the students was not an influential factor of foreign language learning anxiety. The students who took a preparatory class and those who did not were somewhat motivated in this study.

Students in both groups did not have low motivation toward English language learning. The study also indicated a significant difference between the motivation levels of students who took a preparatory class and those who did not. Students who took preparatory classes were slightly more motivated than those who did not take a preparatory class. It can be said that the differences between the findings may stem from the differences in the curriculum. In the current study, students who took a

preparatory class take the 9th grade and 10th grade English curriculum subjects in those preparatory classes. These students may be more motivated when compared to the student who did not take a preparatory class because they know more about the English language and they spend more time with English.

According to the results, students in both groups get their motivation mostly from personal use. Students taking preparatory classes were more motivated for personal use than the students not taking preparatory classes. It was deduced that students learned English mostly for their personal use, such as self-development and prestige. The group which learned English the most for this purpose was preparatory taken students. In the current study, students who took a preparatory class outperformed in terms of achievement and achieved better scores in the 9th grade English language class than the students who did not take a preparatory class. Although preparatory class taken status did not affect students' English language anxiety levels, it had an effect on their English language motivation levels and achievement in English language classes.

The level of foreign language learning anxiety was analyzed in terms of gender. It was found that gender is a distinctive factor for foreign language learning anxiety levels. The female students were slightly more anxious than male students in this study. They seem to feel more unconfident in English language classes. Female students tend to feel more communication and evaluation anxiety than male students; the reason for this communication and evaluation anxiety maybe their low self-confidence. Correspondingly, some studies support this finding which asserted that females experience more language anxiety than males (Park & French, 2013; Taha & Wong, 2016). However, Kılıç (2007) and Karabey (2011) found in their studies that gender is not a distinctive factor for foreign language anxiety. It can be said that the differences between the findings may spring from participants' former language learning experience or different characteristics such as age. According to the results shown in the previous chapter, gender is an essential factor in foreign language learning motivation. Female students were more motivated than the male students. This finding is in line with the finding of a similar study by Noreen, Ahmed and Esmail (2015). They studied the role of three variables of attitude, motivation and classroom anxiety towards English language learning at the Intermediate level in Pakistan. They found

out that the females have a higher level of motivation and attitude towards English language.

 Also, it is indicated in the study that female students were more motivated in personal use and attitude than the male students. In other words, female students are more motivated to learn English because of their attitudes towards the English language and their personal use. The results of this study showed that there were significant differences in the levels of achievement and male and female students. The findings indicated that female students achieved better scores than male students. In terms of gender, although female students were more anxious in English language learning, they were more motivated in English language learning and more successful in English Classes than male students. Anxiety levels of male students impact their achievement more adversely than female students.

In the current study, parents were divided into three groups according to their education levels: secondary school graduates and below, high school graduates, university graduates, and above. The students' foreign language learning anxiety was analyzed in terms of parents' education levels. According to the results, the education levels of mothers and fathers are not an important factor in foreign language learning anxiety. This finding is similar to the findings of Öner and Gedikoğlu (2007). In their study, they found out that there is no effect of the education levels of parents on the level of foreign language anxiety.

However, the analysis of the items about communication anxiety provided an intriguing result in relation to their mothers' education levels. It was found that the students whose mothers graduated from higher education had lower communication anxiety. It can be said that they are more confident when speaking. The level of foreign language learning motivation was analyzed in terms of parents' education levels. This study showed that the education levels of mothers and fathers are essential factors in foreign language learning motivation. It was found that the students whose parents graduated from university and above had higher motivation when compared to secondary and below graduates. However, there was no significant difference in foreign language learning motivation between high school graduates and university graduates and above. It was found that parents' education levels affected students' self-confidence towards English language learning motivation. The students whose

parents are university graduates and above had higher self-confidence in foreign language motivation. It can also be said that when parents have higher education levels, students are more self-confident to learn a foreign language. In this study, it was seen that the education levels of the parents affected the students' attitudes towards English language learning motivation. The students whose parents have university graduates and above had a higher attitude towards English language learning motivation. The results about the education levels of parents showed a significant difference in students' achievement. The education levels of parents are important factors in English language class achievement when it is focused on the education levels of mothers and fathers one by one. It has been observed that students whose mothers and fathers have a high level of education levels achieved better scores. In a similar study, Ekmekyermezoğlu (2010) studied the effects of socio-cultural factors on students' academic success in English class. The results indicate that students whose parents graduated from a high level of education have greater achievement of English language learning.

Education levels of mothers and fathers affected the motivation levels of students and their achievement levels, whereas the education levels of mothers and fathers did not affect the anxiety levels of students.

Students who have more foreign language learning anxiety tended to show a lower degree of achievement in learning English. If anxiety is higher, the achievement will be lower. The findings suggested that if the level of motivation increases, achievement level in learning English will increase, and motivated students will likely learn English better and get better marks in English exams. The negative correlation between motivation and anxiety implies that if students' motivation levels increase, their anxiety levels probably decrease. In terms of the sub-dimensions of the foreign language anxiety scale, the most significant negative significant factor on English language class achievement was personality. When the dimensions of the motivation scale are considered, self-confidence affected the students' achievement positively at most.

The current study also revealed that the English anxiety and motivation levels of the students predicted students' English language class achievement. As a result of the

analysis, English language anxiety and motivation levels are significant predictors for students' achievement.

5.3. Recommendations

Based on the current study's findings, some recommendations for practitioners and further studies will be presented below.

5.3.1. Recommendations for Practitioners

This study indicates that the students who took preparatory classes have higher motivation and achievement towards learning English. Although the students finish high school by extending their time in the education system by a year, their motivation towards learning English is higher. In order to contribute to the English learning motivation and achievement, this practice implemented by the Ministry of National Education in some high schools should be spread to more schools across the country. They have different curriculums when compared to the high schools without preparatory classes. The revised curriculum and teaching materials should be delivered to the high schools in a structure where the number of weekly course hours is increased.

The motivation of the students who did not take the preparatory classes was lower than the students who took the preparatory classes. Being aware of the low motivation of the students, English teachers working in these high schools should make the course content-rich and fun and adopt a teaching style that increases students' self-confidence.

It was determined that female students had higher English learning anxiety levels on the total scale. For this reason, the necessary guidance should be provided to female students in English lessons to reduce their anxiety. Guidance can be provided to increase the motivation of male students while reducing the anxiety of female students.

In this study, since parents with higher education levels have an effect on students' motivation to learn English, seminars on the importance of learning English can be organized for parents with lower education levels.

5.3.2. Recommendations for Further Studies

The sample of the study was limited to the participants in Başakşehir and Yenibosna district of Istanbul. While this study drew its findings from many students, the students who took a prep class were from the same school. This study can be replicated with different samples from different regions and with a larger sample size from many different schools such as Religious Vocational High Schools and Science High Schools to achieve more generalizable results.

Also, the other limitation was students' grades. Another research should be conducted in different grades in high school to reveal the relationship among the anxiety, motivation, and achievement of the students.

Although there is no significant difference found between the anxiety levels of students who took a preparatory class and those who did not, the anxiety level of the students who took a preparatory class is higher. For future researches, the use of complementary methods to the questionnaires, such as classroom observation and interviews, can be implemented in order to provide clear explanations about participant's opinions.

REFERENCES

Afitska, O. (2014). Use of formative assessment, self- and peer-assessment in the classrooms: Some insights from recent language testing and assessment (LTA) research. *I-manager's Journal on English Language Teaching (JELT), 4*(1): 29 - 39.

Airasian, P. W., Gay, R. L. & Mills, G. E. (2011). *Educational Research: Competencies for Analysis and Applications* (10th ed.). Upper Saddle River, NJ: Pearson Education.

Aksoy, M. (2012). *Yabancı Dil Öğreniminde, Kaygı, Utangaçlık, Strateji ve Akademik Başarı Arasındaki İlişki* (Doctoral Dissertation). Ankara Üniversitesi, Ankara.

Alpert, R., & Haber, R. (1960). Anxiety in academic achievement situations: *Journal of Abnormal and Social Psychology, 61*(2): 207–215.

APA Dictionary of Psychology, *Ex post facto design*. https://dictionary.apa.org/ex-post-facto-design [25.11.2020].

Arnold, J. (1999). *Affect in Language Learning.* Cambridge: Cambridge University Press.

Atay, D. & Kurt, G. (2006). Prospective teachers and L2 writing anxiety. *Asian EFL Journal, 8*(4): 100-118.

Aydemir, Ö. (2007). *İlköğretim II. kademe öğrencilerinin İngilizce dersinde kullandıkları öğrenme stratejileri ve başarı başarısızlık yüklemeleri* (Unpublished master's thesis). Trakya University, Edirne.

Aydın, E. (2007). *An analysis of motivations, attitudes, and perceptions of the students at TOBB university of economics and technology toward learning English as a foreign language* (Unpublished master's thesis). Hacettepe University, Social Sciences Institution, Ankara.

Aydın, S. (2013). Factors affecting the level test anxiety among EFL learners at elementary schools. *E-International Journal of Educational Research, 4*(1): 63-81.

Aydın, S. & Zengin, B. (2008). Yabancı dil öğreniminde kaygı: Bir literatür özeti. *Journal of Language and Linguistic Studies*, *4*(1): 0-94.

Bailey, K. M. (1983). *Competitiveness and Anxiety in Adult Second Language Learning: Looking at and through the Diary Studies.* Rowley, MA: Newbury House.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: W.H Freeman.

Baş, G. (2013). Yabancı dil öğrenme kaygısı ölçeği: Geçerlik ve güvenirlik çalışması. *Türkiye Sosyal Araştırmalar Dergisi, 172*: 49-68.

Baş, G. (2014). Foreign language anxiety in high school students: A qualitative study. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, *36*: 101–119.

Batumlu, D. Z. & Erden, M. (2007). The relationship between foreign language anxiety and English achievement of Yıldız Technical University School of foreign languages preparatory students. *Journal of theory and practice in education, 3*(1): 24-38.

Bernaus, M. & Gardner, R. (2008). Teacher motivation strategies, student perceptions, student motivation, and English achievement. *The Modern Language Journal. 92*: 387-401.

British Council, https://www.teachingenglish.org.uk/article/affective-factors [22.02.2020].

Broussard, S. C. & Garrison, M. E. B. (2004). The relationship between classroom motivation and academic achievement in elementary school-aged children. *Family and Consumer Sciences Research Journal, 33*(2): 106-120.

Brown, D.H. (2006). *Principles of Learning and Teaching*. White Plains: Pearson Education.

Brown, J.D., Robson, G. & Rosenkjar, P. (2001). *Personality, Motivation, Anxiety, Strategies, And Language Proficiency of Japanese Students.* Honolulu: University of Hawai'i Press.

Brown, T.L.G. (2004). Teachers' conceptions of assessment: implications for policy and professional development. *Assessment in Education*, *11*(3): 305-322.

Burns, N. & Grove, S.K. (2005). *The Practice of Nursing Research: Conduct, Critique and Utilization.* Missouri: Elsevier.

Can, E. (2017). *English teachers' classroom assessment practices and their views about the ethics of classroom assessment practices* (Master's Thesis). Çağ University, Mersin.

Cha, H. (2006). *Korean Elementary ESOL Students' English Language Anxiety and Defense Mechanism in The ESOL And Mainstream Classes: Theoretical and Pedagogical Implications for TESOL* (Doctoral Dissertation). The Florida State University, Florida.

Cheng, H. F. & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *International Journal of Innovation in Language Learning and Teaching, 1*(1): 153-174.

Cherry, K. (2020). Motivation: Psychological factors that guide behavior. https://www.verywellmind.com/what-is-motivation-2795378 [11.07.2020].

Clement, R., Dörnyei, Z. & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning, 44*(3): 417–448.

Cohen, L., Manion, L. & Morrison, K. (2000). *Research Methods in Education*. London: Routledge Falmer.

Coon, D. & Mitterer, J. O. (2011). *Introduction to Psychology: Modules for Active Learning.* Belmont: Wadsworth Cengage Learning.

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson.

Crookes, G. & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning, 41*: 469-512.

Crystal, D. (2003). *English as a Global Language*. Cambridge: CUP.

Csizér, K. (2012). An overview of L2 motivation research in Hungary. In

    M. Pawlak(ed.), New perspectives on individual differences in language l earning and teaching. Springer, Berlin: Heidelberg. 233-246.

Çakar, G. (2009). *The relationship between past learning experiences and the foreign language anxiety of Turkish EFL students* (Unpublished Master's Thesis). Bilkent University, Ankara.

Çevik, H. (2006). *Çocuklara yabancı dil öğretiminde drama tekniğinin kullanımı* (Unpublished Master's Thesis). Çukurova University, Adana.

Dalkılıç, N. (2001). The role of foreign language classroom anxiety in English speaking courses. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 8*(8): 70-82.

Darling-Hammond, L. (2012). *Creating a Comprehensive System for Evaluating and Supporting Effective Teaching.* Stanford, CA: Stanford Center for Opportunity Policy in Education.

Debreli, E. & Demirkan, S. (2016). Sources and levels of foreign language speaking anxiety of English as a foreign language university student with regard to language proficiency and gender. *International Journal of English Language Education, 4*(1): 49-62.

Demir, H. (2015). *Anxiety factors in learning English as a foreign language: Case of Turkish students learning English in Georgia* (Doctoral Dissertation). International Black Sea University, Tbilisi.

Demirdaş, Ö. & Bozdoğan, D. (2013). Foreign language anxiety and performance of language learners in preparatory classes, *Turkish Journal of Education, 2*(3): 4-13.

Demirel, Ö. (1998). *Yabancı dil öğretimi* Ankara: Milli Eğitim Bakanlığı Basımevi.

Dewaele, J-M., Petrides, K.V. & Furnham, A. (2008). Effects of trait emotional intelligence and socio-biographical variables on communicative anxiety and foreign language anxiety among adult multilinguals: A review and empirical investigation. *Language Learning, 58*(4): 911–960.

Deci, E. L. & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4): 227-268.

Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning, 40*: 45-78.

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal, 78*: 273-284.

Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching, 31*(03): 117.

Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom.* Cambridge: Cambridge University Press.

Dörnyei, Z. (2003). *Questionnaires in Second Language Research.* London: Lawrence Erlbaum Associates Publishers.

Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, Nj: Erlbaum.

Dörnyei, Z. & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research – Language Teachers. 2*: 203-229.

Dörnyei, Z. & Ushioda, E. (2011). *Teaching and Researching: Motivation.* UK: Pearson Longman.

Doğan, A. (2008). Lise öğrencilerinin ingilizce öğrenimlerini etkileyen yabancı dil kaygısı, *Dil* Dergisi, *139*: 48-67.

EF-EPI (Education First-English Proficiency Index). https://www.ef.com/wwen/epi/regions/europe/turkey/ [20.02.2020].

Ekmekyermezoğlu, N. (2010). *İlköğretim sekizinci sınıf öğrencilerinin ingilizce dersindeki akademik başarı durumlarına etki eden sosyo-kültürel faktörler* (Master's Thesis). İnönü Üniversitesi, Eğitim Bilimleri Enstitüsü, Malatya.

Elliot, A. J. & Covington, M. (2001). Approach and avoidance motivation. *Educational Psychology Review, 13*(2). 73-92.

Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

Ehrman, M. E. (1996). *Understanding Second Language Learning Difficulties.* Thousand Oaks, CA: Sage Publications.

Ehrman, M. E., Leaver, B. L. & Oxford, R. L. (2003). A brief overview of individual differences in second language learning. *System 31*: 313-330.

Ehrman, M. E. & Oxford, R. L. (1990). Adult language learning styles and strategies in an intensive training setting. *The Modern Language Journal, 74*: 311-327.

Ehrman, M.E. & Oxford, R.L. (1995). Cognition plus: Correlates of language learning success. *The Modern Language Journal, 79:* 67–89.

EPPI, (2002). *A Systematic Review of the Impact of Summative Assessment and Tests on Students' Motivation for Learning,* London: EPPI-Centre.

Er, S. (2015). Foreign language learning anxiety of Turkish children at different ages. *International Online Journal of Education and Teaching (IOJET), 2*(2): 68-78.

Eysenck, M. W. (1979). Anxiety, learning and memory: A reconceptualization. *Journal of Research in Personality, 13*: 363-385.

Frantzen, D. & Magnan, S. S. (2005). Anxiety and the true-beginner-false-beginner dynamic in beginning French and Spanish classes. *Foreign Language Annals, 38*, 171-190.

Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation.* London: Edward Arnold.

Gardner, R.C., Day, J.B. & McIntyre, P.D. (1992). Integrative motivation, induced anxiety, and language learning in a controlled environment. *Studies in Second Language Acquisition, 14*: 197–214.

Gardner, R.C. & Lambert, W.E. (1972). *Attitudes and Motivation in Second Language Learning.* Rowley, MA: Newbury House Publishers.

Gardner, R. C. & Macintyre, P. D. (1993). A student's contribution to second language acquisition. Part II: Affective variables. *Language Teaching, 26*: 1-11.

George, D. & Mallery, M. (2010). *SPSS for Windows Step by Step: A Simple Guide and Reference, 17.0 Update*. Boston: Pearson.

Gerencheal, B. (2016). *Gender differences in foreign language anxiety at an Ethiopian University: Mizan-Tepi University third year English major students in focus.* Aksum University, Ethiopia.

Ghenghesh, P. (2010). The motivation of L2 learners: Does it decrease with age? *English Language Teaching, 3*(1): 128-141.

Gregersen, T. S. (2005). Nonverbal Cues: Clues to the detection of foreign language anxiety. *Foreign Language Annals, 38* (3): 388-400.

Gregersen, T. & Horwitz, E. (2002). Language learning and perfectionism: Anxious and non-anxious language learner's reactions to their own oral performance. *Modern Language Journal, 86*: 562–570.

Griffin, P., McGaw, B. & Care, E. (2012). *Assessment and Teaching of 21st Century Skills.* Dordrecht: Springer.

Griffiths, C. & Özgür, B. (2013). Second language motivation. *Procedia-Social and Behavioral Sciences,70*: 1109-1114.

Guerrero, M. (2015). Motivation in second language learning: A historical overview and its relevance in a public high school in Pasto, Colombia. *HOW, 22*(1): 95-106.

Gürler, I. (2013). *Effects of using dramatic text on developing self-confidence and pronunciation in the speaking course of 9th grade EFL students* (Master's thesis). Atatürk Üniversitesi, Eğitim Bilimleri Enstitüsü, Erzurum.

Harmer, J. (1991). *The practice of English Language Teaching.* London: Longman.

Harmer, J. (2007). *How to Teach English.* UK: Pearson Longman.

Hashima, N. (2007). *ESL students' perspectives on language anxiety.* University Putra Malaysia, Malaysia.

Haspolat, Y. (2019). *Assessing English listening and speaking skills of 2ⁿᵈ and 3ʳᵈ grade students at primary level: Processes, challenges and needs.* (Master's Thesis). Ataturk University, Erzurum.

Hassani, S. & Rajab, A. (2012). General communication anxiety among EFL students; a case of Iranian students of intensive English programs. *Procedia- Social and Behavioral Sciences*, *66*: 410-418.

Henter, R. (2014). Affective factors involved in learning a foreign language. *Procedia-Social and Behavioral Sciences 127*: 373-378.

Horwitz, E. K. (1988). The Beliefs about Language Learning of Beginning University Foreign Language Students. *Modern Language Journal, 73*: 283-294.https://www.jstor.org/stable/327506?seq=10#metadata_info_tab_contents [27.07.2020].

Horwitz, E. K. (1991). *Preliminary Evidence for The Reliability and Validity of a Foreign Language Anxiety Scale.* Virginia: TESOL.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign-Language classroom anxiety. *Modern Language Journal, 70*(2): 125-132.

Hotaman, D. (1995). *Gülhane askeri tıp akademisi sağlık meslek yüksek okulu hemşirelik bölümü öğrencilerinin tutumları ile akademik başarıları arasındaki ilişki* (Unpublished Master's Thesis). Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Hu, Y. (2007). China's foreign language policy on primary English education: What's behind it? *Language Policy, 6*(3): 359–76.

Jackson, J. (2002). Reticence in second language case discussions: Anxiety and aspirations. *System, 30*: 65– 84.

Karabey, M. (2011). *Foreign language classroom anxiety of preparatory class students at Atatürk university* (Unpublished Master's Thesis). Atatütk Üniversitesi, Erzurum.

Karakış, Ö. (2014). *Lise öğrencilerinin ingilizce dersine yönelik kaygıları, motivasyonları, öz yeterlik algıları ve ingilizce ders başarıları arasındaki ilişki* (Doctoral Dissertation). Abant İzzet Baysal Üniversitesi, Eğitim Bilimleri Enstitüsü, Bolu.

Kaya, M. (1995). *The relationship of motivation, anxiety, self-confidence, and extroversion/introversion to students' active class participation in an EFL classroom in Turkey* (Master's Thesis). Bilkent University, Ankara.

Keller, J. M. (2010). *Motivational Design for Learning and Performance: The ARCS Model Approach*. New York: Springer.

Kennedy, J. R. (1996). Variations in the motivation of successful and unsuccessful Turkish learners of English (Unpublished Master's Thesis). Boğaziçi University, Institute of Social Sciences, Istanbul.

Kılıç, M. (2007). *The sources and relations of foreign language listening anxiety with respect to text type and learner variables: A case study at Gaziantep University* (Unpublished Master's Thesis). Gaziantep Üniversitesi, Sosyal Bilimler Enstitüsü, Gaziantep.

Kırkıç, K. A. (2019). The effect of an innovative teaching technique on the success and attitudes of sixth grade English language students. *Educational Research and Reviews, 14*(7): 254-261.

Kian, T. S., Rajah, S. & Yusoff, W.F.W. (2014). Development of motivation studies: The chronicles. *International Journal of Economics, Commerce and Management. 2*(7). http://ijecm.co.uk/wp-content/uploads/2014/07/2722.pdf [27.06.2020].

Krashen, S. D. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: OUP.

Levine, G. S. (2003). Student and instructor beliefs and attitudes about target language

  use, first language use, and anxiety: Report of a questionnaire survey. *Modern Language Journal, 87*(3), 343 – 364.

Liuolienė, A. & Metiūnienė, R. (2006). Second language learning motivation. *Santalka Philology, Educology*. *14*(2),93-98.

Loganathan, S. & Zafar, S. (2016). Motivation in second language learning - a retrospect. *Galaxy International Interdisciplinary Journal 4*: 7-13.

Lopez, S. J., & Snyder, C. R. (2009). *Oxford Handbook of Positive Psychology.* Oxford: Oxford University Press.

Lukmani, Y. M. (1972). Motivation to learn and language proficiency. *Language Learning, 22*(2): 261–273.

MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The Modern Language Journal, 79*: 91-99.

MacIntyre, P. D. (2002). Motivation, Anxiety and Emotion in Second Language

  Acquisition. Robinson, P. (Ed.). *Individual Differences and Instructed Language Learning.* Amsterdam: John Benjamins Publishing Company.

MacIntyre, P.D., Clément, R., Dörnyei, Z. & Noels, K. (1998). Conceptualizing

  willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal, 82*: 545-562.

MacIntyre, P.D. & Gardner, R.C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning, 39*(2): 251-275.

MacIntyre, P. D. & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning*, *41*(1): 85–117.

MacIntyre, P. D. & Gregersen, T. (2012). Emotions that facilitate language learning:

  the positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching, 2*(2): 193-213.

MacIntyre, P. D., Macmaster. K. & Baker, S. C. (2001). The Convergence of Multiple

Models of Motivation for Second Language Learning: Gardner, Pintrich, Kuhl, And Mccroskey. In Z. Dornyei & R. Schmidt (Eds.), *Motivation and Second Language Acquisition*. Honolulu: University of Hawaii, Second Language Teaching and Curriculum Center.

McDonough, S.H. (1986). *Psychology in Foreign Language Teaching*. London: UnwinHyman.

Masgoret, A. M. & Gardner, R. C. (2003). Attitudes, motivation, and second language

learning: A meta-analysis of studies conducted by Gardner and Associates. *Language Learning, 53*(1): 123–163.

May, R. (1977). *The Meaning of Anxiety*. New York: W. W. Norton.

https://archive.org/details/meaningofanxiety00mayr/page/204/mode/2up [17.04.2020].

McCroskey, JC. (1977). Willingness to Communicate. In J. C. McCroskey & J. A.

Daly (Eds.), *Personality and Interpersonal Communication*. Thousand Oaks, CA: Sage.

McDonough, S.H. (1986). *Psychology in Foreign Language Teaching.* London:

Unwin Hyman.

Mehdiyev, E., Uğurlu, C.T. & Usta, G. (2017). Validity and Reliability Study:

Motivation Scale in English Language Teaching. *The Journal of Academic Social Science Studies*, *54*: 21- 37.

Mills, N., Pajares, F. & Herron, C. (2006). A reevaluation of the role of anxiety:

Self-efficacy, anxiety, and their relation to reading and listening proficiency. *Foreign Language Annals*, *39*(2): 273–292.

Ministry of National Education. (2016). Öğretim Programları İzleme ve

Değerlendirme   Sistemi. https://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=783 [28.02.2020].

Ministry of National Education. (2018). Öğretim Programları İzleme ve

Değerlendirme   Sistemi.
http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=342 [28.02.2020].

Ministry of National Education. (2019). Ortaöğretim Kurumları Yönetmeliği.

https://ogm.meb.gov.tr/meb_iys_dosyalar/2019_07/16134512_yonetmelik.pd
f [22.02.2020].

Moyer, K. H. (2008). Debilitating and facilitating anxiety effects on identification.
Journal of Undergraduate Psychological Research, 3: 6-20.

Noels, K. & Clément, R. & Pelletier, L. (2001). Intrinsic, extrinsic, and integrative

orientations of French-Canadian learners of English. *Canadian Modern
Language Review, 57*: 424-442.

Noreen, S., Ahmed, M. & Esmail, A. (2015). Role of students' motivation, attitude

and anxiety in learning English at intermediate level in Pakistan: A gender-
based study. *Educational Research International 4*(2): 96-108.

OECD (2013). Student assessment: Putting the learner at the center, In *Synergies for

Better Learning: An International Perspective on Evaluation and Assessment*.
Paris: OECD Publishing.

Oroujlou, N. & Vahedi, M. (2011). Motivation, attitude, and language learning.
Procedia - Social and Behavioral Sciences, *29*: 994-1000.

Otacıoğlu, G. S. (2008). Prospective teachers' problem-solving skills and self-
confidence level. *Educational Sciences: Theory & Practice*, *8*(3): 915-923.

Owens, T. J., Stryker, S. & Goodman N. (2001). *Extending Self-Esteem Theory and

Research: Sociological and Psychological Currents*. New York: Cambridge
University Press.

Oxford, R. L. (1992). Who are our students? A synthesis of foreign and second

language research on individual differences with implications for instructional
practice. *TESL Canada Journal, 9*: 30-49.

Oxford, R. L. (1999). Anxiety and Language Learner: New Insights. In J. Arnold (Ed.). *Affect in Language Learning.* Cambridge: Cambridge University Press.

Oxford, R. L. & Ehrman, M. (1995). Adults' language learning strategies in an intensive foreign language program in the United States. *System, 23*: 359-386.

Oxford, R. & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The modern language journal*, *78*(1): 12-28.

Ölmezer Öztürk, E. & Ok, S. (2014). Motivational behaviors of teachers in Turkish

    EFL classes: Perception of students. *Journal of Language and Linguistic Studies, 10*(2): 120-133.

Öner, G. & Gedikoğlu, T. (2007). Ortaöğretim öğrencilerinin ingilizce

    öğrenimlerini etkileyen yabancı dil kaygısı. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi, 6*(2): 144-155.

Özçalışan, H. (2012). *Yükseköğrenim Öğrencilerinin İngilizceyi Öğrenme*

    Motivasyonları (Master's Thesis). Afyon Kocatepe Üniversitesi, Afyonkarahisar.

Özsu, M. (2018). *The effect of using images on student success in the middle school English exams* (Master's Thesis). Kahramanmaras Sutcu Imam University, Kahramanmaras.

Rachman, S. (1998). *Anxiety.*, Hove, East Sussex, UK: Psychology Press.

    https://books.google.com.tr/books?id=0oNytw9yWZoC&pg=PA26&lpg=PA26&dq=rachman+anxiety+uneasy+suspense&source=bl&ots=2PA4snDWXE&sig=ACfU3U1VD3einwawztW7RTtxRk9imafVxw&hl=en&sa=X&ved=2ahUKEwj_663Ax-zoAhX4QUEAHU3ECxIQ6AEwAHoECA0QKA#v=onepage&q=rachman%20anxiety%20uneasy%20suspense&f=false [16.04.2020].

Park, G. & French, B. (2013). Gender differences in the Foreign Language classroom anxiety scale. *System, 41*(2): 462–471.

Park, H. & Lee, A. R. (2005). L2 learners' anxiety, self-confidence and oral performance. 10th Conference of Pan-Pacific Association of Applied Linguistics, Edinburgh University, conference proceedings, 197-208.

Ramage, K. (1990). Motivational factors and persistence in foreign language study. *Language Learning, 40*(2): 189–219.

Ryan, R. L. & Deci, E. M. (2002). Overview of self-determination theory: An organismic-dialectical perspective. In E. L. Deci & R. M. Ryan, *Handbook of Self-Determination Research,* Rochester, NY: University of Rochester Press.

Ryan, R. M. & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*(1): 54 –67.

Samimy, K.K. (1989). A comparative study of teaching Japanese in the audio-lingual method and the counseling-learning approach. *The Modern Language Journal, 73*(2): 169–177.

Sarwer, G. (2018). A study of achievement in English of secondary school students in relation to certain demographic variables, *International Journal of Research in Social Sciences, 8*(2): 716-726.

Schmidt, R., Boraie, D. & Kassabgy, O. (1996). Foreign language motivation: Internal structure and external connections. In R. Oxford (Ed.), *Language Learning Motivation: Pathways to The New Century*. Honolulu: University of Hawaii, Second Language Teaching & Curriculum Center.

Schumann, J. H. (1994). Where is Cognition? *Studies in Second Language Acquisition, 16*(02): 231-242.

Scovel, T. (1978). The effect of affect on foreign language learning: a review of the anxiety research. *Language Learning, 28*(1): 129–142.

Sehic, S. (2017). College-level second language courses and creative thinking skills: An ex post facto study. *The Journal of Language Teaching and Learning*, *7*(1): 119-142.

Sellers, V.D. (2000). Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals, 33*: 512-521.

Slavin, R. E. (1991). Synthesis of research on cooperative learning. *Educational Leadership, 48*: 71-82.

Smith, A. N. (1971). The Importance of Attitude in Foreign Language Learning. *Modern Language Journal, 55*(2): 83-88.

Sparks, R. L. & Ganschow, L. (1991). Foreign language learning differences:

Affective or native language aptitude differences? *Modern Language Journal, 75*: 3-16.

Spielberger, C. D. (1966). Theory and research on anxiety. In C. D. Spielberger (Ed.), *Anxiety and Behavior.* New York: Academic Press.

Spielberger, C. D. (1983). *Manual for the State-Trait Anxiety Inventory.* Palo Alto, California: Consulting Psychological Press.

Spielberger, C. D & Gorsuch R. L. (1970). *Manual for The State-Trait Anxiety Inventory.* Palo Alto: Consulting Psychologists Press.

Spielmann, G. & Radnofsky, M.L. (2001). Learning language under tension: New directions from a qualitative study. *The Modern Language Journal, 85*: 259–278.

Stroud, C. & Wee, L. (2006). Anxiety and identity in the language classroom. *RELC Journal, 7*(3): 299-307.

Sullo, B. (2009). *The Motivated Student Unlocking the Enthusiasm for Learning.* USA: ASCD.

Şakrak, G. (2009). *The relationship between emotional intelligence and foreign*

language anxiety in Turkish EFL students (Master's Thesis). Bilkent University, Ankara.

Taha, T. A. & Wong. F. F. (2016). Foreign language classroom anxiety among Iraqi

students and its relation with gender and achievement. *International Journal of Applied Linguistics and English Literature, 6*(1): 305-310.

Tobias, S. (1990). *Test Anxiety: Cognitive Interference or Inadequate Preparation.* New York: U.S. Army Research Institute for the Behavioral and Social Sciences.

Tokur, B. (2016). *Anadolu lisesi öğrencilerinin yabancı dil kaygılarının incelenmesi* (Master's Thesis). Dicle Üniversitesi, Eğitim Bilimleri Enstitüsü, Diyarbakır.

Trang, T., Moni, K. & Baldauf, R.B. (2012). Foreign language anxiety and its effects on students' determination to study English: To abandon or not to abandon. *Tesol In Context, Special Edition, 3*: 1-14.

Tsai-Yu, C. & Goretti B. Y. (2004). The relationship between foreign language anxiety and learning difficulties. *Foreign Language Annals, 37*(2): 279-290.

Tunçel, H. (2015). The relationship between self-confidence and learning Turkish as a foreign language. *Educational Research and Reviews*, *10*(18), 2575-2589.

Ushioda, E. (2008). Motivation and Good Language Learners. In C. Griffiths (Ed.), *Lessons from Good Language Learners*. Cambridge: Cambridge Up.

Uslu Batumlu, D. Z. (2006). *YTÜ yabancı diller yüksek okulu hazırlık öğrencilerinin yabancı dil kaygılarının ingilizce başarılarına etkisi* (Unpublished Master's Thesis). Yıldız Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Uzan, G. (2018). *Yabanci dil konuşma kaygisi/korkusunun altinda yatan sebepler, anonimleşmenin ve kimlik belirsizliğinin kaygiyi azaltici etkileri* (Master's Thesis). Sakarya Üniversitesi, Eğitim Bilimleri Fakültesi, Sakarya.

Vursavuş, O. (2011). *The family is how much efficient in education of high school.* (Master's Thesis). Yeditepe University, Istanbul.

Warden, C. A. & Lin, H. (2000). Existence of integrative motivation in an Asian EFL setting. *Foreign Language Annals, 33*: 535-547.

Wikipedia, (2020). https://en.wikipedia.org/wiki/Academic_achievement [30.07.2020].

Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation, 37*(1): 3–14.

Williams, K. E. & Andrade, M. R. (2008). Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control. *Electronic Journal of Foreign Language Teaching, 5*(2): 181-191.

Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal. 37*: 308-328.

Wörde, V. R. (2003). Students' perspectives on foreign language anxiety. *Inquiry, 8* (1).

Yavuzer, H. (2003). *Çocuk Psikolojisi*. İstanbul: Remzi Kitabevi.

Yılmaz, E. (2007). *The role of motivation in students' achievement in English lessons in secondary education: Province of Bartın as the sample* (Master's thesis). Zonguldak Karaelmas Üniversitesi, Zonguldak.

Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest. *The modern language journal, 75*(4): 426-437.

Young, D. J. (1992). Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin. *Foreign Language Annals*, *25*(2): 157–172.

Young, D. J. (1999). *Affect in Foreign Language and Second Language Learning: A Practical Guide to Creating A Low-Anxiety Classroom Atmosphere*. Boston, MA: McGraw-Hill.

Yuan, K. (2009). A brief discussion on motivation and ways to motivate students in English language learning. *International Education Studies*, *2*(2):145-149.

Zanghar, A. (2012). *Instrumental and integrative motivation among undergraduate Libyan students of English as a foreign language* (Master's thesis). Colorado State University, Colorado.

Zafar, S. & Meenakshi, K. (2012). Individual learner differences and second language acquisition: A review. *Journal of Language Teaching and Research, 3*(4): 639-646.

Zareian, G. & Jodaei, H. (2015) Motivation in second language acquisition: A state-of-the-art article. *International J. Soc. Sci. & Education, 5*(2): 295-308.

Zeidner, M. (2010). Test Anxiety. In I.B. Weiner & W.E. Craghead (Eds.) *The Corsini Encyclopedia of Psychology.* Hoboken, NJ: Wiley.

Zeliff, N. D. (2013). Evaluating and Assessing Student Performance. In B. McEwen (Ed.) *Effective Methods of Teaching Business Education in the 21st Century.* Reston, VA: NBEA 2013 Yearbook.

APPENDICES

APPENDIX A: Permission from Istanbul Provincial Directorate of National Education

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-20-E.24605698   11/12/2019
Konu : Anket ve Araştırma İzin Talebi.

VALİLİK MAKAMINA

İlgi: a) İst. Sabahattin Zaim Üniversitesinin 29.11.2019 tarihli ve 5329 sayılı yazısı.
        b) Bakanlığımızın 22.08.2017 tarih ve 12607291/ 2017/25 No'lu genelgesi.
        c) Milli Eğitim Müdürlüğü Araştırma ve Anket Komisyonunun 10.12.2019 tarihli
           tutanağı.

İstanbul Sabahattin Zaim Üniversitesi Sosyal Bilimler Enstitüsü yüksek lisans öğrencisi Hatice Sevdenur SELÇUK'un **"Hazırlık Sınıfı Okuma Durumlarına Göre Lise Öğrencilerinin İngilizce Öğrenme Kaygısı ve Motivasyonları ile İngilizce Ders Başarıları Arasındaki İlişkilerinin İncelenmesi"** konulu tezi kapsamında, ilimiz genelinde bulunan liselerde öğrenim gören öğrencilere; anket uygulama istemi hakkındaki ilgi (a) yazı ve ekleri Müdürlüğümüzce incelenmiştir.

Araştırmacının söz konusu talebi; bilimsel amaç dışında kullanılmaması, uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama **araçlarının kurumlarımıza araştırmacı tarafından ulaştırılarak uygulanılması, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılmaması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim-öğretimi aksatmayacak şekilde ilgi (b) Bakanlık emri esasları dâhilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla** Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Levent YAZICI
İl Milli Eğitim Müdürü

Ek:
1- Genelge.
2- Komisyon Tutanağı.

OLUR
11/12/2019

Dr. Hasan Hüseyin CAN
Vali a.
Vali Yardımcısı

Milli Eğitim Müdürlüğü Binbirdirek M. İmran Öktem Cad.   Bilgi İçin Aydın BALTA VHKİ
No:1 Eski Adliye Binası Sultanahmet Fatih/İstanbul   Tel: (0 212) 384 34 00-3628
E-Posta: sgb34@meb.gov.tr

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 5a05-4c25-38db-8f80-be21 kodu ile teyit edilebilir.

Sayı : 59090411-44-E.24807819   13.12.2019
Konu : Anket Araştırma İzni

İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ REKTÖRLÜĞÜ'NE

İlgi: a) 29.11.2019 tarihli ve 5329 sayılı yazınız.
        b) Valilik Makamının 11.12.2019 tarihli ve 24605698 sayılı oluru.

Üniversiteniz Sosyal Bilimler Enstitüsü yüksek lisans öğrencisi Hatice Sevdenur SELÇUK'un **"Hazırlık Sınıfı Okuma Durumlarına Göre Lise Öğrencilerinin İngilizce Öğrenme Kaygısı ve Motivasyonları ile İngilizce Ders Başarıları Arasındaki İlişkilerinin İncelenmesi"** konulu araştırma çalışması hakkındaki ilgi (a) yazınız ilgi (b) valilik onayı ile uygun görülmüştür.

Bilgilerinizi ve araştırmacının söz konusu talebi; bilimsel amaç dışında kullanılmaması, uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı **veri toplama araçlarının kurumlarımıza araştırmacı tarafından ulaştırılarak uygulanılması**, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılmaması koşuluyla, gerekli duyurunun araştırmacı tarafından yapılması, okul idarecilerinin denetim, gözetim ve sorumluluğunda, eğitim-öğretimi aksatmayacak şekilde ilgi (b) Valilik Onayı doğrultusunda uygulanması ve işlem bittikten sonra 2 (iki) hafta içinde sonuçtan Müdürlüğümüz Strateji Geliştirme Bölümüne rapor halinde bilgi verilmesini arz ederim.

                                        Timur TUĞRAL
                                   İl Milli Eğitim Müdürü a.
                                        Şube Müdürü

EK:
1- Valilik Onayı
2- Ölçekler

Milli Eğitim Müdürlüğü Binbirdirek M. İmran Öktem Cad.   Bilgi İçin Aydın . BALTA VHKİ
No:1 Eski Adliye Binası Sultanahmet Fatih/İstanbul   Tel: (0 212) 384 34 00- 3628
E-Posta: sgb34@meb.gov.tr

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 2255-bbfc-38f8-be58-8dad kodu ile teyit edilebilir.

103

APPENDIX B: Permissions from Developers of the Scales

☆ **SEVDE Selcuk**   30 Ekim 2019 19:54   SS

Yabancı dil öğrenme kaygısı ölçeği kullanma izni

Kime:

Gökhan Hocam iyi günler,
Ben İstanbulda bir lisede İngilizce Öğretmeni olarak çalışıyorum. Aynı zamanda İstanbul Sabahattin Zaim Üniversitesinde yüksek lisans öğrencisiyim, tez aşamasındayım. İzniniz olursa sizide referans göstererek tezimde yardımcı olacağını düşündüğüm Yabancı Dil öğrenme Kaygısı Ölçeğini kullanmak istiyorum. İlginize şimdiden teşekkür ederim. İyi çalışmalar.

Sent from my iPhone

Gokhan Bas   31 Ekim 2019 09:25   GB

Ynt: Yabancı dil öğrenme kaygısı ölçeği kullanma izni

Kime: sevde selçuk

Merhaba,
Tarafimca gelistirilen yabanci dil ogrenme kaygi olcegini yapacaginiz calismanizda kullanabilirsiniz. Iyi calismalar dilerim.

Doç. Dr. Gökhan Baş

30 Ekim 2019 Çarşamba tarihinde sevde selçuk ‹   yazdı:

SEVDE Selcuk adlı kişiye ait metnin **Daha Fazlasını Gör**

SEVDE Selcuk   30 Ekim 2019 19:46   SS

İngilizce dil öğreniminde motivasyon ölçeği kullanım izni

Kime:

Esmira Hocam iyi günler, ben İstanbulda bir lisede İngilizce öğretmeniyim. Aynı zamanda İstanbul Sabahattin Zaim Üniversitesinde yüksek lisansımı yapmaktayım, tez aşamasındayım. İzniniz olursa referans göstermek şartıyla siz ve arkadaşlarınız tarafından geliştirilmiş olan İngilizce dil öğreniminde motivasyon ölçeğini kullanabilir miyim. Şimdiden teşekkür ediyorum. İyi çalışmalar diliyorum.

Sent from my iPhone

---

esmira mehdiyev   30 Ekim 2019 20:51   EM

Ynt: İngilizce dil öğreniminde motivasyon ölçeği kullanım izni

Kime: sevde selçuk

İyi akşamlar, Sevde öğretmenim.
Ölçeği kullanabilirsiniz.
İyi çalışmalar, başarılar dilerim.

iPhone'umdan gönderildi

sevde selçuk   şunları yazdı (30 Eki 2019 19:46):

SEVDE Selcuk adlı kişiye ait metnin **Daha Fazlasını Gör**

APPENDIX C: The Questionnaire

Cinsiyet: ERKEK ☐ **KIZ** ☐

Sınıf: 10/

İngilizce Hazırlık Okudum ☐

İngilizce Hazırlık Okumadım ☐

Sevgili Öğrenciler,

Aşağıdaki anket akademik bir çalışma için hazırlanmış olup elde edilecek veriler bu çalışmada kullanılacaktır. Lütfen sıralanmış ifadeleri dikkatle okuduktan sonra her ifadeye belirtilen değerlere göre 1'den 5'e kadar bir puan veriniz. Anketi doldururken seçeneklerden Kesinlikle Katılmıyorum 1, Katılmıyorum 2, Kararsızım 3, Katılıyorum 4 ya da Kesinlikle Katılıyorum için 5 kutucuğunu işaretleyin (√).

Ankete katılıp zaman ayırdığınız için teşekkür ederim.

Hatice Sevdenur SELÇUK

		Katılım Dereceleri				
		Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
		5	4	3	2	1
1	Yabancı dil dersinde konuşurken kendime fazla güvenirim.					
2	Yabancı dil öğrenme konusunda üzerimde herhangi bir baskı hissetmem.					
3	Yabancı dil öğrenme konusunda üzerimde herhangi bir baskı hissetmem.					
4	Yabancı dil öğrenme konusunda üzerimde herhangi bir baskı hissetmem.					
5	Yabancı dil dersinde başarısız olmam durumunda karşılaşabileceğim sorunlar beni endişelendirir.					
6	Yabancı dil dersinde hata yapmaktan oldukça korkarım.					
7	Okulda yabancı dil derslerinin daha fazla olmasını isterdim.					
8	Yabancı dil dersinde genellikle rahatımdır.					
9	Öğretmenim sınıfta bana yabancı dilde soru sorduğunda cevap vermekte zorlanırım.					
10	Yabancı dil sınavlarında oldukça heyecanlıyım ki, sınavlarda bildiklerimi de unuturum.					

11	Kendimi yabancı dil konuşan insanlar arasında bulsam asla tedirginlik duymam.					
12	Yabancı dil dersinde konuşurken kendime oldukça güvenirim.					
13	Yabancı dil dersinde gönüllü olarak sorulara cevap vermekte istekliyimdir.					
14	Yabancı dilde konuşurken diğer öğrencilerin beni anlamayacağından korkarım.					
15	Yabancı dil dersinde geçen her kelimeyi veya cümleyi anlayamazsam tedirgin olurum.					
16	Diğer öğrencilerin yanında yabancı dilde konuşurken rahatsız olmam.					
17	Yabancı dil sınavlarına hazırlanmak beni oldukça heyecanlandırır.					
18	Yabancı dil dersinin sınavlarına iyi hazırlansam bile yine de kaygı duyarım.					
19	Yabancı dil sınavlarında hazırlıklı olmadığım konulardan soru sorulduğunda kendimi rahat- sız hissederim.					
20	Yabancı dil dersinde herhangi bir konu hakkında konuşmam gerektiğinde kendimden emin olamam.					
21	Yabancı dil dersinde sınıfta kalmak beni endişelendirir.					
22	Yabancı dil dersindeki sınavlarda kendimden emin ve rahatımdır.					

23	Yabancı dil dersinde, hazırlık yapmadan konuşmak zorunda olduğumda çok endişe duyarım.					
24	Yabancı dil sınavlarına girmekten oldukça mutlu olurum.					
25	Okulda daha fazla yabancı dil dersinin olması beni rahatsız ederdi.					
26	Yabancı dile karşı yeteneğim olmadığını düşünürüm.					
27	Sınıfta arkadaşlarımın yabancı dilde benden daha iyi iletişim kurduklarını düşünürüm.					

		Kesinlikle katılıyorum	Katılıyorum	Kısmen Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
		5	4	3	2	1
1	Diğerlerine göre İngilizce öğrenmek benim için daha zordur.					
2	Maalesef İngilizce öğrenme konusunda iyi olmadığımı düşünüyorum.					
3	İngilizce öğrenirken kendimi cesaretsiz hissederim.					
4	İngilizce öğrenirken gülünç olmaktan korkarım.					
5	İngilizce öğrenmeyi seviyorum.					
6	İngilizce öğrenmekten nefret ederim.					
7	İngilizce öğrenmek benim için can sıkıcıdır.					
8	İngilizce öğrenme süreci bana mutluluk veriyor.					
9	İngilizce öğrenmek için her fırsatı değerlendirmek isterim.					
10	İngilizce öğrenmeyi dünya gündemini takip etmek için istiyorum.					
11	İngilizce öğrenmeyi farklı ülkelere seyahat edebilmek için istiyorum.					
12	İngilizce öğrenmeyi farklı yabancı yayınları izleyebilmek için istiyorum.					
13	İngilizce öğrenmeyi ülkemdeki turistlerle konuşabilmek için istiyorum.					
14	İngilizce öğrenmeyi kişisel gelişimimin bir parçası olduğu için istiyorum.					
15	İngilizce öğrenmeyi, İngilizceyi evrensel bulduğum için istiyorum.					
16	İngilizce öğrenmeyi bana prestij kazandıracağı için istiyorum.					

CURRICULUM VITAE

Hatice Sevdenur SELÇUK

A. EDUCATION

Master's Degree: Institute of Social Sciences, Department of Educational Administration, 2021, İstanbul

Bachelor's Degree: Department of Education in English Language Teaching, 2014, İstanbul

B. PUBLICATIONS

An Investigation of Vocational High School Students' Metaphorical Perceptions Towards Vocational Subjects - V. TURKCESS International Education and Social Sciences Congress