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**FOREIGN LANGUAGE EXAMINATION (FLE) TEST TAKERS' FOREIGN
LANGUAGE LEARNING ATTITUDE, MOTIVATION AND TEST ANXIETY
IN TURKEY**

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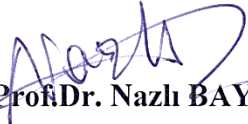
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We certify that this thesis under the title of “**Foreign Language Examination (FLE) Test Takers’ Foreign Language Learning Attitude, Motivation and Test Anxiety in Turkey**” prepared by **GÜLİN ZEYBEK** is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.


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ABSTRACT

FOREIGN LANGUAGE EXAMINATION (FLE) TEST TAKERS' FOREIGN LANGUAGE LEARNING ATTITUDE, MOTIVATION AND TEST ANXIETY IN TURKEY

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The aim of this research is to investigate the relationship between foreign language examination test takers' foreign language learning attitude, motivation and their test anxiety. There are several research papers studying the questions and question types in Foreign Language Exams offered by Turkish Republic Assessment, Selection and Placement Center (ÖSYM) in Turkey, but there is no study which focuses on the effect of language motivation, attitude and test anxiety on each other. Therefore, this study will contribute to the field by investigating the other factors that affect motivation, attitude and test anxiety in foreign language learning. This study has experimental research design, and included 172 graduate level participants who have pursued or still pursuing an undergraduate study from all over Turkey. One-Way ANOVA, Independent Samples T-Test, Correlation and Frequency analyses were done. The results reveal that while some independent variables such as gender and highest scores obtained from FLE were observed as having major effects on attitude, motivation and test anxiety, the independent variable age was found to have minor effects, and the independent variables test-taking frequency and test-takers' fields of study were found have no significant effect on these dependent variables.

Keywords: Foreign Language Learning, Attitude, Motivation, Test Anxiety.

ÖZET

TÜRKİYE'DE YABANCI DİL SINAVI (YDS)'NA GİREN KİŞİLERİN DİL ÖĞRENME TUTUMLARI, MOTİVASYONLARI VE SINAV KAYGILARI

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Bu çalışmanın amacı yabancı dil sınavına giren veya girecek olan kişilerin yabancı dile karşı tutumları, motivasyonları ve yabancı dil sınavıyla ilgili sınav kaygıları arasındaki ilişkiyi incelemektir. Türkiye'de Öğrenci Seçme ve Yerleştirme Merkezi (ÖSYM) tarafından uygulanan sınavları inceleyen tez çalışmaları yapılmış, fakat bu çalışmalar yalnızca sorular ve soru çeşitleri üzerinde odaklanmışlardır. Öte yandan bu sınavlara ilişkin yabancı dil motivasyonu, tutumu ve sınav kaygısını inceleyen bir teze alanda rastlanmamıştır. Bu nedenle, bu çalışma yabancı dil öğreniminde motivasyon, tutum ve yabancı dil sınavı kaygısına etki eden diğer faktörleri inceleyerek alana katkı sağlayacaktır. Deneysel araştırma desenine sahip bu çalışma Türkiye'nin çeşitli yerlerinden katılan 172 mezun kişi üzerinde yapılmış olup, bu kişiler ya halen bir lisansüstü çalışma sürdürmekte olan ya da daha önce lisansüstü çalışmalarını tamamlamış kişiler arasından seçilmiştir. Tek yönlü ANOVA, Bağımsız Değişkenler T-Testi, Korelasyon ve Frekans analizleri yapılmıştır. Sonuçlar göstermektedir ki cinsiyet ve yabancı dil sınavından alınan en yüksek puan gibi bağımsız değişkenlerin tutum, motivasyon ve sınav kaygısı üzerinde önemli ölçüde etkili oldukları saptanmıştır. Öte yandan, diğer bir bağımsız değişken yaşın bağımlı değişkenler üzerine hafif bir etkiye sahip olduğu görülürken, sınava girme sıklığı, ya da katılımcıların çalışma alanları gibi bağımsız değişkenlerin bağımsız değişkenler üzerinde hiçbir yordayıcı özelliğe sahip olmadıkları bulunmuştur.

Anahtar Kelimeler: Yabancı Dil Öğrenme, Tutum, Motivasyon, Sınav Kaygısı

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LIST OF ABBREVIATIONS

FLE: Foreign Language Examination

FLL: Foreign Language Learning

SAT[®]: Scholastic Aptitude Test

GRE[®]: the Graduate Record Exam

GMAT: the Graduate Management Admission Test

TOEFL[®]: Test of English as Foreign Language

IELTS[®]: the International English Language Testing System

ÖSYM: Turkish Republic Assessment, Selection and Placement Center

YDS: Foreign Language Examination

ALES: Academic Personnel and Graduate Studies Entrance Exam

KPSS: Public Personnel Selection Examination

1. INTRODUCTION

This chapter includes statement of the problem, purpose and significance of the study, assumptions and limitations.

1.1. Statement of the Problem

English is thought in Turkey as a foreign language starting from primary school to university. Even though the lesson hours spared for English vary from one school to another according to the types of schools (i.e. Anatolian high schools, religious vocational high schools, and so on.), English is offered as a required course, not selective. Therefore, students are expected to develop their proficiency in English as the years pass. However, the situation is different. While some students receive English from English language teachers, who are competent in English and able to teach it, some students may not have a chance to learn English from English language teachers, and sometimes they even do not have any English lessons at all (even though it is in the curriculum). For some reasons, such as preparation for other exams or not having an English teacher in the rural areas of Turkey can result in idle lesson hours. Therefore, people usually end up with having low proficiency levels in English at the end of their education lives.

In addition to this situation of English language teaching in Turkey, in many professions English is either a required language or there is extra benefit to the ones who are competent in it. Thus, after their graduation many people start taking extra English courses offered by private language schools. Furthermore, people who want to be a member of a university or pursue an academic career are obliged to have predetermined score (usually about 70 out of 100) from one of the standardized tests administered either by Turkish Republic Assessment, Selection and Placement Center (ÖSYM) such as Foreign Language Examination (YDS, the former names KPDS and ÜDS) or other foreign institutions such as Test of English as Foreign Language (TOEFL®), the International English Language Testing System (IELTS®). KPDS and ÜDS are no longer administered, but their results are still valid for applications and other usages. Because of these tests being high-stakes in nature, may affect the test-takers' motivation in English language learning and also their attitudes toward it. Furthermore, as it is widely stated by the test-takers that their anxiety can sometimes affect their performance on these exams,

since their future lives depend on them. Therefore, in the light of these issues, in order to find the reasons for the problems and light the way for the solutions some study questions were developed by the researcher, which are presented in the next section.

1.2. Purpose of the Study

The aim of this study is to investigate the reciprocal influence of foreign language motivation and attitude toward foreign language learning and foreign language test anxiety on each other. This research will try to find out whether there is a significant correlation among these independent variables. Furthermore, this study will also investigate the effect of demographic background of language learners on their motivation, attitude and test anxiety. The following research questions will be tried to be answered:

- 1.** Is there a significant correlation among Foreign Language Examination (FLE) test takers' foreign language learning attitude, motivation and test anxiety?
- 2.** Is there a significant relationship between Foreign Language Examination (FLE) test takers' foreign language learning attitude, motivation, test anxiety and test takers' gender?
- 3.** Is there a significant relationship between Foreign Language Examination (FLE) test takers' foreign language learning attitude, motivation, test anxiety and test takers' age?
- 4.** Is there a significant relationship between Foreign Language Examination (FLE) test takers' foreign language learning attitude, motivation, test anxiety and test takers' field of study?
- 5.** Is there a significant relationship between Foreign Language Examination (FLE) test takers' foreign language learning attitude, motivation, test anxiety and test takers' score on FLE?
- 6.** Is there a significant relationship between Foreign Language Examination (FLE) test takers' foreign language learning attitude, motivation, test anxiety and frequency of taking FLE?
- 7.** Is there a correlation between Foreign Language Examination (FLE) test takers' integrative and instrumental motivations in foreign language learning?

1.3. Significance of the Study

Foreign Language Examination has great importance in Turkey for who wish to pursue a higher carrier. Therefore, this vital exam is seen as an important barrier which needs to be passed by many people. Although, there are many language schools in every city offering courses to prepare for this exam, many people do not get satisfying scores. Even though there are research papers studying the questions and question types in Foreign Language Exam in Turkey, there is no study which focuses on the effect of language motivation, attitude and test anxiety on each other. Therefore, this study will contribute to the field by investigating the other factors that affect motivation, attitude and test anxiety in foreign language learning.

1.4. Assumptions

It is assumed that participants answered to the study questions sincerely.

1.5. Limitations

- This study is limited with 172 participants from different parts of Turkey.
- Also, this study is only limited with the data obtained by Attitude/Motivation Test Battery, Test Anxiety Inventory and demographic questions.

2. CONCEPTUAL FRAMEWORK AND RELATED STUDIES

This chapter will present the conceptual framework of motivation and attitude in foreign language learning, foreign language assessment, and test anxiety. Furthermore, related research in foreign language education will be given for each main concept: motivation, attitude and test anxiety.

2.1. Motivation

In the literature of psychology, there are many definitions of motivation, even though it is not directly observable (Swezey, Meltzer and Salas, 1994). At the very basic level, it is assumed as a driving force which initiates and directs the human behavior (Romando, 2007). Apart from the arousal, selection and direction of the behavior, motivation is also responsible for the continuation of the action (Biehler and Snowman, 1997). Maehr and Archer (1987) indicated motivation's four main behavioral aspects: direction as attending to something but not to other things; persistence as focusing attention on an activity thought a time period; continued motivation as the ability of a person to maintain being motivated after interruptions; and the level of activity as the effort's intensity.

According to Dörnyei (1999, 2001) motivation is seemed to be responsible for why, how long and how hard humans will do something. In other words, it is "the extent to which you make choices about (a) a goal to pursue and (b) the effort you will devote to the pursuit" (Brown, 1994, p.34). In addition to these definitions Keller (1983) explains definition as follows:

"Motivation by definition, refers to the magnitude and direction of behavior. In other words, it refers to the choices people make as to which experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. As such, motivation is influenced by myriad and external characteristics." (p.389)

Gardner (2010) indicates that motivation is a difficult construct to define. However he has identified the basic characteristics that a motivated person displays. According to him, while reaching a goal motivated person shows effort and persistence; takes part in the activities to achieve the goals; while doing these, the person shows strong desire to reach the goals; takes pleasure in the activities to attain the goals; is aroused in seeking the

goals; and has expectancies about the success and failures (Gardner, 2010). Furthermore, while people are reaching their goals, they show self-efficacy and self-confidence. These people have reasons for their behaviors and these reasons are named as motives (Gardner, 2010).

Even though the variety definitions give similar aspects to the notion of motivation, there is not a consensus on one definition of motivation as stated by many researchers in the field (Keller, 1983; Kleinginna and Kleinginna, 1981; Oxford and Shearin, 1994). Moreover, motivation is assumed as difficult to research, since it is eclectic, multidimensional, inconsistent, and abstract in nature (Dörnyei, 1994a, 2001), along with being unobservable and unconscious phenomenon for people (McGroary, 1996).

The main elements and the different definitions of motivation are cited above. In the next section, information about the theories of motivation will be given.

2.1.1. Theories of motivation

This section will include the theories of motivation; however, before presenting the roots of these theories, the difference between theories and specific explanations or definitions should be made clear. According to Graham and Weiner (1996), there are three characteristics of a good theory, differentiating it from definitions: “(1) a theory includes multiple concepts, linked in a definitive manner, and identified with observable indicators; (2) a good theory should be able to explain diverse phenomena across a range of disparate situations (ie. a scientific theory entails general laws that transcend particular instances); (3) the more abstract the language and the greater the generality, the better is the theory.” (p. 64)

The notion of motivation has been indicated to date back to the times of some philosophers, as stated by Pintrich and Schunk (1996):

“Many early psychologists drew on the views of such philosophers as Plato and Aristotle and conceived of the mind as comprising knowing (cognition), feeling (emotion), and willing (motivation). The will reflected an individual’s desire, want or purpose; volition was the act of using the will.” (p. 27)

According to Child (1986), instinct, drive and need, and cognitive theories are the basic developmental stages of motivation in 20th century. As it is going to be mentioned in the following sections, motivational stages have been classified as behavioral, humanistic and cognitive views (Woolfolk, 1987; Good and Brophy, 1986; Dörnyei, 2001a, 2001b; Perez, 2006).

2.1.1.1. Behavioral views

In the beginning of 1900's, the theories stated that unconscious and repressed instincts and drives were said to trigger motivation (Dörnyei, 2001a). As Dörnyei (2001a) suggests even though these theories do not affect the recent motivational views in a strong way, they have a significant place in people's lives. He suggests that motivational theories were quite affected by behaviorist psychology in 1950s. The place of practice, drills as well as positive and negative reinforcements, and punishment and praise in a learning situation can be understood by the knowledge on the behavioral aspects brought to the field by Pavlov's and Skinner's experiments on animals (Dörnyei, 2001).

According to Woolfolk (1987, p.314), humans are motivated to work to attain reinforcers, which can be linked to the behavioral view that sees humans as having basic psychological needs like hunger, thirst and shelter to trigger their motivation. Furthermore, Bandura (1977, 1986) identifies two sources of motivation which are (1) thoughts and projections about possible outcomes of the behavior, and (2) the active setting of goals which become people's standards for evaluating performance. The former one is about predicting the consequences by relying on the consequences of past experiences. The later means that as people try to attain their goals, they think about the positive outcomes of achievement and the negative outcomes of the failure. Then, they insist on their action in order to meet the standards they set (Bandura, 1986).

As stated in Pintrich and Schunk (1996), Thorndike asserts that the formation of associations between sensory experiences and neural impulses are all involved in learning; therefore, by trial and error all creatures develop connections. If a human being has prospering responses after an action, then those responses become established; on the other hand, the responses are dropped if the responses are unsuccessful. Along with Thorndike's view, Pavlov's view of classical conditioning which asserts that an

unconditioned stimulus will evoke an unconditioned response, can be taken as behaviorist approach to motivation (Pintrich and Schunk, 1996).

Finally, another behaviorist Skinner's operant conditioning theory, which is based on response-consequence model, is also thought as a behavioral view of motivation (Pintrich and Schunk, 1996). As it is explained in Pintrich and Schunk (1996), a stimulus can produce a response provoking a consequence which can be a stimulus or event that has an effect on the response. Also, positive or negative reinforcement can increase the likelihood of the reoccurrence of the responses.

While the information above gives the core behaviorist approaches that motivation roots back, the next section will present cognitive views of motivation.

2.1.1.2. Cognitive views

Starting from 1950', cognitive theories have begun to emerge, on the contrary to behavioral view, emphasizing the internal sources of motivation like, curiosity, pure interest in the activity, satisfaction of learning and the sense of success (Woolfolk, 1987, p.315). The aim of the cognitive view was to concentrate on how behavior is influenced by humans' conscious attitudes, thoughts, beliefs, and interpretation of the events (Dörnyei, 2001a). As Dörnyei (2001a) states, humans' actions are determined by their first thoughts and desires.

According to Pintrich and Schunk (1996), the mental processes of the individuals involved in motivation and the personal and environmental effects are examined in cognitive theories. Some of these theories emphasized on the need for understanding the immediate surroundings in order to be competent, active and effective in dealing with the world (White, 1959). White's (1959) idea is parallel with Piaget's notion of equilibration, which is defined as a search for mental balance. In this view, the new knowledge is assimilated to fit it.

In general, the cognitive theories concentrate on humans' acts to restore mental and psychological conditions in specified borders, and when there is need for a change, the human regulates and equilibrates the situation with resources (Pintrich and Schunk,

1996). Furthermore, these theories try to demonstrate humans' explanations, justifications and excuses, and how these effect motivation (Woolfolk, 1987).

Finally, there are two cognitive theories to relate with motivation. Firstly, Heider's (1946) balance theory can be classified as a cognitive one, since it states that there is a balance among human relations, situations and events cognitively, and there are three main elements involved. The balance exists, if the relations of at least two elements are positive. Moreover, if there is no balance, then to balance the situation, humans will solve the conflicts (Heider, 1946). As the second theory, Festinger's (1957) cognitive dissonance theory indicates that there is a consistent relationship among humans' beliefs, attitudes, opinions and behaviors, which can be consonant, irrelevant, or dissonant. While consonant relations are about agreement without any tensions, irrelevant relations have two situations that do not effect each other resulting in no conflicts. Lastly, dissonant relations include two situations affecting each other and creating conflict at the same time.

Having covered the basic cognitive views the next section will present the humanistic views on motivational theories.

2.1.1.3. Humanistic views

In many humanistic theories, personal freedom, choice, self-determination and personal growth are all important, and they put the role of needs in the center (Woolfolk, 1987). As Pintrich and Schunk (1996) stated, people are seen as "unique systems constantly evolving and striving toward goals" (p.51) according to Allport (1954). In 1960's, on the contrary to behavioristic views, psychologists like Carl Rogers and Abraham Maslow indicated that the main motivation in the human beings' lives is the desire to achieve personal growth, to have full capacities and skills that they inherited (Dörnyei, 2001a).

A widely known view that suggests there is a hierarchy in humans' needs is also one of the humanistic views of motivation. As Maslow (1968) asserts the most important lower-level needs are survival and safety (i.e. air, water and shelter), followed by social needs (i.e. belonging, love and self-esteem). Higher level needs such as intellectual achievement, aesthetic appreciation and self-actualization come right after when the previous needs are fulfilled (Maslow, 1968). According to Maslow (1968) when the lower

needs are not satisfied then motivation to fulfill those needs increases; on the other hand, when these needs are satisfied, the motivation decreases. Unlike lower level needs, when higher level needs are satisfied, the motivation does not decrease instead it increases to seek for a further fulfillment (Maslow, 1968).

Woolfolk (1987) states that Maslow's theory has been criticized, since human beings may not always act according to the theory and they have various types of needs and can be motivated for them at the same time. Even though there is this criticism, Maslow's theory is one of the most detailed and complete theory explaining the needs and motivation (Woolfolk, 1987).

Finally, the last theory that can be counted as humanistic is Carl Rogers' view, stating that there is a continuing process of personal growth and achieving wholeness in human beings' lives (Pintrich and Schunk, 1996). Rogers called this process 'actualizing tendency' believing that it comes from birth and is affected by the environment. As it is stated in Pintrich and Schunk (1996), according to this theory, human beings' attempts to growth are initiated or hindered by their experiences and interpretations, in which positive regard (i.e. respect, warmth and sympathy) is needed. As Rogers indicates, there are two types of positive regard. In unconditioned positive regard, a person is recognized and loved, and strives towards growth. On the other hand, in conditioned positive regard, the person is excessively conditioned and this affects the growth negatively by making the person defensive (Pintrich and Schunk, 1996). This theory is criticized for having constructs difficult to measure and being too general.

The early theories of motivation are briefly explained in these three sections. The next section will include contemporary theories of motivation.

2.1.1.4. Contemporary motivation theories in psychology

The current trends in motivation generally concentrated on how the human beings' conscious attitudes, thoughts, beliefs and interpretation of the situations affect their behaviors (Dörnyei, 2001a). As Dörnyei (2001a) states, the motivation is largely influenced by cognitive views and there are several sub-theories of motivation that have recently brought forward. Each of these theories try to explain various factors that affect

motivation in their own way, and it is quite hard to have generalization out these theories of motivation. These sub-theories are summarized in Table 1, as it is stated in Dörnyei's (2001a) work.

Table 1. Summary of the most well-known contemporary motivation theories in psychology in Dörnyei (2001a, pp. 10-11)

	GOOD SUMMARIES	MAIN MOTIVATIONAL COMPONENTS	MAIN MOTIVATIONAL TENETS AND PRINCIPLES
<i>Expectancy-value theories</i>	Brophy (1999), Eccles and Wigfield (1995)	Expectancy of success; the value attached to success on task.	Motivation to perform various tasks is the product of two key factors the individual's <i>expectancy of success</i> in a given task and the <i>value</i> the individual attaches to success on that task. The greater the perceived likelihood of success and the greater the incentive value of the goal. The higher the degree of the individual's positive motivation.
<i>Achievement motivation theory</i>	Atkinson and Rayor (1974)	Expectancy of success; incentive values: need for achievement; fear of failure.	Achievement motivation is determined by conflicting approach and avoidance tendencies. The positive influences are the <i>expectancy</i> for perceived probability of success, the incentive <i>value</i> of successful tasks fulfillment and <i>need for achievement</i> . The negative influences involve <i>fear of failure</i> , the incentive to <i>avoid</i> failure and the <i>probability</i> of failure.
<i>Self-efficacy theory</i>	Bandura (1997)	Perceived self-efficacy	<i>Self-efficacy</i> refers to people's judgments of their capabilities to carry out certain specific tasks, and, accordingly, their sense of efficacy will determine their choice of the activities attempted, the amount of effort exerted and the persistence displayed.

Table 1. (Continued)

<i>Attribution theory</i>	Weiner (1992)	Attributions about past successes and failures	The individual's explanations for causal attributions of why past successes and failures have occurred have consequences on the person's motivation to initiate future action. In school contexts, ability and effort have been identified as the most dominant perceived causes, and it has been shown that past failure that is ascribed by the learner to low ability hinders future achievement behavior more than failure that is ascribed to insufficient effort.
<i>Self-worth theory</i>	Covington (1998)	Perceived self-worth	People are highly motivated to behave in ways that enhance their sense of <i>personal value and worth</i> . When these perceptions are threatened, they struggle desperately to protect them, which results in a number of unique patterns of face-saving behaviors in school settings.
<i>Goal setting theory</i>	Locke and Latham (1990)	Goal properties; specificity, difficulty and commitment	Human action is caused by purpose, and for action to take place, goals have to be set and pursued by choice. Goals that are both specific and difficult (within reason) lead to the highest performance, provided the individual shows goal commitment.
<i>Goal orientation theory</i>	Ames (1992)	Mastery goals and performance goals	<i>Mastery goals</i> (focusing on learning the content) are superior to <i>performance goals</i> (focusing on demonstrating ability and getting good grades) in that they are associated with a preference for challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning.
<i>Self-determination theory</i>	Deci and Ryan (1985), Vallerand (1997)	Intrinsic motivation and extrinsic motivation	<i>Intrinsic motivation</i> concerns behavior performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. <i>Extrinsic motivation</i> involves performing behavior as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment. Human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation.
<i>Social Motivation theory</i>	Weiner (1994), Wentzel (1999)	Environmental influences	A great deal of human motivation stems from the sociocultural context rather than from the individual.
<i>Theory of planned behavior</i>	Ajzen (1988), Eagly and Chaiken (1993)	Attitudes; subjective norms; perceived behavioral control	<i>Attitudes</i> exert a directive influence on behavior, because someone's attitude towards a target influences the overall pattern of the person's <i>subjective norms</i> (perceived social pressures and <i>perceived behavioral control</i> (perceived ease or difficulty of performing the behavior)).

2.2. Motivation in Foreign Language Learning

Many researchers have stated that motivation plays a significant role in foreign language acquisition and foreign language learning (Dörnyei 1994a, Ehrman and Oxford, 1995; Gardner, 1985; Mun, 2004). It is believed that ability and motivation are the main factors of educational success (Keller, 1983), and the study of motivation has been an outstanding field of the research in education (Dörnyei, 2001a). Furthermore, motivation can be seen as both the reason and the result of language learning success (Skehan, 1991). Therefore, it is regarded as an important element in the field.

Previous studies show that in foreign language learning learners' strategy use, achievement on the tests, and proficiency levels are all directly affected by motivation (Oxford and Shearin, 1994). Even though foreign language motivation differs from one person to another depending on the context and the task (Ellis, 1997), motivated learners are believed to learn another language faster and to a large degree (Gas and Selinker, 2001). Stansfield and Winke (2008) indicated that high motivation can cause more strategy and time use on the task which maximizes the language learner's potential and interacts with the learner's aptitude. Similarly, Dörnyei (2001a) as a foreign language learner and a teacher stated that "99 per cent of language learners who really want to learn a foreign language (i.e. who are really motivated) will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude" (p. 2).

A prominent definition of motivation in foreign language learning came from Gardner (1985) who also has his own theory of motivation, which will be mentioned in detail in the next section. He states that motivation in foreign language learning is "effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (Gardner, 1985, p.10). Gardner (1985) also defines a motivated learner as a person who is "(1) eager to learn the language; (2) willing to expand effort on the learning activity, and (3) willing to sustain the learning activity" (p.10). Likewise, Dörnyei (1998) suggests that the motivated language learner should have motivational intensity, desire to learn the language and an attitude towards learning the language.

2.2.1. Gardner's motivation theory

The language learning motivation research largely depends its roots on the ten-year-study results of Canadian psychologists Gardner and Lambert (Crookes and Schmidt, 1991). As a result of their longitudinal study, they generated a framework for language learning motivation dominating the field for almost thirty years (Oxford, 1996). As stated in Dörnyei (1998), Gardner's motivation theory has three components: (1) the construct of the integrative motive; (2) Attitude/Motivation Test Battery; and (3) the socio-educational model.

According to Gardner (1985), orientation is a concept in motivation and it is a group of reasons to study a foreign language (Gardner and Tremblay, 1994); while motivation means directed and reinforcing effort that learners make in order to learn the language. In other words, motivation is directed to a goal, and orientation explains why the learner has the goal (Gardner, 1985). There are two types of orientation as identified by Gardner and Lambert (1972). Integrative orientation is the desire for culture or linguistic integration (Oxford, 1990); and Gardner (1985) indicates that integrative orientation is related with strong attitudes toward the community of the language and motivation to learn their language. It is also defined as "openness to identify at least in part with another language" (Masgoret and Gardner, 2003, p.126). Learners learn the target language to meet the desire to mix up in the people and the culture of the target language (Ellis, 1997). On the other hand, instrumental orientation is learning a language for an instrumental purpose such as to have a better job, earn more money and pass an exam (Gardner, 1985). These integrative and instrumental orientations have been found to be independent from each other (Gardner and MacIntyre, 1992, 1993).

Gardner and Lambert (1959) have developed the Attitude/Motivation Test Battery, and it became an instrument in demand for language learning research on motivation after it was redeveloped by Gardner and Smythe in 1975. The test battery has been used in various forms since it was developed. Originally, it has been developed to investigate motivation of English-speaking students learning French as a second language (Gardner, 1985). However, it has been adapted and used in many studies both for second and foreign language learning. Detailed information about the Attitude/Motivation Test Battery will be given in the methodology section.

In Gardner's socio-educational model for language learning, it is claimed that biological factors such as age and experimental factors such as former language learning experience are influenced by individual difference variables such as cognitive and affective variables; and they interact with formal and informal language learning contexts, influencing linguistic and non-linguistic outcomes (Gardner and MacIntyre, 1992, 1993). It stated that this model shows what is happening in the learning contexts considering teachers' and learning equipment's effect on student learning, and students' reactions to them (Gardner and MacIntyre, 1993). Moreover, in this model predicts that the learners' level of achievement (linguistic outcomes) affects their emotions (non-linguistic outcomes; and these outcomes have an effect on language attitudes and motivation.

The hypothesis in Gardner's socio-educational model for foreign language learning was summarized by Au (1988):

1. The integrative motive hypothesis: Integrative motivation is positively associated with second language achievement.
2. The cultural belief hypothesis: Cultural beliefs influence the development of the integrative motive and the degree to which integrativeness and achievement are related.
3. The active learner hypothesis: Integratively motivated learners are successful because they are active learners.
4. The causality hypothesis: Integrative motivation is a cause; second language achievement, the effort.
5. The two process hypothesis: Aptitude and integrative motivation are independent factors in second language learning (Schmidt, Boraie and Kassabgy, 1996).

A general view of motivation in foreign language learning has been presented so far. The next section will cover the related studies on motivation in foreign language learning.

2.2.2. Studies on motivation in foreign language learning

There are many studies related to motivation in foreign language learning conducted in the field. Several of these foreign and Turkish studies will be presented in this section.

The relationship between learners' proficiency levels in English and their motivational intensity and motivational orientation (integrative and instrumental) has been investigated by Mun (2004). The results of this study have revealed that there is not a significant difference in learners' motivational orientations according to their proficiency levels. In all proficiency levels (high, average and low), learners have instrumental motivation to learn the language. Also, it has been found out that more proficient learners have higher motivational intensity towards the target language compared to the students in lower proficiency levels.

Sayadin and Lashkarian (2010) conducted a study on 657 students using the Attitude/Motivation Test Battery comparing female and male students' attitudes and motivations toward English. Results of this study showed that students have low attitudes towards English speakers no matter what their gender are. Furthermore, both male and female students have high levels of instrumental and integrative motivation, while female students have higher instrumental and integrative motivation than males.

In their study Chalak and Kassaian (2010) investigated Iranian undergraduate EFL students' motivations and attitudes toward learning English. They tried to find out the motivational orientations and the attitudes of students towards the target language and its community. 108 students were involved in the study and the researchers used Attitude/Motivation Test Battery as the instrument. According to the study results, non-native English speakers learn the language both for instrumental and integrative reasons and the attitudes of the students towards English and the native speakers of English were found to be highly positive.

Moskovsky and Arabai (2009) conducted a study to investigate the difference between EFL and ESL learners' motivational orientations. They found out that while EFL learning is more affected by instrumental motivation, ESL learning is based more on integrative motivation.

In Turkey, Kızıltepe (2000) conducted a study on high schools students in order to find out the instrumental and integrative orientations of the students who were learning English as a foreign language. The results of her study revealed that high school students

were highly motivated to learn English and their instrumental motivation is greater than their integrative motivation.

In Bektaş-Çetinkaya's (2009) study Turkish university students' willingness to learn English was investigated. It was found out that students were moderately motivated and they mainly have instrumental motivation.

A similar result was also found out from Karahan's (2007) study which was conducted in south of Turkey. The results of this study showed that students want to learn English in order to find a better job in the future. Therefore, again it can be said that students are instrumentally motivated to learn English.

The studies mentioned above have a common result i.e. people learning another language as a foreign language have more instrumental motivation than integrative motivation regardless of their first language. This section have presented several studies conducted on motivation in foreign language learning. The next section will give information about attitude in foreign language learning.

2.3. Attitude in Foreign Language Learning

Among many definitions of attitude from various researchers, Allport (1954) offers a comprehensive one:

“A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response towards all subjects and situations with which it is related.” (p.45)

According to Gardner (1985, p.9) attitude is “an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent” and if the language learner has a positive reaction, belief and opinion towards the target language, language learning is expected to occur much easier (Chamber, 1999). Attitude can also be defined as “predisposition to respond in a favorable or unfavorable manner with respect to a given attitude” (Oskamp and Schultz, 2005, p.9). Moreover Gardner (1985) further explains attitude in foreign language learning as follows:

“In the language learning situation, if the students’ attitudes are favorable, it is reasonable to predict, other things being equal, that the experience with the language be pleasant, and the students will be encouraged to continue. Simply, favorable attitudes tend to cause the experience to be perceived positively. If, on the other hand, attitudes are negative, the experiences will tend to be perceived unfavorably.” (p. 8)

In a similar sense, attitude is perceived as a “psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagley and Chaiken, 1998, p.269). Furthermore, as Baker (1992, p.10) states, attitude is “a hypothetical construct used to explain the direction and persistence of human behavior.” Lastly, Chamber (1999) suggests the following definition to the notion of attitude:

“Attitude is taken to mean the set of values which a pupil brings to the FLL experience. It is shaped by the pay-offs that she (sic) expects; the advantages that she sees in language learning. The values which a pupil has may be determined by different variables, such as the experience of learning the target language, of the target language community, experience of travel, the influence of parents and friends, and the attitudes which they may demonstrate and articulate.” (p.27)

Attitude is believed to show if a language learner can comprehend the complexities of the target language (Oxford, 1990; Nunan, 2000). Many researchers state that it plays an influential role in foreign language achievement (Gardner and Lambert, 1959; Bartley, 1970; Clément, Gardner and Amythe, 1978; Lalonde and Gardner, 1985b, Kremer, 1990). It is indicated that attitude is not observable and can only be measured by looking at the responses of the learner, whether favorable or unfavorable, reflecting positive or negative evaluations to the target language (Ajzen, 2005). Attitude towards learning a foreign language includes fears, emotions and prejudices of learners (Spolsky, 2000). Also, the importance of social world is emphasized by Oppenheim (1992) who states that by comprehending and responding to the attitudes of other human beings, attitudes are gained or modified.

It is suggested by Mantle-Bromley (1995) that since attitudes affect the way language learners learn the target language, foreign language teachers should have knowledge on attitudes so that they can handle the issues related to attitudes in the class. Furthermore, the researcher indicates that there are three components of attitude: affect, cognition and

behavior. According to Mantle-Bromley (1995) attitude ““refers to affect and is an evaluative, emotional reaction (the degree of like or dislike associated with the attitudinal object)” (p. 373). Therefore, this means that if a learner does not like the speakers of the target language, this shows the student’s attitude towards the people speaking that language. On the other hand, cognition is the knowledge that the learner has of the target community. If the learner thinks the community as disrespectful, than learning is inhibited. Lastly, behavior is the intentions and actions in the target language which are learner’s endeavors to be native-like or seek for native speakers to communicate in the target language (Mantle-Bromley, 1995).

Finally, Gardner (1985) classifies attitude into two groups: attitude toward the target language and attitude toward target language community. He states that learners’ attitudes and their achievement in the target language are more related with each other compared to other subject areas in the school curriculum. Moreover, there are other studies demonstration that there is a link between learners’ attitudes and their achievement in foreign language learning (Gardner and Smythe, 1975a; Jones, 1950b; Randhawa and Korpan, 1973; Burstall 1975; cited in Gardner, 1985). Attitudes toward the target language community is also considered as an influential factor in learners’ achievement, since they should adopt both linguistic and non-linguistic behaviors of the target language community as well as the community itself (Gardner and Lambert, 1972). Garner (2002) also states that motivation and achievement in language learning are affected by learners’ attitude towards the target language.

In this section, some definitions, types and views of attitude in foreign language learning have been tried to be given. Next section will present some studies conducted on attitude in foreign language learning.

2.3.1. Studies on attitude in foreign language learning

Attitude is a widely researched variable in foreign language learning research (Sparks and Ganschow, 2001). In this section, some studies conducted on both foreign and Turkish participants in foreign language learning will be presented.

A study conducted by Petrides (2006) showed that the students who like English lessons at school think that these lessons are not difficult and instead they find them enjoyable and interesting. Also, the students' performance is better than the ones who do not like English lessons. Therefore, this study shows that there is a significant relationship between positive attitudes and foreign language achievement.

Another study investigated the effect of attitudes and motivation on English proficiency, which was studied by Abdelhafez (1994). The research was conducted on student studying in English Language Department at Yarmouk University in Jordan. The results of the study revealed that these students have positive attitudes towards English as well as the culture and community of the language. Moreover, students are found to be both instrumentally and integratively motivated, while their instrumental motivation is higher than integrative motivation.

Latif, Fadzil, Bahroom, Mohammad and San (2011) studied the relationship between variables like attitude, motivation, anxiety and instrumental orientation in terms of foreign language achievement. The study results revealed that there is a significant correlation between all of the four variables with students' achievement in English lessons at Open University of Malaysia. Furthermore, according to the regression analysis, except for personal motivation, all variables showed significant effect on performance, while anxiety has a negative impact. Also, attitude and instrumental orientation are found to have positive influence on foreign language achievement.

In Turkey, Çakıcı (2007) studied attitude among freshman students studying at various departments in Dokuz Eylül University (İzmir). Given as a compulsory course to all the departments in all of the universities in Turkey, students show negative attitudes towards English course as a result of this study. Interestingly, even though the general attitude is negative towards the English language lesson, the degree varied according to the departments. It is found that some departments show slightly more positive attitudes than other departments. Furthermore, students who have English learning background from their high schools, surprisingly have more negative attitudes than the others.

Karahan's (2007) study also investigated attitudes of Turkish primary school students' attitudes toward English as a foreign language. After 10-hour instruction each week, the

results revealed that students have low level positive attitudes toward the English language. However, their attitudes toward the English culture are relatively more positive. Similar findings have been obtained from another study conducted in the same year by Üzümlü (2007). This study was conducted on preparatory school students studying at five different universities in Turkey. According to the study results, students show high level instrumental motivation along with positive attitudes toward English language and the community.

Finally, a study conducted in Bursa on high school students investigated the attitudes of students toward learning English as a foreign language according to gender (Bilgin-Cebeci, 2006). The results reveal that female students have significantly more positive attitudes than male students.

2.4. Foreign Language Assessment

Assessment is “a process of collecting information about something that we are interested in, according to procedures that are systematic and substantially grounded” (Bachman, 2004, p.6). In education, each type of teaching and learning activity requires a decision making process for teachers to see students’ progress in terms of reaching the learning objectives (Cheng, Rogers and Hu, 2004). Broadfoot (1996) emphasizes the importance of assessment in education as a tool for determining the strong and weak sides of students, institutions and the teaching-learning process.

Language assessment is initially used in order make decisions for micro-evaluations (i.e. to make evaluations for individuals), for macro-evaluations (i.e. programs) and for other stakeholders (Bachman and Palmer, 2010). Furthermore, assessment can also be used for selecting learners, placing them into levels, modifying lessons, anticipating learners’ performance on tests and modifying the curriculum (Bachman, 2004). As Brown (2004) states in his book, there are several types of assessment: informal vs. formal, formative vs. summative, and norm-referenced vs. criterion referenced.

Informal assessment involves teacher’s unplanned comments, praises or feedback (such as nice job, good work, etc.) for the students’ performance in the classroom (Brown, 2004). On the other hand, formal assessment includes specifically designed procedures

which are “systematic, planned sample techniques, constructed to give teacher and student an appraisal of student achievement” (Brown, 2004, p.6).

The aim of formative assessment is to evaluate students’ performances by helping their learning process and for its continuation (Brown, 2004). This type of assessment includes quizzes, homework, unit tests, worksheets, informal observations and so on (Airasian, 2000; Black, 1999; Gronlund, 1998). Summative assessment generally occurs at the end of a course or a program in the forms of final exams or general proficiency exams in order to evaluate what and how much a student learned (Brown, 2004).

Norm-referenced assessment includes test in which the learner’s proficiency level is compared to other test-takers’ scores according to a mean, median and standard deviation. Moreover, the aim of these kind of tests is to order the learners on a continuum and the scores are generally given to the test-takers numerically (Brown, 2004). Test of English as a Foreign Language (TOEFL) and Foreign Language Examination (FLE/YDS) can be given as examples to this type of tests. On the other side, criterion-referenced assessment involves criterion-referenced tests which aim to give feedback or grades to the learners according to the objectives of the courses they have taken. Students’ scores are not compared to each other, since the main aim is to reach an expected level specified by course objectives (Brown, 2004). Midterm and final exams are some examples for criterion-referenced tests.

This section has defined assessment and presented a brief overview of the types of assessment in foreign language education. The next section will give information on classroom assessment.

2.4.1. Standardized tests

A standardized test can be defined as “a test presupposes certain standard objectives, or criteria, that are held constant across one from of the test to another” (Brown, 2004, p.67). Generally the criteria in these kind of test do not depend on a particular curriculum, and try to measure a variety of competencies (Brown, 2004). Morris (2011) stated the characteristics of standardized tests as:

- They are implemented by an outside institution in which the learning does not occur.
- They are hold at a time for large group of people.
- Administration, scoring and interpretation processes have a uniform procedure.
- The test results can be used for different reasons such as learning assessment or evaluation.

According to Brown (2004, p.67), standardized tests are examples of norm-referenced tests, in which the aim is to “place test-takes on a continuum across a range of scores and to differentiate test-takers by their relative ranking.” Scholastic Aptitude Test (SAT[®]), the Graduate Record Exam (GRE[®]), the Graduate Management Admission Test (GMAT), Test of English as Foreign Language (TOEFL[®]), the International English Language Testing System (IELTS[®]) (Brown, 2004), and the tests administered by Turkish Republic Assessment, Selection and Placement Center (ÖSYM) such as Foreign Language Examination (YDS), Academic Personnel and Graduate Studies Entrance Exam (ALES), Public Personnel Selection Examination (KPSS) are all examples for standardized tests.

The advantages of these standardizes tests are that they are ready-made; their validation has been already done; large groups of people can take the test within reasonable time limits; scoring is fast; and they have high face validity (Brown, 2004).

This sections has defined standardized testing and talked about the advantages of them. It is worth to mention high-stakes test, since the scores obtained from standardized tests are generally used for a further need. Therefore, next section will present high-stakes tests.

2.4.2. High-stakes tests

High-stakes test are the ones the results of which may have a large effect on the lives of many people on large programs (Coombe, Folsie, Hubley, 2007). Also, they are defined by Greene (2005) as unique assessments that link consequences, positive or negative, to the results of a test in order to make states, districts, schools and students accountable for the reported performance. In other words, a test turns into high-stakes when the results

are used for prominent decisions about people taking the test (Madaus, 1988). Coombe, et al. (2007, p.159) have stated the following concerning high-stakes tests:

“High-stakes exams such as statewide standardized assessments and final course exams have a real impact on students’ lives. In the United States, there is a trend toward not awarding a high school diploma to students who fail the statewide test, something that can effect lifelong chances for employment and further education. Students who fare poorly on important exam may spend a great deal of time and money in remedial programs until they pass required tests.”

Standardized tests such as the Graduate Record Exam (GRE[®]), the Graduate Management Admission Test (GMAT), Test of English as Foreign Language (TOEFL[®]), the International English Language Testing System (IELTS[®]) have used for many years by the university admissions offices around the world, and students’ performance on these test are used for determining their future lives (Brown, 2004). Therefore, these standardized tests and the ones being administered in Turkey by ÖSYM can be given as examples for high-stakes tests.

2.4.3. Test anxiety

Test anxiety can be defined as a strong fear of having low performance on a test or on an evaluation (Harris and Coy, 2003). Horwitz and Young (1991) confirm the idea that it results from a fear of failure over an academic evaluation. Furthermore, it is seen as a negative psychological feeling that learners experience while taking the test or being evaluated (Cassady, 2004). People, who have test anxiety, also experience uneasiness, hopelessness, apprehension (Sieber, 1980; Zeidner, 1998).

Test anxiety usually results from certain responses to a stimuli depending on learners’ past experiences in an evaluation (Seiber, 1980). Limitations, test techniques, format, length, test environment, clarity of instructions are also believed to be responsible for anxiety (Young, 1999). Even though many people experience this feeling once in a life time, some learners’ academic performance are tend to be more seriously affected (Spielberger and Vagg, 1995). Sometimes, anxiety can decrease test-takers’ attentions and increases the amount of errors (Ohata, 2005; Cassady & Johnson, 2002). Moreover, it can distract test-takers’ concentration during the tests and prevent recalling of necessary

knowledge (Zeidner, 1998). Therefore, Zeidner (1998) asserts that "reducing the effects of anxiety on performance is viewed as one possible avenue to improving the test performance of underachieving examinees (p. 4).

As put forward firstly by Libert and Morris (1967), there are two dimensions of test anxiety which are worry and emotionality. Although some other dimensions such as behavioral responses, bodily reactions, lack of self-confidence, tension, test-irrelevant thinking have been suggested (Hagtvet & Benson, 1997; Hodapp & Benson, 1997), worry and emotionality constitutes the main aspect in test anxiety research (Cizek & Burg, 2006; Hodapp & Benson, 1997). Worry dimension includes pessimistic feelings, expectation of failure, negative comparison to other test-takers, loss of regard by others, doubts on one's ability and so on (Goonan, 2004; Harris & Coy, 2003; Liebert & Morris, 1967; I. G. Sarason, 1980). On the other hand, the emotionality dimension consists of physical signs (racing heartbeat, perspiration, cold hands, muscle tension, loss of appetite, excessive eating, stomachaches, headaches, nausea, fatigue, sleeping problems, etc.) (Goonan, 2004; Rubenzer, 1988; Goonan, 2004; Casbarro, 2005; Cizek & Burg, 2006) and emotional signs (crying, outburst, depression, irritability and agitation) (Cizek & Burg, 2006; Jewett and Peterson, 2002; Rubenzer, 1988; Goonan, 2004).

This section has presented the definitions of test anxiety and given information on causes and results. The next section will present the related studies on test anxiety in foreign language learning.

2.4.3.1 Studies on test anxiety in foreign language learning

One of the earlier studies on test anxiety in foreign language learning was conducted by Don Bushnell (1978). He conducted his study on one hundred and twenty five undergraduate students in University of California, Santa Barbara. The aim of his study was to investigate the effects of different situational variables in stressful foreign language examinations on high-test-anxious and low-test-anxious students. Midterm and final exams were held in two different settings which are large lecture halls and small language laboratories. In order to determine high and low-test anxious students, prior to the midterm exams, students were asked to complete an 11 item Test Anxiety Questionnaire. Self-ratings of anticipated performance and of anxiety and emotionality

during the midterm exams were scored for all students. The ones who were above 50% were labeled as high-anxiety test-takers and the ones who were below 50% were labeled as low-anxiety test takers. After comparing these two groups of students, the results showed that high test anxious students who took the exams in small labs had higher scores compared to the ones taking the same exam in large lecture halls. Interestingly while the test scores of these two groups of test-takers did not significantly differ in small laboratories, there was a significant difference in the students' achievement taking the exams in large lecture halls. Finally, Bushnell (1978) concluded that environmental and situational variables have important differential effects on high and low anxious students' foreign language achievement.

In another earlier study, Rasor and Rasor (1998) investigated a thousand four hundred forty one students' test anxieties according to variables such as study behavior, age, gender and ethnicity. These students were chosen among the ones enrolled in introductory English course at American River College and Sacramento City College. In order to gather data, the researchers used Study Behavior Inventory (SBI) and Sarason's Test Anxiety (TAS), and 8 demographical questions. The results of this study revealed that non-white students compared to whites need more instruction about study habits and anxiety in order to help them combating with tests. Also, younger students, especially males, can need additional lessons about study habits and female students need more help than males to overcome test anxiety. Lastly, having low level study skills are found be influential in having higher levels of test anxiety.

A more recent study was conducted by In'nami (2006) on 79 Japanese first-year students enrolled in three general English lessons in which the main focus was on listening skills. The aim of this research was to investigate the effects of test anxiety on listening performance. The researcher adopted two monologue listening tests with 12 multiple choice items from TOEFL. Moreover, Test Anxiety Scale (TAS) and Test Influence Inventory (TII) were also used to find out students' anxiety levels. In'nami (2006) found out that sub-dimensions of test anxiety, which are general test-worry, test-irrelevant thinking, and emotion, have no significant influence on listening test performance.

In Putwain's (2007) study, the researcher aimed to find out whether there is individual or group difference in test anxiety scorers in addition to socio-demographic variables. Six

hundred and ninety students were chosen as participants in the North of the UK. In order to collect data, a self-report questionnaire, the Test Anxiety Inventory and Students Profile questionnaires were used. Results of this study demonstrated that gender, ethnic and socio-economic background of students were found to have a significant effect on test anxiety.

Another study was conducted by Joy (2003), which focuses on the level of test anxiety related to pre-, during-, and post-test stages of second language learners. A hundred and thirty three undergraduate students, who were studying English as a foreign language in Tamil Nadu, India, were included in the study. Data were collected through a questionnaire having two sections. This first part included statements on pre-, during- and post-exam conditions, whereas the second part tries to find out the overall test anxiety. The results revealed that students were most anxious in during-test stage, followed by pre-test stage. In addition, students reported that they were not receiving any help from their teachers in order to deal with test-anxiety.

This section included several studies conducted on test-anxiety in foreign language learning starting from the early studies to the very recent ones. The studies were mainly conducted on students who were still continuing their education lives. Also, these studies generally focused on the effect of demographic variables' effect on test-anxiety levels or the influence of test-anxiety on students' foreign language achievement. Studies investigating the effect of foreign language learning motivation and attitude toward foreign language learning on test anxiety conducted on graduates could not be found in the related literature. Next section will start to give information on the present study.

3. METHODOLOGY

This chapter will give information on the participants, data collection process, data collection tools and data analysis.

3.1. Participants

The study was conducted on 172 graduate people who have pursued or still pursuing an undergraduate and graduate studies from all over Turkey. The demographic information obtained by the survey questions is presented in Tables 2, 3, 4, 5, 6. The demographic information includes the independent variables of this study.

Table 2. Distribution of the Participants' Age

Age	Frequency (F)	Percent (%)
20-25	39	22,7
26-30	56	32,6
31-40	53	30,8
41-50	16	9,3
51-55	6	3,5
55-60	2	1,2
Total	172	100,0

As stated in Table 2, most participants are between 26-30 years old, and the second most crowded group includes people who are between 31-40 years old. There are only 2 participants who are 55-60 years old and 6 participants who are 51-55 years old in this research.

Table 3. Distribution of the Participants' Gender

Gender	Frequency (F)	Percent (%)
Female	83	48.3
Male	89	51.7
Total	172	100,0

It is observed in Table 3 that there are almost equal number of female and male participants in this study.

Table 4. Distribution of the Highest Scores Participants Have on FLE

Score	Frequency (F)	Percent (%)
Below 25	11	6.4
26-50	51	29.7
51-70	66	38.4
79-89	35	20.3
Above 90	9	5.2
Total	172	100,0

It can be seen from Table 4 that most of the participants (i.e. 38.4 %) got their highest scores between 51-70. This group is followed by 29.7% of participants who got a score between 26-50. There are few people participating in this study who got a highest score below 25 and above 90.

Table 5. Distribution of Participants' Field of Study

Field	Frequency (F)	Percent (%)
Social	87	50.6
Education	31	18.0
Science	48	27.9
Fine Arts	6	3.5
Total	172	100,0

Table 5 demonstrates the distribution of participants' field of study. It is observed that most of the participants are working in social departments, whereas there are very few people from department of fine arts participating in this study.

Table 6. Distribution of Participants' Test-taking Frequencies

Test-taking Frequency	Frequency (F)	Percent (%)
None	5	2.9
1-3	70	40.7
4-5	69	40.1
6-9	12	7.0
More than 10	16	9.3
Total	172	100,0

In Table 6, it is seen that people participating in this study mostly took the foreign language exams administered by ÖSYM 1-5 times in their lifetime. There are 5 participants who indicated that they have never taken one of these exams, but are getting prepared for FLE, and will take this exam on spring 2015.

3.2. Data Collection Process

Data was collected through many sources available to the researcher in November and December, 2014. The questionnaires were mainly distributed to the lecturers working at Süleyman Demirel University, Isparta. Participants were asked to complete the survey, and some time were given to them. Then the answered questionnaires were collected by the researcher. Furthermore, the surveys were e-mailed to some other lecturers working at different universities as well. The answers were received via e-mail. Furthermore, the survey was also conducted on people who were still studying at an undergraduate level

or getting prepared to it. Therefore, graduate level students were also included in the study.

The questionnaire was also uploaded to a webpage which people having academic carriers use (akademikpersonel.org). Few people answered the questionnaire and sent them to the researcher via e-mail.

3.3. Data Collection Tools

This study has a quantitative research design and in order to collect data for this research, three types of data collection tools were used constituting the three sub-sections of the survey. The first section includes questions prepared by the researcher in order to get the demographic information of the participants. These questions also elicit the necessary information for the independent variables (See Appendix 3).

In the next section, in order to find out participants' test anxiety levels, Test Anxiety Inventory (TAI) is used. This is a multi-dimensional questionnaire consisting of 50 items on a 2-point scale where 1= false and 2= true. The dimensions of this instrument include the following parts: "how others will view you if you do poorly" (8 items), "your own self-image" (7 items), "your future security" (6 items), "not being prepared for the test" (6 items), "bodily reactions" (7 items), "thought disruptions" (10 items) and "general test-taking anxiety" (6 items). However, in this study these dimensions were not investigated separately. Instead, score obtained from each item is calculated by multiplying and a general score is used in the statistical analyses. The original form of these items is in English (See Appendix 1). In order to be understood by everyone taking this survey, the items were translated into Turkish by the researcher. The translated forms were checked by a lecturer from Foreign Language department.

The last part of the survey, the adapted from of Gardner's (1985) Attitude/Motivation Test Battery – AMTB was used. Instead of the original format of 7-point Likert scale, 5-point Likert scale was used. The following parts were taken and adapted from AMTB: "Interest in Foreign Languages" (9 items), "Attitude toward Learning English" (5 positive and 5 negative items), "Integrative Orientation" (4 items), "Instrumental Orientation" (4 items) and "Motivational Intensity" (10 items). The last part "Motivational Intensity" has

multiple choice questions, having each choice a different score determined by Gardner (1985). (See Appendix 2) These parts were adapted and translated into Turkish by the researcher and the translated forms were also checked by a lecturer from Foreign Language department.

In order to measure the reliability of these adapted questionnaires, a pilot study was conducted on 21 people. According to the results of the reliability analyses, the Cronbach's Alpha for Test Anxiety Inventory was obtained as .88, and the Cronbach's Alpha for Attitude and Motivation questions was obtained as .94. The high reliability levels of these tests show that the translated form of the questions were understood by the participants. After conducting the survey on 172 participants the reliability analyses were administered again. The results showed that both parts of the questionnaire have high level of reliability with Cronbach's Alpha of .89 for the Test Anxiety Inventory and Cronbach's Alpha of .93 for Attitude and Motivation sections.

3.4. Data Analysis

The collected data were analyzed through the statistics program IBM SPSS 20. In order to get results for the independent variables, frequency analysis was done. To find out the results in order to answer the research questions, Independent Samples T-test, One-way ANOVA and Correlation analysis were used.

Independent Samples T-test was conducted in order to find out the differences related to gender, since there are two grouping variables. However, since there are more grouping variables for age, score, test-taking frequencies and field of study, One-way ANOVA was done to find out the relationship between dependent variables according to these dependent ones. Lastly, to look at the relationship between test anxiety and motivation, test anxiety and attitude, and integrative and instrumental motivation, Correlation analysis was used.

4. RESULTS

The core results of the statistical analyses are presented in this chapter under sub-titles according to the independent variables of the study. These independent samples are interest in foreign languages, attitude toward FLL, integrative and instrumental motivation in FLL, motivational intensity in FLL, and test anxiety in FLL. Furthermore, each sub-section will include 5 sub-sections titled according to dependent variables of this study. These dependent variables are participant's field of study, highest score on foreign language exams, test-taking frequency, age and gender.

4.1. Interest in Foreign Languages

This section includes the participants' interest in foreign languages statistically analyzed by ANOVA and Independent Samples T-test. The results are given under 5 sub-sections which are the dependent variables of this study.

4.1.1. Participants' interest in foreign languages according to their field of study

The results of ANOVA analysis are shown on Tables 7a and 7b. These tables reveal that there is not a significant difference in participants' interest in foreign languages according to their field of study, $F(3, 168) = 2.336, p > .05$.

Table 7a. Descriptive Statistics for Participants' Interest in Foreign Languages

Field of Study	N	\bar{X}	SD
Social	87	39.45	4.81
Education	31	37.83	6.22
Science	48	37.12	5.34
Fine arts	6	39.66	4.67

Table 7b. ANOVA results for Interest in Foreign Languages according to Participants' Field of Study

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	192.521	3	64.174	2.336	.076
Within groups	4614.386	168	27.467		
Total	4806.907	171			

Tables 7a and 7b also show that event though there is not a significant relationship ($p = .076$) between groups, participants have high levels of interest, since the means of their answers (\bar{X}) are close to the highest score, which is 45.

4.1.2. Participants' interest in foreign languages according to their highest score on FLE

The results of ANOVA analysis are shown on Tables 8a and 8b. These tables reveal that there is not a significant difference in participants' interest in foreign languages according to their highest score on foreign language exams, $F(4, 167) = .169, p > .05$.

Table 8a. Descriptive Statistics for Participants' Interest in Foreign Languages

Score	N	\bar{X}	SD
Below 25	11	38.09	5.35
26-50	51	38.15	5.13
51-70	66	38.72	6.01
71-89	35	38.57	4.68
Above 90	9	38.44	3.20

Table 8b. ANOVA results for Interest in Foreign Languages according to Participants' Highest Scores on FLE

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	19.368	4	4.842	.169	.954
Within groups	4787.539	167	28.668		
Total	4806.907	171			

Tables 8a and 8b also show that although there is not a significant relationship ($p = .954$) between participants' level of interest in foreign languages according to the highest score they got from foreign language exams, their interest levels are quite high, since the means of their answers (\bar{X}) are close to the highest score, which is 45.

4.1.3. Participants' interest in foreign languages according to their test-taking frequencies

The results of ANOVA analysis are shown on Tables 9a and 9b. These tables reveal that there is not a significant difference in participants' interest in foreign languages according to their test-taking frequencies, $F(4, 167) = 1.077, p > .05$.

Table 9a. Descriptive Statistics for Participants' Interest in Foreign Languages

Frequency	N	\bar{X}	SD
None	5	37.20	2.48
1-3	70	38.44	5.69
4-6	69	38	5.34
7-9	12	40.91	3.75
Above 10	16	39.75	4.66

Table 9b. ANOVA results for Interest in Foreign Languages according to Participants' Exam-taking Frequencies

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	120.919	4	30.230	1.077	.369
Within groups	4685.988	167	28.060		
Total	4806.907	171			

Tables 9a and 9b also demonstrate that participants' interest levels are high in terms of these groups, even though there is not a significant difference ($p=.369$) between the groups of exam-taking frequencies.

4.1.4. Participants' interest in foreign languages according to their age

The results of ANOVA analysis are shown on Tables 10a and 10b. These tables reveal that there is not a significant difference in participants' interest in foreign languages according to their age, $F(5, 166) = 1.747, p>.05$.

Table 10a. Descriptive Statistics for Participants' Interest in Foreign Languages

Age	N	\bar{X}	SD
20-25	39	39.66	4.16
26-30	56	37.73	5.66
31-40	53	39.45	4.55
41-50	16	36.81	8.001
51-55	6	35.66	4.36
56-60	2	36	1.41

Table 10b. ANOVA results for Interest in Foreign Languages according to Participants' Age

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	240.355	5	48.071	1.747	.127
Within groups	4566.552	166	27.509		
Total	4806.907	171			

Similar to other independent variables, although no significant difference was found ($p=.127$) according to participants' age, all age groups seem to have high levels of interest in foreign languages, since their means (\bar{X}) are closer to the highest score 45.

4.1.5. Participants' interest in foreign languages according to their gender

The results of Independent Samples T-test are given in Table 11. The results show that there is a significant difference between participants' interest levels in foreign languages according to their gender, $t(170) = 2.89, p<.05$. Female participants ($\bar{X}=39.71$) are more interested in foreign languages than male participants ($\bar{X}=37.41$).

Table 11. T-Test Results for Interest in Foreign Languages according to Gender

Gender	N	\bar{X}	SD	df	t	p
Female	83	39.71	4.47	170	2.89	.004
Male	89	37.41	5.77			

The results also demonstrate that although there is a significant difference (.004) between female and male participants' interest levels in foreign languages, both groups have high levels of interest in foreign languages, since their means (\bar{X}) are closer to the highest score 45.

4.2. Attitude toward FLL

This section includes the participants' attitudes toward FLL statistically analyzed by ANOVA and Independent Samples T-test. The results are given under 5 sub-sections which are the dependent variables of this study.

4.2.1. Participants' attitude toward FLL according to their field of study

The results of ANOVA analysis are shown on Tables 12a and 12b. These tables reveal that there is not a significant difference in participants' attitude toward foreign languages according to their field of study, $F(3, 168) = .725, p > .05$.

Table 12a. Descriptive Statistics for Participants' Attitude toward FLL

FIELD OF STUDY	N	\bar{X}	SD
Social	87	41.16	7.83
Education	31	38.70	9.99
Science	48	40.20	7.16
Fine arts	6	40.16	6.39

Table 12b. ANOVA results for Attitude toward FLL according to Participants' Field of Study

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	140.976	3	46.992	.725	.538
Within groups	10890.884	168	64.827		
Total	11031.860	171			

Tables 12a and 12b demonstrate that the participants have positive attitudes toward learning English as a foreign language, even though there is not a significant difference ($p = .538$) between the groups concerning the participants' field of study. The highest score they can get from this section was 50.

4.2.2. Participants' attitude toward FLL according to their highest scores on FLE

The results of ANOVA analysis are shown on Tables 13a and 13b. These tables reveal that there is a significant difference in participants' interest in foreign languages according to their highest scores on foreign language exams, $F(4, 167) = 2.683, p < .05$. In order to find out the difference among highest scores on foreign language exams, Scheffe test was administered. The results show that the participants who scored 90 or more ($\bar{X}=46.88$) in FLE have more positive attitudes toward FLL than the ones who scored between 71-89 ($\bar{X}=40.97$), 51-70 ($\bar{X}=41.09$), 26-50 ($\bar{X}=38.27$) and below 25 ($\bar{X}=38.27$) in FLE.

Table 13a. Descriptive Statistics for Participants' Attitude toward FLL

Score	N	\bar{X}	SD
Below 25	11	39.27	5.27
26-50	51	38.27	8.52
51-70	66	41.09	7.91
71-89	35	40.97	8.1
Above 90	9	46.88	4.28

Table 13b. ANOVA results for Attitude toward FLL according to Participants' Highest Scores on FLE

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	666.207	4	166.552	2.683	.033
Within groups	10365.654	167	62.070		
Total	11031.860	171			

Although a significant difference ($p=.033$) was found among participants attitudes according to the highest scores the got from foreign language exams, the means (\bar{X}) of their answers show that all score groups have positive attitudes toward FLL, as the highest score for this section was 50.

4.2.3. Participants' attitude toward FLL according to their test-taking frequencies

The results of ANOVA analysis are shown on Tables 14a and 14b. These tables reveal that there is not a significant difference in participants' interest in foreign languages according to their test-taking frequencies, $F(4, 167) = 1.555, p > .05$.

Table 14a. Descriptive Statistics for Participants' Attitude toward FLL

Frequency	N	\bar{X}	SD
None	5	44.40	3.20
1-3	70	41.17	7.05
4-6	69	39.56	8.58
7-9	12	43.16	7.35
Above 10	16	37.5	10.15

Table 14b. ANOVA results for Attitude toward FLL according to Participants' Exam-taking Frequencies

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	396.094	4	99.024	1.555	.189
Within groups	10635.766	167	63.687		
Total	11031.860	171			

Tables 14a and 14b show that even though there is not a significant difference ($p=.189$) between the test-taking frequency groups, the means (\bar{X}) of their answers show that all groups have positive attitudes toward FLL, as the highest score for this section was 50.

4.2.4. Participants' attitude toward FLL according to their age

The results of ANOVA analysis are shown on Tables 15a and 15b. These tables reveal that there is not a significant difference in participants' interest in foreign languages according to their age, $F(5, 166) = .684, p>.05$.

Table 15a. Descriptive Statistics for Participants' Attitude toward FLL

Age	N	\bar{X}	SD
20-25	39	42.43	5.59
26-30	56	39.48	9.28
31-40	53	40.03	7.42
41-50	16	40.43	10.35
51-55	6	39.33	9.04
56-60	2	40.5	0.70

Table 15b. ANOVA results for Attitude toward FLL according to Participants' Age

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	222.593	5	44.519	.684	.636
Within groups	10809.267	166	65.116		
Total	11031.860	171			

Tables 15a and 15b show that even though there is not a significant difference ($p=.636$) between the age groups, the means (\bar{X}) of their answers show that all age groups have positive attitudes toward FLL, as the highest score for this section was 50.

4.2.5. Participants' attitude toward FLL according to their gender

The results of Independent Samples T-test are given in Table 16. The results show that there is a significant difference between participants' attitudes toward FLL according to their gender, $t(170) = 3.32, p < .05$. Female participants ($\bar{X}=42.46$) have more positive attitudes toward FLL than male participants ($\bar{X}=38.5$).

Table 16. T-Test Results for Attitude toward FLL according to Gender

Gender	N	\bar{X}	SD	df	t	p
Female	83	42.46	6.59	170	3.32	.001
Male	89	38.5	8.78			

It also observed in Table 16 that both male and female participants' means (\bar{X}) show that they have positive attitudes toward FLL, as the highest score for this section was 50.

4.3. Integrative Motivation in FLL

This section includes the participants' integrative motivation FLL statistically analyzed by ANOVA and Independent Samples T-test. The results are given under 5 sub-sections which are the dependent variables of this study.

4.3.1. Participants' integrative motivation in FLL according to their field of study

The results of ANOVA analysis are shown on Tables 17a and 17b. These tables reveal that there is not a significant difference in participants' integrative motivation in FLL according to their field of study, $F(3, 168) = 1.541, p > .05$.

Table 17a. Descriptive Statistics for Participants' Integrative Motivation in FLL

Field of Study	N	\bar{X}	SD
Social	87	16	3.14
Education	31	15.80	3.70
Science	48	14.83	3.23
Fine arts	6	16.66	3.07

Table 17b. ANOVA Results for Integrative Motivation in FLL according to Participants' Field of Study

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	49.603	3	16.534	1.541	.206
Within groups	1802,839	168	10.731		
Total	1852.442	171			

Since participants were expected to have at most 20 in this section, their means (\bar{X}) show that the study field groups have high level of integrative motivation, even though there is not a significant difference ($p=.206$) between them.

4.3.2. Participants' integrative motivation in FLL according to their highest score on FLE

The results of ANOVA analysis are shown on Tables 18a and 18b. These tables reveal that there is not a significant difference in participants' integrative motivation in FLL according to their highest score on foreign language exams, $F(4, 167) = .688, p>.05$.

Table 18a. Descriptive Statistics for Participants' Integrative Motivation in FLL

Score	N	\bar{X}	SD
Below 25	11	16.63	2.80
26-50	51	15.29	3.04
51-70	66	15.83	3.16
71-89	35	15.34	3.42
Above 90	9	16.55	3.36

Table 18b. ANOVA Results for Integrative Motivation in FLL according to Participants' Highest Scores on FLE

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	30.034	4	7.508	.688	.601
Within groups	1822.408	167	10.913		
Total	1852.442	171			

Moreover, score groups have high level of integrative motivation, even though there is not a significant difference ($p=.601$) between them. Their means (\bar{X}) are quite close to the highest score (20).

4.3.3. Participants' integrative motivation in FLL according to their test-taking frequencies

The results of ANOVA analysis are shown on Tables 17a and 17b. These tables reveal that there is not a significant difference in participants' integrative motivation in FLL according to their test-taking frequencies, $F(4, 167) = .527, p>.05$.

Table 19a. Descriptive Statistics for Participants' Integrative Motivation in FLL

Frequency	N	\bar{X}	SD
None	5	17	2.23
1-3	70	15.77	3.26
4-6	69	15.40	3.09
7-9	12	16.41	3.52
Above 10	16	15.31	4.36

Table 19b. ANOVA Results for Integrative Motivation in FLL according to Participants' Exam-taking Frequencies

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	23.107	4	5.777	.527	.716
Within groups	1829.335	167	10.954		
Total	1852.442	171			

It can also be seen in tables 19a and 19b that test-taking frequency groups have high level of integrative motivation, even though there is not a significant difference ($p=.716$) between them. Their means (\bar{X}) are quite close to the highest score (20).

4.3.4. Participants' integrative motivation in FLL according to their age

The results of ANOVA analysis are shown on Tables 20a and 20b. These tables reveal that there is not a significant difference in participants' integrative motivation in FLL according to their age, $F(5, 166) = .218, p>.05$.

Table 20a. Descriptive Statistics for Participants' Integrative Motivation in FLL

Age	N	\bar{X}	SD
20-25	39	15.64	3.62
26-30	56	15.57	3.12
31-40	53	15.86	3.36
41-50	16	15.87	3.55
51-55	6	14.66	2.16
56-60	2	14.5	2.12

Table 20b. ANOVA Results for Integrative Motivation in FLL according to Participants' Age

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	12.094	5	2.419	.218	.954
Within groups	1840.347	166	11.086		
Total	1852.442	171			

In addition, age groups have high level of integrative motivation, even though there is not a significant difference ($p=.954$) between them. Their means (\bar{X}) are quite close to the highest score (20).

4.3.5. Participants' integrative motivation in FLL according to their gender

The results of Independent Samples T-test are given in Table 21. The results show that there is a significant difference between participants' integrative motivation levels according to their gender, $t(170) = 2.54, p < .05$. Female participants ($\bar{X} = 16.31$) are more integratively motivated in FLL than male participants ($\bar{X} = 15.05$).

Table 21. T-Test Results for Integrative Motivation in FLL according to Gender

Gender	N	\bar{X}	SD	df	t	p
Female	83	16.31	3.26	170	2.54	.012
Male	89	15.05	3.21			

Both genders show high level of integrative motivation, even though there is a significant difference ($p = .012$) between them. Their means (\bar{X}) are quite close to the highest score (20).

4.4. Instrumental Motivation in FLL

This section includes the participants' instrumental motivation in FLL statistically analyzed by ANOVA and Independent Samples T-test. The results are given under 5 sub-sections which are the dependent variables of this study.

4.4.1. Participants' instrumental motivation in FLL according to their field of study

The results of ANOVA analysis are shown on Tables 22a and 22b. These tables reveal that there is not a significant difference in participants' instrumental motivation in FLL according to their field of study, $F(3, 168) = .244, p > .05$.

Table 22a. Descriptive Statistics for Participants' Instrumental Motivation in FLL

Field of Study	N	\bar{X}	SD
Social	87	17.43	3.04
Education	31	17.80	2.48
Science	48	17.66	2.45
Fine arts	6	17.55	2.09

Table 22b. ANOVA Results for Instrumental Motivation in FLL according to Participants' Field of Study

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	5.621	3	1.874	.244	.865
Within groups	1288.908	168	7.672		
Total	1294.529	171			

Moreover, study field groups have high level of instrumental motivation, even though there is not a significant difference ($p=.864$) between them. Their means (\bar{X}) are quite close to the highest score (20).

4.4.2. Participants' instrumental motivation in FLL according to their highest score on FLE

The results of ANOVA analysis are shown on Tables 23a and 23b These tables reveal that there is not a significant difference in participants' integrative motivation in FLL according to their highest score on foreign language exams, $F(4, 167) = .590, p>.05$.

Table 23a. Descriptive Statistics for Participants' Instrumental Motivation in FLL

Score	N	\bar{X}	SD
Below 25	11	16.72	2.41
26-50	51	17.25	2.34
51-70	66	17.83	2.89
71-89	35	17.65	3.25
Above 90	9	17.77	2.22

Table 23b. ANOVA Results for Instrumental Motivation in FLL according to Participants' Highest Scores on FLE

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	18.053	4	4.513	.590	.670
Within groups	1276.476	167	7.644		
Total	1294.529	171			

Also, score groups have high level of instrumental motivation, even though there is not a significant difference ($p=.670$) between them. Their means (\bar{X}) are quite close to the highest score (20).

4.4.3. Participants' instrumental motivation in FLL according to their test-taking frequencies

The results of ANOVA analysis are shown on Tables 24a and 24b. These tables reveal that there is not a significant difference in participants' integrative motivation in FLL according to their test-taking frequencies, $F(4, 167) = .843, p>.05$.

Table 24a. Descriptive Statistics for Participants' Instrumental Motivation in FLL

Frequency	N	\bar{X}	SD
None	5	17	1.87
1-3	70	17.51	2.58
4-6	69	17.44	2.76
7-9	12	18.91	1.72
Above 10	16	17.31	4.01

Table 24b. ANOVA Results for Instrumental Motivation in FLL according to Participants' Exam-taking Frequencies

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	25.617	4	6.404	.843	.5
Within groups	1268.912	167	7.598		
Total	1294.529	171			

These score groups show high level of instrumental motivation, even though there is not a significant difference ($p=.5$) between them. Their means (\bar{X}) are quite close to the highest score (20).

4.4.4. Participants' instrumental motivation in FLL according to their age

The results of ANOVA analysis are shown on Tables 25a and 25b. These tables reveal that there is not a significant difference in participants' integrative motivation in FLL according to their age, $F(5, 166) = 1.674, p>.05$.

Table 25a. Descriptive Statistics for Participants' Instrumental Motivation in FLL

Age	N	\bar{X}	SD
20-25	39	18.51	1.81
26-30	56	17.25	3.26
31-40	53	17.33	2.82
41-50	16	17.68	2.41
51-55	6	15.83	1.83
56-60	2	17	1.41

Table 25b. ANOVA Results for Instrumental Motivation in FLL according to Participants' Age

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	62.128	5	12.426	1.674	.144
Within groups	1232.401	166	7.424		
Total	1294.529	171			

Furthermore, age groups have high level of instrumental motivation, even though there is not a significant difference ($p=.144$) between them. Their means (\bar{X}) are quite close to the highest score (20).

4.4.5. Participants' instrumental motivation in FLL according to their gender

The results of Independent Samples T-test are given in Table 26. The results show that there is a significant difference between participants' instrumental motivation levels according to their gender, $t(170) = 2.31, p < .05$. Female participants ($\bar{X} = 18.04$) are more instrumentally motivated in FLL than male participants ($\bar{X} = 17.08$).

Table 26. T-Test Results for Instrumental Motivation in FLL according to Gender

Gender	N	\bar{X}	SD	Df	t	p
Female	83	18.04	2.58	170	2.31	.022
Male	89	17.08	2.83			

Also, both gender groups have high level of instrumental motivation, even though there is a significant difference ($p = .022$) between them. Their means (\bar{X}) are quite close to the highest score (20).

4.5. Motivational Intensity in FLL

This section includes the participants' motivational intensity in FLL statistically analyzed by ANOVA and Independent Samples T-test. The results are given under 5 sub-sections which are the dependent variables of this study.

4.5.1. Participants' motivational intensity in FLL according to their field of study

The results of ANOVA analysis are shown on Tables 27a and 27b. These tables reveal that there is not a significant difference in participants' motivational intensity in FLL according to their field of study, $F(3, 168) = 1.458, p > .05$.

Table 27a. Descriptive Statistics for Participants' Motivational Intensity in FLL

FIELD OF STUDY	N	\bar{X}	SD
Social	87	24.20	3.04
Education	31	24.09	3.66
Science	48	24.89	3.59
Fine arts	6	26.66	2.58

Table 27b. ANOVA Results for Motivational Intensity in FLL according to Participants' Field of Study

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	47.993	3	15.998	1.458	.228
Within groups	1842.798	168	10.969		
Total	1890.791	171			

Moreover, study field groups have high level of motivational intensity, even though there is not a significant difference ($p=.228$) between them. Their means (\bar{X}) are quite close to the highest score (30).

4.5.2. Participants' motivational intensity in FLL according to their highest score on FLE

The results of ANOVA analysis are shown on Tables 28a and 28b. These tables reveal that there is a significant difference in participants' motivational intensity in FLL according to their field of study, $F(4, 167) = 2.847, p < .05$. In order to find out the difference among highest scores on foreign language exams, Scheffe test was administered. The results show that the participants who scored 90 or more ($\bar{X} = 26.77$) in FLE have more motivational intensity in FLL than the ones who scored between 71-89 ($\bar{X} = 25.14$), 51-70 ($\bar{X} = 24.63$), 26-50 ($\bar{X} = 23.68$) and below 25 ($\bar{X} = 23$) in FLE.

Table 28a. Descriptive Statistics for Participants' Motivational Intensity in FLL

Score	N	\bar{X}	SD
Below 25	11	23	3.28
26-50	51	23.68	3.61
51-70	66	24.63	3.02
71-89	35	25.14	3.24
Above 90	9	26.77	2.68

Table 28b. ANOVA Results for Motivational Intensity in FLL according to Participants' Highest Scores on FLE

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	120.696	4	30.174	2.847	.026
Within groups	1770.094	167	10.599		
Total	1890.791	171			

The score groups have high level of motivational intensity, even though there is a significant difference ($p=.026$) between them. Their means (\bar{X}) are quite close to the highest score (30).

4.5.3. Participants' motivational intensity in FLL according to their test-taking frequencies

The results of ANOVA analysis are shown on Tables 29a and 29b. These tables reveal that there is not a significant difference in participants' motivational intensity in FLL according to their test-taking frequencies, $F(4, 167) = .518, p > .05$.

Table 29a. Descriptive Statistics for Participants' Motivational Intensity in FLL

Frequency	N	\bar{X}	SD
None	5	25.80	3.03
1-3	70	24.61	3.17
4-6	69	24.10	3.49
7-9	12	25	3.10
Above 10	16	24.56	3.63

Table 29b. ANOVA Results for Motivational Intensity in FLL according to Participants' Exam-taking Frequencies

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	23.178	4	5.794	.518	.723
Within groups	1867.613	167	11.183		
Total	1890.791	171			

In addition, these groups have high level of motivational intensity, even though there is not a significant difference ($p=.723$) between them. Their means (\bar{X}) are quite close to the highest score (30).

4.5.4. Participants' motivational intensity in FLL according to their age

The results of ANOVA analysis are shown on Tables 27a and 27b. These tables reveal that there is a significant difference in participants' motivational intensity in FLL according to their age, $F(5, 166) = 2.408, p < .05$. In order to find out the difference among participants' age, Scheffe test was administered. The results show that the participants who age between 41-50 ($\bar{X}=26.06$), between 20-25 ($\bar{X}=25.12$) and between 31-40 ($\bar{X}=24.71$) have more motivational intensity than the ones who are between 51-55 ($\bar{X}=23.83$), between, 56-60 ($\bar{X}=23.5$) and 26-30 ($\bar{X}=23.41$).

Table 30a. Descriptive Statistics for Participants' Motivational Intensity in FLL

Age	N	\bar{X}	SD
20-25	39	25.12	2.82
26-30	56	23.41	3.61
31-40	53	24.71	2.83
41-50	16	26.06	3.10
51-55	6	23.83	5.91
56-60	2	23.5	2.12

Table 30b. ANOVA Results for Motivational Intensity in FLL according to Participants' Age

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	127.853	5	25.571	2.408	.039
Within groups	1762.938	166	10.620		
Total	1890.791	171			

Furthermore, all age groups have high level of motivational intensity, even though there is a significant difference ($p=.039$) between them. Their means (\bar{X}) are quite close to the highest score (30).

4.5.5. Participants' motivational intensity in FLL according to their gender

The results of Independent Samples T-test are given in Table 31. The results show that there is a significant difference between participants' motivational intensity in FLL according to their gender, $t(170) = 3.52$, $p < .05$. Female participants ($\bar{X}=25.36$) are more intensely motivated in FLL than male participants ($\bar{X}=23.62$).

Table 31. T-Test Results for Motivational Intensity in FLL according to Gender

Gender	N	\bar{X}	SD	df	t	p
Female	83	25.36	2.99	170	3.52	.001
Male	89	23.62	3.41			

Both gender groups seem to have high level of motivational intensity, even though there is a significant difference ($p=.001$) between them. Their means (\bar{X}) are quite close to the highest score (30).

4.6. Test Anxiety in FLE

This section includes the participants' test anxiety FLE statistically analyzed by ANOVA and Independent Samples T-test. The results are given under 5 sub-sections which are the dependent variables of this study.

4.6.1. Participants' test anxiety in FLE according to their field of study

The results of ANOVA analysis are shown on Tables 32a and 32b. These tables reveal that there is not a significant difference in participants' test anxiety in foreign language exam according to their field of study, $F(3, 168) = 1.474$, $p > .05$.

Table 32a. Descriptive Statistics for Participants' Test Anxiety in FLE

Field of Study	N	\bar{X}	SD
Social	87	63.89	8.73
Education	31	66.19	8.73
Science	48	62.18	8.09
Fine arts	6	65.66	8.14

Table 32b. ANOVA Results for Test Anxiety in FLL according to Participants' Field of Study

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	322.563	3	107.521	1.474	.223
Within groups	12255.554	168	72.950		
Total	12578.116	171			

These tables also reveal that all groups have moderate level of test anxiety, since their means (\bar{X}) are not close to the highest score (100).

4.6.2. Participants' test anxiety in FLE according to their highest score

The results of ANOVA analysis are shown on Tables 33a and 33b. These tables reveal that there is a significant difference in participants' test anxiety in foreign language exam according to their highest score on FLE, $F(4, 167) = 3.036, p < .05$. The results show that the participants who scored between 26-50 ($\bar{X} = 26.7$), below 25 ($\bar{X} = 64.54$) and 51-70 ($\bar{X} = 64.06$) in FLE have higher test anxiety levels than the ones who scored between 71-89 ($\bar{X} = 61.02$) and above 90 ($\bar{X} = 58.77$) in FLE.

Table 33a. Descriptive Statistics for Participants' Test Anxiety in FLE

Score	N	X	SD
Below 25	11	64.54	9.72
26-50	51	66.41	8.26
51-70	66	64.06	8.58
71-89	35	61.02	8.14
Above 90	9	58.77	6.28

Table 33b. ANOVA Results for Test Anxiety in FLL according to Participants' Highest Scores on FLE

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	852.752	4	213.188	3.036	.019
Within groups	11725.365	167	70.212		
Total	12578.116	171			

In addition, all groups have moderate level of test anxiety, since their means (\bar{X}) are not close to the highest score (100).

4.6.3. Participants' test anxiety in FLE according to their test-taking frequencies

The results of ANOVA analysis are shown on Tables 34a and 34b. These tables reveal that there is not a significant difference in participants' test anxiety in foreign language exam according to test-taking frequencies, $F(4, 167) = 1.840, p > .05$.

Table 34a. Descriptive Statistics for Participants' Test Anxiety in FLE

Frequency	N	\bar{X}	SD
None	5	59	4.84
1-3	70	63.40	7.63
4-6	69	63.31	8.79
7-9	12	66.41	9.96
Above 10	16	63.89	10.23

Table 34b. ANOVA Results for Test Anxiety in FLL according to Participants' Exam-taking Frequencies

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	530.977	4	132.744	1.840	.123
Within groups	12047.140	167	72.139		
Total	12578.116	171			

Moreover, all groups have moderate level of test anxiety, since their means (\bar{X}) are not close to the highest score (100).

4.6.4. Participants' test anxiety in FLE according to their age

The results of ANOVA analysis are shown on Tables 35a and 35b. These tables reveal that there is not a significant difference in participants' test anxiety in foreign language exam according to their age, $F(5, 166) = .425, p > .05$.

Table 35a. Descriptive Statistics for Participants' Test Anxiety in FLE

Age	N	\bar{X}	SD
20-25	39	65.43	8.15
26-30	56	63.26	7.63
31-40	53	63.67	9.49
41-50	16	64.12	9.93
51-55	6	62.16	10.22
56-60	2	60	0.70

Table 36b. ANOVA Results for Test Anxiety in FLL according to Participants' Age

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	158.914	5	31.783	.425	.831
Within groups	12419.202	166	74.814		
Total	12578.116	171			

Also, all groups have moderate level of test anxiety, since their means (\bar{X}) are not close to the highest score (100).

4.6.5. Participants' test anxiety in FLE according to their gender

The results of Independent Samples T-test are given in Table 37. The results show that there is not a significant difference between participants' test anxiety levels according to their gender, $t(170) = .077, p > .05$.

Table 37. T-Test Results for Test Anxiety in FLL according to Gender

Gender	N	\bar{X}	SD	df	t	p
Female	83	63.84	8.29	170	.077	.939
Male	89	63.94	8.87			

Moreover, both genders have moderate level of test anxiety, since their means (\bar{X}) are not close to the highest score (100).

4.7. Correlations

In this section, the correlation results of the relationship of motivational intensity vs. test anxiety, attitude vs. test anxiety and integrative vs. instrumental motivation are presented. The results are given in Tables 38, 39 and 40.

Table 38. Correlation Results for Participants' Motivational Intensity and Test Anxiety

		Motivational Intensity	Test Anxiety
Motivational Intensity	Pearson Correlation	1	-,156*
	Sig. (2-tailed)		,041
	N	172	172
Test Anxiety	Pearson Correlation	-,156*	1
	Sig. (2-tailed)	,041	
	N	172	172

*. Correlation is significant at the 0.05 level (2-tailed).

In Table 38, it is observed that there is a low level, negative and significant relationship between Motivational Intensity and Test Anxiety, $r = -0.156, p < .05$. According to this result, as Motivational Intensity increases, the level of Test anxiety decreases.

Table 39. Correlation Results for Participants' Attitude and Test Anxiety

		Attitude	Test Anxiety
Test Anxiety	Pearson Correlation	1	-.231**
	Sig. (2-tailed)		.002
	N	172	172
Attitude	Pearson Correlation	-.231**	1
	Sig. (2-tailed)	.002	
	N	172	172

*. Correlation is significant at the 0.01 level (2-tailed).

In Table 39, it can be seen that there is a low level, negative and significant relationship between Test Anxiety and Attitude toward foreign language learning, $r = -0.231$, $p < 0.01$. According to this result, as people have more positive attitude toward foreign language learning, their test anxiety decreases.

Table 40. Correlation Results for Participants' Integrative and Instrumental Motivation

		Integrative Motivation	Instrumental Motivation
Integrative Motivation	Pearson Correlation	1	.533**
	Sig. (2-tailed)		.000
	N	172	172
Instrumental Motivation	Pearson Correlation	.533**	1
	Sig. (2-tailed)	.000	
	N	172	172

*. Correlation is significant at the 0.01 level (2-tailed).

In Table 40, it is observed that there is a middle level, positive and significant relationship between Integrative and Instrumental Motivation in foreign language learning, $r = 0.533$, $p < 0.01$. According to this result, as Integrative motivation increases, Instrumental motivation increases as well.

5. DISCUSSION AND CONCLUSION

In this chapter, the results will be discussed relating the findings with the previous studies presented in the literature review. Each research question will be presented in sub-titles and the answers will be given to the questions based on the findings of this study.

5.1. Is There a Significant Correlation among Foreign Language Examination (FLE) Test Takers' Foreign Language Learning Attitude, Motivation and Test Anxiety?

Correlation analysis was conducted in order to find out whether there is a significant correlation among FLE test-takers' attitude toward FLL, motivation in FLL and their test anxiety in FLE. The results show a significant correlation among these independent variables. As it is expected, when participants have higher positive attitudes towards learning English as a foreign language, their test anxiety levels decrease. Similarly, being intensely motivated to learn English is also seen as a predictor of low level test anxiety in foreign language exams.

These findings are not surprising, as Romando (2007) asserts that motivated people have the force to start and continue an action. Therefore, motivated in learning a foreign language, people will want to be engaged in the process and will maintain this desire. As a result, they will not be overwhelmed with test anxiety. In a similar sense, as attitude is seen as "mental and neural readiness" (Gardner, 1985, p.9), having positive attitudes are expected to result in having low levels of test anxiety, since people feel ready answer questions and have self-confidence.

5.2. Is There a Significant Relationship Between Foreign Language Examination (FLE) Test Takers' Foreign Language Learning Attitude, Motivation, Test Anxiety and Test Takers' Gender?

In order to find out whether gender plays a significant role in FLE test takers' attitude toward FLL, their motivation in FLL and their test anxiety levels concerning FLE, Independent Samples T-test analysis was conducted. The results reveal that even though there is a difference between participant's attitude and motivation according to gender, no difference was observed in their test anxiety levels.

Former motivation studies have found out that females are more motivated both integratively and instrumentally in learning English as a second language than males (Sayadin and Lashkarian, 2010). Similar to these results, in this study it is found that females are more interested in foreign languages than males. Furthermore, although both genders are highly motivated, female participants are more integratively as well as instrumentally motivated in learning English than male participants. In addition, as stated by my studies (Moskovsky and Alrabai, 2009; Kızıltepe, 2000; Bektaş-Çetinkaya, 2009; Karahan, 2007), both females and males are found have higher instrumental motivation than integrative motivation. The reason for being more instrumentally motivated may be because of the requirement of having English as a foreign language in Turkey. Since many of the participants are still pursuing an academic carrier, and in order to be an associate professor or to be nominated as an assistant professor, these people have to score 65 or more in Foreign Language Examination. Moreover, it may still be not enough to have this score, because literature in many fields is mostly written in English. Therefore, in order to understand the foreign literature, people have to know the language and be able to use it academically. Along with these results, both gender groups' motivational intensities were found to be high. On the other hand, again females' motivational intensity levels are observed to be higher than males.

This study reveals that even though both females and males have high positive attitudes toward learning English as a foreign language, female participants are found to have more positive attitudes than male participants. Although many studies investigated motivational differences according to gender, there are few concerning attitude and gender. However, the results of this study are similar to the findings of Bilgin-Cebeci (2006) who also found out that females have significantly have more positive attitudes than males.

5.3. Is There a Significant Relationship Between Foreign Language Examination (FLE) Test Takers' Foreign Language Learning Attitude, Motivation, Test Anxiety and Test Takers' Age?

The statistical results for the relationship between participants' attitude toward FLL, their motivation in FLL, their test anxiety levels and their age show that there is a significant difference among participants' motivational intensity levels according to their ages. However, no significant difference was observed among other variables according age.

Even though all participants showed high levels of integrative and instrumental motivation, positive attitudes toward learning English and high levels of interest in foreign languages, there are no difference between age groups. However, it is found out that surprisingly participants, who are 41-50 years old, have significantly a higher level of motivational intensity than other age groups. The reason for this may be their desire to become associate professors, but not having enough score for application. Another reason can be having excessive amount of time to spare for language studies, since a person in that age is usually expected to have finished some academic requirements such as taking courses for graduate studies or being have to prepare thesis, articles, and so on.

5.4. Is There a Significant Relationship Between Foreign Language Examination (FLE) Test Takers' Foreign Language Learning Attitude, Motivation, Test Anxiety and Test Takers' Field of Study?

The results of the analyses in order to find out whether field of study is a predictive factor for the difference among participants' attitudes, motivation and test anxiety show that there is not a significant difference concerning each variable according to participants' fields of study.

No matter what their fields of study are participants have high levels of motivational intensity as well as being highly integratively and instrumentally motivated. Moreover, all fields (social, education, science and fine arts) show positive attitudes toward learning English as a foreign language, and all have moderate levels of test anxiety. Also, all fields show high level of interest in foreign languages. The reason for not having any difference among groups of people according to their study fields may be because of having a similar mission to learn the language (i.e. to have a better carrier).

5.5. Is There a Significant Relationship Between Foreign Language Examination (FLE) Test Takers' Foreign Language Learning Attitude, Motivation, Test Anxiety and Test Takers' Score on FLE?

Achievement in foreign language exams was found to be an important factor for attitude toward learning English, motivational intensity in FLL and test anxiety. On the other hand, interest in foreign languages, integrative and instrumental motivation were not found to be effected by success.

The results revealed that people, who are successful in foreign language exams, have more positive attitudes toward foreign language learning, are more intensively motivated, and have lower levels of test anxiety. These findings support the results of Petrides's (2006), Latif, et al.'s (2011) and Mun's (2004) studies in which attitude and motivation were found to be influenced by foreign language achievement. These findings are not surprising, since an intensely motivated person having high positive attitudes and low levels of test anxiety is expected to be successful in the exams. In the same sense, a successful person is expected to be motivated, have positive attitude and is not anxious about having an exam on English.

5.6. Is There a Significant Relationship Between Foreign Language Examination (FLE) Test Takers' Foreign Language Learning Attitude, Motivation, Test Anxiety and Frequency of Taking FLE?

Interestingly, taking less or more exams were not found to be a predictive factor for all the dependent variables in this study. Even though participants have high levels of interest in foreign languages, positive attitudes toward learning a foreign language, intensive motivation both integratively and instrumentally high, and moderate level of test anxiety according to their scores, no significant difference was found between the groups. Therefore, it can be said that taking many exams or none does not affect your attitude, motivation and test anxiety in FLL. On the other hand, although the test-taking frequency was not found to be an influential factor in this study, some studies showed that place in which the language exams are held (Bushnell, 1978) and the stages (pre-, during-, post-test) of a test (Joy, 2003) can play a significant role in test anxiety.

5.7. Is There a Correlation Between Foreign Language Examination (FLE) Test Takers' Integrative and Instrumental Motivations In Foreign Language Learning?

In order to find out the type of correlation between participants' integrative and instrumental motivations correlation analysis was conducted and the results showed that there is a moderate level, positive and significant relationship between both types of motivation. Therefore, as participants' instrumental motivation levels increase, their integrative motivation levels are expected to increase as well, and vice versa. The findings support the findings of Chalak and Kassaian' (2010) and Kızıltepe's (2000) studies, as they also found high levels of motivation both integratively and instrumentally among

their participants. The reason having this result can be explained as even though people get started learning a foreign language for either having a better job or having an interest in the language, the process may result in having both types of motivation affected by each other. In other words, a person who likes English may want to pursue a carrier in which English plays a significant role, while a person who have started learning a language for professional purposes may end up in having pleasure in learning English.

In conclusion, this study aimed to investigate the attitudes, motivations and test anxiety levels of participants who have taken one of the Foreign Language Exams or planning to take one administered by ÖSYM. Each dependent variable was analyzed according to the independent variables in order to find out a significant difference between the groups. While some independent variables such as gender and highest scores obtained from FLE were observed as having major effects on attitude, motivation and test anxiety, the independent variable age was found to have minor effects, and the independent variables test-taking frequency and test-takers' fields of study were found have no significant effect on these dependent variables.

Present findings suggest that since gender plays an important role in having positive attitudes and high levels of motivation, maybe the factors effecting these results can be searched. In other words, female participants can be investigated deeper and the data obtained from their answers can be used to enhance male participants' degree of motivation and attitude. Furthermore, if people's achievement affect the way they perceive the foreign language learning process and test anxiety levels, then maybe providing the feeling of success for the ones who wish to take FLE can develop positive attitude toward FLL and may increase people's motivation. As their motivation increase and as they have more positive attitudes, their test anxiety will decrease. Therefore, instead of taking a test with the same difficulty over and over again seems to be useless for achievement in foreign language education.

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APPENDICES

Appendix A. Test Anxiety Inventory (Original)

Directions: Read each items below to see if it reflects your experience in test taking. If it does, place a check mark on the line next to the number of the statement. Check as many as seem fitting. Be honest with yourself.

- 1. I wish there were some way to succeed without taking tests.
- 2. Getting a good score on one test does not seem to increase my confidence on other tests.
- 3. People (family, friends, etc.) are counting on me to do well.
- 4. During a test, I sometimes find myself having trains of thought that have nothing to do with the test.
- 5. I do not enjoy eating before or after an important test.
- 6. I have always dreaded courses in which the teacher has the habit of giving pop quizzes.
- 7. It seems to me that test sessions should not be made the formal, tense situations they are.
- 8. People who do well on tests generally end up in better positions in life.
- 9. Before or during an important exam, I find myself thinking about how much brighter some of the other test-takers are.
- 10. Even though I don't always think about it, I am concerned about how others will view me if I do poorly.
- 11. Worrying about how well I will do interferes with my preparation and performance on tests.
- 12. Having to face an important test disturbs my sleep.
- 13. I cannot stand to have people walking around watching me while I take a test.
- 14. If exams could be done away with, I think I would actually learn more from my courses.
- 15. Knowing that my future depends in part on doing well on tests upsets me.
- 16. I know I could outscore most people if I could just get myself together.
- 17. People will question my ability if I do poorly.
- 18. I never seem to be fully prepared to take tests.
- 19. I cannot relax physically before a test.
- 20. I mentally freeze up on important tests.
- 21. Room noises (from lights, heating/cooling systems, other test-takers) bother me.
- 22. I have a hollow, uneasy feeling before taking a test.
- 23. Tests make me wonder if I will ever reach my goals.
- 24. Tests do not really show how much a person knows.
- 25. If I score low, I am not going to tell anyone exactly what my score was.
- 26. I often feel the need to cram before a test.
- 27. My stomach becomes upset before important tests.
- 28. I sometimes seem to defeat myself (think negative thoughts) while working on an important test.
- 29. I start feeling very anxious or uneasy just before getting test results.
- 30. I wish I could get into a vocation that does not require tests for entrance.
- 31. If I do not do well on a test, I guess it will mean I am not as smart as I thought I was.
- 32. If my score is low, my parents will be very disappointed.
- 33. My anxiety about tests makes me want to avoid preparing fully, and this just makes me more anxious.

- 34. I often find my fingers tapping or my legs jiggling while taking a test.
- 35. After taking a test, I often feel I could have done better than I actually did.
- 36. When taking a test, my emotional feelings interfere with my concentration.
- 37. The harder I work on some test items, the more confused I get.
- 38. Aside from what others may think of me, I am concerned about my own opinion of myself if I do poorly.
- 39. My muscles tense up in certain areas of my body when I take a test.
- 40. I do not feel confident and mentally relaxed before a test.
- 41. My friends will be disappointed in me if my score is low.
- 42. One of my problems is not knowing exactly when I am prepared for a test.
- 43. I often feel physically panicky when I have to take a really important test.
- 44. I wish teachers understood that some people are more nervous than others when taking tests, and that this could be taken into account when test answers are evaluated.
- 45. I would rather write a paper than take a test for a grade.
- 46. I am going to find out how others did before I announce my score.
- 47. Some people I know will be amused if I score low, and this bothers me.
- 48. I think I could do much better on tests if I could take them alone and/or not feel pressured by a time limit.
- 49. My test performance is directly connected to my future success and security.
- 50. During tests, I sometimes get so nervous that I forget facts I really know.

Appendix B. Attitude/Motivation Test Battery

Interest in Foreign Languages

1. If I were visiting a foreign country I would like to be able to speak the language of the people.
2. Even though Canada is relatively far from countries speaking other languages, it is important for Canadians to learn foreign languages.
3. I wish I could speak another language perfectly.
4. I want to read the literature of a foreign language in the original language rather than a translation.
5. I often wish I could read newspapers and magazines in another language.
6. I would really like to learn a lot of foreign languages.
7. If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in English.
8. I would study a foreign language in school even if it were not required.
9. I enjoy meeting and listening to people who speak other languages.
10. Studying a foreign language is an enjoyable experience.

Attitudes toward Learning French

Positively Worded Items

1. Learning French is really great.
2. I really enjoy learning French.
3. French is an important part of the school program.
4. I plan to learn as much French as possible.
5. I love learning French.

Negatively Worded Items

1. I hate French.
2. I would rather spend my time on subjects other than French.
3. Learning French is a waste of time.
4. I think that learning French is dull.
5. When I leave school, I shall give up the study of French entirely because I am not interested in it.

Integrative Orientation

1. Studying French can be important to me because it will allow me to be more at ease with fellow Canadians who speak French.
2. Studying French can be important for me because it will allow me to meet and converse with more and varied people.
3. Studying French can be important for me because it will enable me to better understand and appreciate French Canadian art and literature.
4. Studying French can be important for me because I will be able to participate more freely in the activities of other cultural groups.

Instrumental Orientation

1. Studying French can be important for me only because I'll need it for my future career.
2. Studying French can be important for me because it will make me a more knowledgeable person.

3. Studying French can be important to me because I think it will someday be useful in getting a good job.
4. Studying French can be important for me because other people will respect me more if I have a knowledge of a foreign language.

Motivational Intensity

Items for the Scales Using the Multiple Choice Format

I actively think about what I have learned in my French class:

- 3 a) very frequently.
- 1 b) hardly ever.
- 2 c) once in a while.

If French were not taught in school, I would:

- 2 a) pick up French in everyday situations (i.e., read French books and newspapers, try to speak it whenever possible, etc.).
- 1 b) not bother learning French at all.
- 3 c) try to obtain lessons in French somewhere else.

When I have a problem understanding something we are learning in French class, I:

- 3 a) immediately ask the teacher for help.
- 2 b) only seek help just before the exam.
- 1 c) just forget about it.

When it comes to French homework, I:

- 2 a) put some effort into it, but not as much as I could.
- 3 b) work very carefully, making sure I understand everything.
- 1 c) just skim over it.

Considering how I study French, I can honestly say that I:

- 2 a) do just enough work to get along.
- 1 b) will pass on the basis of sheer luck or intelligence because I do very little work.
- 3 c) really try to learn French.

If my teacher wanted someone to do an extra French assignment, I would:

- 1 a) definitely not volunteer.
- 3 b) definitely volunteer.
- 2 c) only do it if the teacher asked me directly.

After I get my French assignment back, I:

- 3 a) always rewrite them, correcting my mistakes.
- 1 b) just throw them in my desk and forget them.
- 2 c) look them over, but don't bother correcting mistakes.

When I am in French class, I:

- 3 a) volunteer answers as much as possible.
- 2 b) answer only the easier questions.
- 1 c) never say anything.

If there were a local French T.V. station, I would:

- 1 a) never watch it.
- 2 b) turn it on occasionally.
- 3 c) try to watch it often.

When I hear a French song on the radio, I:

- 2 a) listen to the music, paying attention only to the easy words.
- 3 b) listen carefully and try to understand all the words.
- 1 c) change the station.

Appendix C. Survey Used in This Study

Bu anket, Süleyman Demirel Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans programı için hazırlanan “Türkiye’de Yabancı Dil Sınavı (Yds)’na Giren Kişilerin Dil Öğrenme Tutumları, Motivasyonları ve Sınav Kaygıları” başlıklı tez kapsamında katılımcıların İngilizce öğrenmeye karşı tutum, motivasyon ve İngilizce Yabancı Dil Sınavına karşı duyduğu kaygıyı ölçmek amaçlı hazırlanmıştır. Vereceğiniz bilgiler yalnızca araştırma amaçlı kullanılacak olup, anketime katkıda bulunduğunuz için teşekkür ederim.

Gülin ZEYBEK

DEMOGRAFIK BİLGİLER

Yaşınız: 20-25 ___ 26-30 ___ 31-40 ___ 41-50 ___ 51-55 ___ 55-60 ___ 60 ve üstü ___

Cinsiyetiniz: Kadın Erkek Mesleğiniz: _____ Unvanınız: _____

Çalışma alanınız:

Sosyal Bilimler ___ Eğitim Bilimleri ___ Fen Bilimleri ___ Sağlık Bilimleri ___

En Yüksek Yabancı Dil Puanınız: 25 ve altı ___ 26-50 arası: ___ 51-70 arası: ___ 71-89 arası: ___ 90 ve üstü: ___

Hayatınızda kaç defa ÖSYM tarafından gerçekleştirilen bir yabancı dil sınavına (KPDS, ÜDS, YDS) girdiniz?

Hiç girmedim ___ 1-3 defa ___ 4-6 defa ___ 7-9 defa ___ 10 defa veya daha fazla ___

Bölüm 1 – Bu bölüm Yabancı Dil Sınav Kaygınızı ölçmeyi amaçlamaktadır. Lütfen sizin için doğru olan cümlelerin yanına çarpı (x) işareti koyunuz. Sizin için doğru olmayan cümleler için herhangi bir işaretleme yapmayınız.

- ___ 1. Keşke yabancı dil sınavları olmadan yabancı dil başarısını belirlemenin bir yolu olsaydı.
- ___ 2. Bir defa YDS’den başarı olmuş olmam diğer yabancı dil sınavlarında kendime olan güvenimi arttırmaz.
- ___ 3. İnsanlar (ailem, arkadaşlarım, vd.) YDS’de başarılı olacağıma inanıyorlar.
- ___ 4. Yabancı dil sınavındayken kendimi başka konuları düşünürken dalmış olarak buluyorum.
- ___ 5. YDS sınavı öncesi ve sonrası bir şey yemekten hoşlanmam.
- ___ 6. Öğretmenin habersiz anlık sınav (pop quiz) yaptığı İngilizce derslerinden hep korkmuşumdur.
- ___ 7. YDS sınavları resmi ve gergin bir ortam oluşturmamalı.
- ___ 8. YDS’de başarılı olan insanlar, genellikle hayatlarında da başarılıdır.
- ___ 9. YDS öncesi veya esnasında kendimi diğer sınav girenlerin benden ne kadar zeki olduklarını düşünürken bulurum.
- ___ 10. Her zaman düşünmesem de, YDS’den düşük alırsam diğerlerinin benim hakkıma ne düşüneceği konusunda endişeliyim.
- ___ 11. YDS’de ne kadar iyi yapabileceğim konusunda endişelenmek benim sınava hazırlanmama ve sınavdaki performansına engel oluyor.
- ___ 12. YDS’ye girecek olmam benim uykumu kaçırır.
- ___ 13. Yabancı dil sınavında etrafta insanların gezip beni izlemesine katlanamıyorum.
- ___ 14. YDS sınavı olmasaydı, daha iyi İngilizce öğrenirdim.
- ___ 15. Geleceğimin YDS’ye bağlı olması beni mutsuz ediyor.
- ___ 16. Kendimi toparlayabilirsem diğer insanlardan daha yüksek puanlar alacağımı biliyorum.
- ___ 17. YDS’den düşük alırsam insanlar benim becerilerimi sorgular.
- ___ 18. Hiçbir zaman kendimi YDS’ye hazır hissetmiyorum.
- ___ 19. YDS öncesi kendimi fiziksel olarak rahat hissetmiyorum.
- ___ 20. Yabancı dil sınavı esnasında beynim durur.
- ___ 21. YDS esnasında salondaki sesler (lambalar, klima, vb.) beni rahatsız eder.
- ___ 22. YDS öncesi kendimi huzursuz ve boşluk içindeymişim gibi hissederim.
- ___ 23. YDS hayatımdaki amaçlarıma ulaşım ulaşmayacağım konusunda beni endişelendirir.
- ___ 24. YDS aslında insanın İngilizce konusunda ne kadar bilgili olup olmadığını ölçmez.
- ___ 25. YDS’den düşük puan aldığımda kimseye söylemem.
- ___ 26. Sık sık YDS’ye çalışmam gerektiğini hissederim.
- ___ 27. YDS’den önce midem bozulur.
- ___ 28. YDS’ye çalışırken bazen kendimi olumsuz düşünceler içinde bulurum.
- ___ 29. YDS sonucumu öğrenmeden önce kendimi tedirgin ve huzursuz hissederim.
- ___ 30. Keşke yabancı dil sınavına girmeyi gerektirmeyen bir mesleğim olsaydı.
- ___ 31. Eğer YDS’de başarısız olursam sanırım düşündüğüm kadar zeki değilim.
- ___ 32. YDS sonucum düşük olursa ailem hayal kırıklığına uğrar.
- ___ 33. YDS’ye karşı tedirginliğim sınava iyi hazırlanmama engel oluyor bu da beni daha fazla tedirgin ediyor.
- ___ 34. YDS esnasında masada parmaklarımla ritim tutar ya da bacağımı sallırım.
- ___ 35. YDS’de çıktıktan sonra aslında performansımın daha iyi olabileceğini düşünürüm.
- ___ 36. Yabancı dil sınavı esnasında duygularım sınava odaklanmama engel oluyor.
- ___ 37. Ne kadar çok çalışsam o kadar çok kafam karışıyor.
- ___ 38. Diğerlerinin düşüncelerinin yanı sıra, YDS’den düşük puan alırsam kendi düşüncelerim benim için daha önemlidir.

39. YDS esnasında vücudumda bazı kaslarım kasılıyor.
40. YDS'den önce kendimden emin ve zihnen rahat değilimdir.
41. YDS sonucum düşük olursa arkadaşlarım hayal kırıklığına uğrar.
42. Sorunlarımdan biri, YDS'ye hazır olup olmadığım konusunda emin olamamamdır.
43. YDS öncesi panik olurum.
44. Keşke bazı insanların YDS esnasında daha fazla kaygılı olduğu bilirse ve sonuçlar buna göre değerlendirilse.
45. Sınav olmaksızın yabancı dilde makale yazarak başarılı olmak isterim.
46. Kendi YDS sonucumu söylemeden diğer insanların sonuçlarını öğrenmeye çalışırım.
47. YDS'den düşük puan alırsam tanıdığım bazı insanlar mutlu olacaklardır ve bu da beni rahatsız ediyor.
48. Tek başıma ve/veya zaman sınırlandırılması olmadan sınav olabilirsem YDS'de daha başarılı olabilirim.
49. Geleceğe karşı güven ve başarımla benim YDS performansımın doğrudan ilişkilidir.
50. Bazen YDS esnasında o kadar endişeli olurum ki bildiklerimi unuturum.

BÖLÜM 2 - Bu bölüm İngilizceye karşı ilginizi ve İngilizce öğrenmeye karşı tutum ve motivasyonunuzu ölçmeyi amaçlamaktadır. Lütfen verilen ifadelere ne derecede katılıp katılmadığınızı belirtiniz.

A	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Yabancı bir ülkeyi ziyaret etseydim o ülkenin dilini konuşabilmek isterdim.	1	2	3	4	5
2. Türkler için yabancı dil öğrenmek önemlidir.	1	2	3	4	5
3. Keşke başka bir dili de mükemmel bir şekilde konuşabilseydim.	1	2	3	4	5
4. Başka bir dilin edebiyatını çevirisi yerine kendi dilinde okumak isterdim.	1	2	3	4	5
5. Başka dilde yazılmış gazete ve dergileri okuyabilmeyi isterdim.	1	2	3	4	5
6. Pek çok yabancı dil öğrenmeyi gerçekten çok isterim.	1	2	3	4	5
7. Başka bir ülkede olsaydım o ülkenin dilini öğrenmek için gayret gösterirdim.	1	2	3	4	5
8. Zorunlu olmasa bile okulda yabancı dil dersini almak isterdim.	1	2	3	4	5
9. Başka dili konuşan insanlarla tanışmaktan ve onları dinlemekten hoşlanırım.	1	2	3	4	5
B1					
1. İngilizce öğrenmek harikadır.	1	2	3	4	5
2. İngilizce öğrenmekten keyif alırım.	1	2	3	4	5
3. İngilizce dersi okul programının önemli bir parçasıdır.	1	2	3	4	5
4. Öğrenebildiğim kadar ileri düzeyde İngilizce öğrenmeyi planlıyorum.	1	2	3	4	5
5. İngilizce öğrenmeyi seviyorum.	1	2	3	4	5
B2					
1. İngilizceden nefret ediyorum.	1	2	3	4	5
2. Zamanımı İngilizce hariç diğer konulara harcamak isterim.	1	2	3	4	5
3. İngilizce öğrenmek zaman kaybıdır.	1	2	3	4	5
4. İngilizce öğrenmeyi sıkıcı buluyorum.	1	2	3	4	5
5. İşim bittiğinde İngilizce öğrenmeyi bırakacağım çünkü ilgili değilim.	1	2	3	4	5
C İngilizce öğrenmek benim için önemlidir çünkü					
1. yabancı arkadaşlarımla iletişim kurmamı sağlar.	1	2	3	4	5
2. çeşitli ve farklı yerlerden insanlarla tanışmamı sağlar.	1	2	3	4	5
3. İngiliz sanat ve edebiyatını anlamamı sağlar.	1	2	3	4	5
4. diğer kültürel grupların aktivitelerinde yer almamı sağlar.	1	2	3	4	5
D İngilizce öğrenmek benim için önemlidir çünkü					
1. kariyerim için yurt dışı yayın yapıp, düzenlenen konferans vb. etkinliklere katılmamı sağlar.	1	2	3	4	5
2. alanımda diğer akademisyenlerle tanışıp iletişim kurmamı sağlar.	1	2	3	4	5
3. bir gün iyi bir işe sahip olmamı sağlayacak.	1	2	3	4	5
4. alanımda yayımlanmış yurtdışı yayınları anlamamı sağlar.	1	2	3	4	5

BÖLÜM 3 - Bu bölüm İngilizce öğrenmeye karşı motivasyonunuzun yoğunluğunu ölçmeyi amaçlamaktadır. Kendinize en yakın gelen seçeneği işaretleyiniz.

1. İngilizce derslerimde neler öğrendiğimi sürekli düşünür, tekrar ederim.
 - a. çok sık
 - b. neredeyse hiç
 - c. arada bir
2. Eğer okulda İngilizce öğretilmeseydi;
 - a. İngilizceyi günlük yaşamdan öğrenmeye çalışırdım (ör: İngilizce kitaplar ve dergiler okurdum, mümkün olan her yerde İngilizce konuşurdum, vb.)
 - b. İngilizce öğrenmeye hiç uğraşmazdım.
 - c. Başka bir yerden İngilizce kursu alırdım.
3. İngilizce dersinde öğrendiğim bir konuda anlama güçlüğü yaşadığımda;
 - a. hemen öğretmenden yardım isterim.
 - b. sadece sınavdan önce yardım isterim.
 - c. unutmaya giderim.
4. İş ödev yapmaya geldiğinde;
 - a. biraz çaba gösteririm ama yapabileceğim kadarını, fazlasını değil.
 - b. her şeyi anladığıma emin olarak çok dikkatli çalışırım.
 - c. sadece bir göz gezdiririm.
5. Eğer İngilizce hocamız bizden fazladan İngilizce çalışması yapmamızı isterse;
 - a. kesinlikle gönüllü olmam.
 - b. kesinlikle gönüllü olurum.
 - c. sadece öğretmen bana doğrudan sorarsa yaparım.
6. İngilizce ödevimi kontrol edildikten sonra geri aldığımda;
 - a. daima yanlışlarımı düzelterek yeniden yaparım.
 - b. öylece masamın üzerine atar ve unutmaya giderim.
 - c. yanlışlarıma göz gezdiririm ama hatalarımı düzeltmeye uğraşmam.
7. İngilizce dersindeyken;
 - a. mümkün oldukça çok söz alırım.
 - b. sadece basit olan soruları cevaplarım.
 - c. hiçbir zaman hiçbir şey söylemem.
8. Radyo veya televizyonda İngilizce bir şarkı duyduğumda;
 - a. sadece kolay kelimelere dikkatimi vererek müziği dinlerim.
 - b. bütün kelimeleri anlamaya çalışarak dikkatlice dinlerim.
 - c. kanalı değiştiririm.
9. İngilizce nasıl çalıştığımı göz önünde bulundurursak, dürüstçe söyleyebilirim ki;
 - a. idare edecek kadar çalışıyorum.
 - b. genellikle sınavlardan şans eseri veya çok az çalışma ile geçiyorum.
 - c. gerçekten İngilizce öğrenmeye çalışıyorum.
10. Eğer İngilizce yayın yapan yerel bir televizyon kanalı olsaydı;
 - a. hiç izlemezdim
 - b. ara sıra açardım
 - c. sık sık izlemeye çalışırdım

CURRICULUM VITAE

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- 1st Master's Degree** : Süleyman Demirel Üniversitesi Fen Bilimleri Enstitüsü Eğitim Teknolojileri Anabilim Dalı Tezli Yüksek Lisans (2010 - 2012)
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