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THE RELATIONSHIP OF MOTIVATION, ANXIETY, SELF-CONFIDENCE,  
AND EXTROVERSION/INTROVERSION TO STUDENTS' ACTIVE CLASS  
PARTICIPATION IN AN EFL CLASSROOM IN TURKEY

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#### ABSTRACT

Title: The relationship of motivation, anxiety, self-confidence, and extroversion/introversion to students' active class participation in an EFL classroom in Turkey.

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This study was designed to explore the relationship of affective variables, specifically motivation, anxiety, self-confidence, and extroversion/introversion to students' active class participation in an EFL classroom in Turkey.

This study was conducted at Middle East Technical University Preparatory school. The subjects were 21 Turkish EFL students at the upper-intermediate level of proficiency. The data were gathered by using two instruments: a questionnaire assessing the strength of these affective variables in individual students, and classroom observation to determine the extent of their class participation.

Three research questions were asked in this study. The first question concerned the relationships among motivation, anxiety, self-confidence, extroversion/introversion, and class participation. Pearson product-moment correlation was used to determine the strength of those relationships. The study revealed that there was a strong relationship among each of the variables mentioned above. The highest correlation was between self-confidence and anxiety, but

correlated negatively ( $r = -.83$ ,  $p = .000$ ). The lowest one was between motivation and anxiety, and again they correlated negatively ( $r = -.50$ ,  $p = .022$ ). Nevertheless, all variables correlated highly with each other.

The second research question dealt with the relationship of motivation, anxiety, self-confidence, and extroversion/introversion to active class participation. The strongest correlation was between self-confidence and participation ( $r = .74$ ,  $p = .000$ ); the lowest one was between anxiety and participation, with a negative correlation ( $r = -.61$ ,  $p = .003$ ). Squared correlation coefficients ( $r^2$ ) were calculated to determine the amount of variance in class participation that could be explained by each of these variables. Results of this procedure indicated that all the affective variables in this study have an important relation to students' active class participation. The highest variance was between self-confidence and participation ( $r^2 = 54\%$ ); the lowest one was between anxiety and participation ( $r^2 = 37\%$ ).

The last research question investigated to what extent the affective variables used in this study predict classroom participation. Multiple regression was used to determine the answer to this question. The results showed that there was no single predictor among the affective variables, although the total amount of variance explained by all of them was a very strong 60%. When the two variables with the

lowest correlations with participation were taken out of the regression equation, self-confidence emerged as the single most important predictor of class participation, and together with motivation accounted for 59% of the variance.

The findings of this study indicate that motivation, anxiety, self-confidence, and extroversion/introversion together have a strong relationship to students' active class participation. It can thus be claimed that motivated, self-confident, and extroverted students participate more than unmotivated, anxious, and introverted students.

As a conclusion, this study will fill the gap in the literature about the relationships among the affective variables included in this study and class participation. In addition, this study suggests the need for teachers to consider the importance of affective factors in understanding the dynamics of students' participation in the classroom.

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has read the thesis of the student.  
The committee has decided that the thesis  
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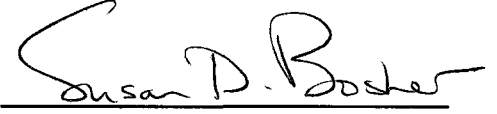
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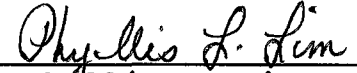
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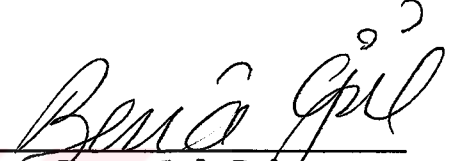
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TO MY BELOVED PARENTS

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## CHAPTER 1 INTRODUCTION

## Background of the Problem

"The learning of a second language is a complex process, involving a seemingly infinite number of variables" (Brown, 1994). Cognitive and affective factors or domains both influence language learning. The cognitive domain deals with "internal and mentalistic learning sides" (Chastain, 1988, p. 125). The affective domain is "the emotional side of human behaviour in the language learning process" (Brown, 1994, p. 134). Both factors affect students' performance in language learning. However, affective factors are more important in developing second language learning than cognitive factors (Chastain, 1988). Chastain claims that "the emotions control the will to activate or to shut down the cognitive functions" (p. 122).

Gardner and MacIntyre (1993) define affective variables as "emotionally relevant characteristics of the individual that influence how she or he will respond to any situation" (p. 1). Because of the important relationship between affective variables and students' performance in language learning, many studies have focused on affective variables.

According to Ellis (1984), affective factors which influence learners' participation and the amount of their interaction in the second language are motivation and personality characteristics. This study focuses on the

following affective variables: motivation, anxiety, self-confidence, and extroversion/introversion, the latter two of which are personality variables.

Motivation is an important factor in language learning. Wlodowski (1986) defines motivation as "a process which can arouse and investigate behaviour, give directions or purpose to behaviour, allow behaviour to persist and lead to choosing or preferring a particular behaviour" (p. 3). Gardner and MacIntyre (1993) explain motivation as containing three components: "desire to achieve a goal, effort expended in this direction, and attitudes toward language learning" (p. 2). MacDonough (1991) states that "motivation is one of the most important factors influencing the success or failure in learning a language" (p. 148). Cook (1991) indicated that "some language learners do better than others because they are better motivated" (p. 72). The lack of motivation may shed light on why students do not participate in class discussions and activities.

Anxiety is also very important in the language learning situation. Brown (1994) defines anxiety as "a feeling of uneasiness, frustration, self-doubt, apprehension or worry" (p. 141). Gardner and MacIntyre (1993) state that language anxiety plays an important role in language learning. They indicate that there are two kinds of anxiety: debilitative and facilitative anxiety. Debilitative is not beneficial.

It is anxiety that blocks learning, whereas facilitative anxiety is useful for learning a task. McIntyre and Gardner (1989) also indicate two other kinds of anxiety: global and situational (cited in Brown, 1994). Global anxiety is general anxiety which is more permanent, whereas situational anxiety refers to some particular event or case. Brown (1994) states that recently, the focus of studies has been on the situational nature of state anxiety which is directly related to classroom performance. In this study, anxiety is defined as situational and debilitating. It is assumed that anxiety prevents or impedes participation in the classroom.

Self-Confidence is a personality variable, defined as knowledge of yourself and belief in your own capabilities (Brown, 1994, p. 136), and is another factor that influences students' participation in the classroom. Gardner and MacIntyre (1993) define self-confidence as "the antithesis of anxiety" (p. 6) which means that self-confidence and anxiety are in opposition to one another. Clement, Gardner and Smythe (1977, 1980, cited in Gardner & MacIntyre, 1993) found that "self-confidence could be defined by a lack of language anxiety and positive self-ratings of proficiency in the second language" (p. 6). In their studies, they found that self-confidence is related to objective measures of proficiency and indices of motivation.

Extroversion/Introversion is another personality variable which may also play a significant role in active class participation. "An extroverted person is active and outgoing, whereas an introverted person is shy, passive and withdrawn" (Macmillan Dictionary, 1983). Strong (1983, cited in Larsen-Freeman & Long, 1991) found there was a positive relationship between aspects of sociability or outgoingness and communication skills among kindergartners learning ESL in the United States. Although it is not clear that extroversion or introversion helps or hinders the process of second language acquisition (Brown, 1994), they relate to class participation. Class participation assumes communicative activities and discussions in the classrooms, which extroverted individuals are more inclined to become involved in.

This study will investigate the relationships among these affective variables: motivation, anxiety, self-confidence, and extroversion/introversion, and active class participation, to determine to what extent these variables predict class participation.

#### Background of the Problem in Turkey

I was working the previous year as an instructor in the department of English Language Teaching at the state university of Mustafa Kemal in Antakya. I was teaching English to the preparatory class students who are being



trained to be English teachers. As they are going to be English teachers, they very much need to participate in current classroom activities to learn the language. Although the Communicative Approach is used in some classrooms, the students are still generally passive, unmotivated, and unsuccessful.

In Turkey, specifically in the secondary and high education level, lack of active class participation in EFL classes is a big problem, which many EFL teachers complain about. My own experience also confirms this problematic situation.

There may be many reasons for lack of student participation in the classroom in Turkey, such as the way of teaching, the methods, approaches, and activities that are used. The need for communicatively-oriented lessons in which class participation is a necessary component is generally not acknowledged in Turkey. Traditional approaches and activities that focus on the structure of the language, and that hinder active class participation, are still used. Demircan (1988) indicated that traditional approaches, especially Grammar Translation Method, are generally used because of the exam system in Turkey. Baskan (1969) claims there is the belief in Turkey that language teaching means grammar teaching (cited in Demircan, 1988).

Another possible reason for the lack of class participation may be the influence of affective variables, such as motivation, anxiety, self-confidence, and extroversion/introversion. However, there is a general lack of awareness about the importance of these variables in the classroom situation, especially in Turkey. As a result, very little research has been conducted on affective variables in classroom situations. In addition, there have not been any studies which have combined these specific variables into one study and which have investigated their relationship to class participation in the English as a Foreign Language (EFL) context in Turkey.

#### Purpose of the Study

The purpose of this study is determine to what extent the affective variables of motivation, anxiety, self-confidence, and extroversion/introversion, relate to active class participation. These variables were especially chosen as the study aimed to fill a gap in the literature on the role of motivation, anxiety, self-confidence, and extroversion/introversion in predicting class participation, specifically in the EFL context in Turkey.

#### Significance of the Study

Since, in Turkey, the affective sides of students are generally disregarded in classroom situations, this study will shed light on and contribute to research which is

interested in the role of affective variables in determining class participation.

The specific affective variables of motivation, anxiety, self-confidence, and extroversion/introversion were chosen for this study to investigate their relationship to classroom participation, because anecdotal evidence and this researcher's classroom teaching experience suggest they are the most important variables in determining active class participation in Turkey. Yet, no study to date has included these four variables together in a study investigating class participation, and certainly not in the EFL context of Turkey. It is hoped the results of this study will be informative for other EFL teachers in Turkey and elsewhere, who share the same problem of lack of active student participation in the classroom. An increased awareness of the importance of affective variables can encourage teachers to take these variables into consideration in the teaching situation.

#### Research Questions

The research questions have been stated to be consistent with the statistical techniques selected for use in this study, specifically for the following procedures: correlation and multiple regression. The questions are as follows:

1. What are the relationships among motivation, anxiety, self-confidence, extroversion/introversion, and class participation?

2. What is the relationship of motivation, anxiety, self-confidence, and extroversion/introversion to students' active class participation?

3. To what extent do these variables predict classroom participation?



## CHAPTER 2 LITERATURE REVIEW

There have been many studies conducted about affective factors, such as motivation, anxiety, risk-taking, self-confidence, extroversion/introversion, and self-esteem. In second language learning, researchers generally look for significant relationships between affective variables and students' achievement, which most of them have found. There has been less research conducted on the relationship between affective variables and students' classroom behaviour, specifically active class participation.

For the purpose of this literature review, most of the few studies that exist on classroom participation will be presented and discussed.

In this review, I will discuss each of the variables in this study separately: motivation, specifically motivational intensity, anxiety, specifically situational/language anxiety, self-confidence, and extroversion/introversion. I will provide a definition of each of these constructs, as well as discuss studies which have investigated their relationships to both language achievement and classroom behaviour.

### Motivation, Achievement, and Class Participation

"Motivation can be defined as an inner drive, impulse emotion or desire that moves one to a particular action" (Brown, 1994).

There is a large body of research that has been conducted on motivation, especially its relation to achievement in second language learning. These studies show that achievement is highly correlated with motivation.

In one of the earliest studies, Gardner, Smythe, Clement and Glikzman (1976) conducted a study in Canada to measure second language achievement, and its relationship to such factors as motivation and aptitude. They found that motivation determines language achievement. In a study of 301 secondary school students studying English, Clement, Dornyei and Noels (1994) also found that English achievement is highly and significantly related to motivational indices. Other researchers in Canada such as Gardner and Clement (1959, cited in Gardner et al., 1976) and Gardner Smythe and Brunet (1977) found the same results. There have also been studies conducted outside Canada which have found a relationship between motivation and achievement. Laine (1977, cited in Gardner & MacIntyre, 1993) in a study of Finnish students studying English found that motivation was associated with achievement.

Kramer (1990, cited in Gardner & MacIntyre, 1993) studied Israeli students who were learning either Arabic or French and also found motivation as a central link to language achievement.

In sum, many studies have supported the relationship

between motivation and language achievement.

Although most attention has been given to the relationship between motivation and second language achievement, a few studies have focused on the relationship between motivation and classroom behaviour, one important part of which is participation. Ely (1986) posited that "affective variables play great importance in voluntary classroom participation" (p. 4).

Some of the studies have investigated motivation in terms of the learners' reasons for studying the target language, whether integrative or instrumental. Gardner and Lambert (1977, cited in Finocchiaro, 1983) define integrative motivation as "the desire on the part of the learner to be accepted by and to enter the target language community" and instrumental motivation as "the desire to learn a second language or culture in order to obtain a better education, a better job or better grades" (p. 34).

Gliksman (1976, cited in Gardner, 1985) demonstrated a positive relationship between motivation and classroom behaviour. He administered Gardner's Attitude/Motivation Test Battery (Gardner, Clement & Smythe, 1979) to 14-year-old students who were learning French in the first week of ninth grade. He, then, observed the students until the end of the term. He tabulated the number of times students volunteered or voluntarily answered the teacher's questions,

the number of times students did not volunteer but were called upon to answer the teacher's questions, their number of correct and incorrect answers, and negative and positive feedback received from the teacher. At the end he found out that integratively motivated students volunteered more often than students who were not motivated at all, that they were also able to give more correct answers than those who were called upon without volunteering, and that the teacher gave positive feedback to those who volunteered. In his second study, Glikzman (1982) replicated the first study with students in grades nine, ten and eleven; the results were the same. The results of both these studies demonstrate that students' motivation relates to their class participation in positive ways (cited in Gardner, 1985).

Naiman et al. (1978, cited in Gardner, 1985) investigated correlations among five variables and class participation: integrative orientation, instrumental orientation, evaluation of means of learning French, motivation (motivational intensity), and lack of ethnocentrism. For this study they observed 72 students in 8th, 10th, and 11th grades. Students were selected according to their proficiency. Half of the students were the best in the class; half of them were the least proficient. Subjects were observed for a total of 225 minutes. The researcher obtained scores on 22 student-



centred behaviour patterns. They operationalized class participation, one aspect of classroom behaviour, according to the number of times students raised their hands and gave voluntary answers, as well as according to the percentage of student responses that involved hesitation and rising intonation. They concluded that motivation was correlated positively with students' handraising, an indicator of voluntary participation.

Ely (1986) conducted a study aimed at situation-specific constructs such as discomfort, risk-taking, sociability, and motivation in the second language classroom. He conducted this study in California with six classes. Students were university foreign language students who were studying Spanish. He gave a questionnaire which consisted of class discomfort, language class risk-taking, language class sociability, and strength of motivation. He gathered the data over the course of an entire academic year. He observed classroom participation, which he operationalized as the number of times a student asked, and answered a question and provided information in Spanish. After using the multiple regression procedure, he found that motivation did not predict participation, but he nevertheless claimed that motivation influences students' participation. He also found that voluntary oral participation was related to proficiency.

### Situational Anxiety, Achievement, and Class Participation

In general psychology, personality has been explored in terms of a number of personal traits. General anxiety is one of these traits. Many studies have been conducted in second language acquisition about this variable. But situational anxiety is different from general anxiety. Gardner and MacIntyre (1993) distinguish between general and situational anxiety. Some people are generally anxious about many things. General anxiety is a term which means individual anxiety, fear, or apprehension about communication, in general. Skehan (1989) explains that "general anxiety affects behaviour in all domains" (p. 115).

However, situational anxiety is related to a particular situation, event, or act, and is not a personality trait. Language anxiety is one type of situational anxiety, defined as "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient" (Gardner & MacIntyre, 1993, p. 5). These variables have been found to be a barrier to language learning and classroom participation.

There have not been many empirical studies on situational anxiety up until now "because the role of anxiety in language learning was not recognised in early research" (Gardner & MacIntyre, 1993, p. 4). Gardner and

MacIntyre explain that because studies used general measures of anxiety, rather than specific measures of language anxiety, results were difficult to understand and interpret. Recently, however, researchers have become interested in this subject. Gardner and MacIntyre (1993) states that "recent studies ...have focused on a type of anxiety related specifically to language situations, termed language anxiety" (p. 5). For the purpose of this study anxiety is defined as situational anxiety, specifically anxiety related to second language situations.

Studies, which have investigated the role of anxiety in second language acquisition have focused on the relationships among anxiety, achievement, and communication. Early studies could not find any relationship among these variables, for the reason mentioned above, that measures of general anxiety rather than specific language anxiety were used. However, recent studies have found significant relationships between situational/language anxiety and language achievement, especially verbal production.

Young (1986) found significant correlations between language anxiety and oral proficiency interviews. Gardner, Lalonde, and Moorcroft (1985) concluded from their study that French class anxiety affected proficiency measures such as word production and listening comprehension in a negative way.

Trylong (1987) found that there was a significant negative correlation between anxiety, and written test achievement, oral quizzes, and final grades in a first-year university French course (cited in Gardner & MacIntyre, 1993).

In sum, these results indicate that achievement, particularly verbal production is highly and negatively correlated with situational/language anxiety.

Although there has been little empirical research on the relationship between anxiety and classroom participation, it is assumed that classroom participation is generally influenced in a negative way by anxiety. Gardner and MacIntyre (1993) claim that anxious students do not engage in verbal production, answer voluntarily, or express themselves in the target language, suggesting that anxious students are less likely to participate orally in class. Language anxiety has also been found to be negatively correlated with speaking, which is assumed a cornerstone of active class participation.

Horwitz and Cope (1986) conducted a study about foreign language classroom anxiety. A Foreign Language Classroom Anxiety Scale was prepared and given to university students between the ages of 18 and 27. The results of the questionnaires indicated that students are afraid of speaking in a foreign language. In addition, anxious

students fear that they do not understand, and therefore, do not participate in class because of anxiety.

Ely (1986, cited in Skehan, 1989) investigated anxiety in a study of the antecedents of classroom participation. He developed a scale of Language Class Discomfort to measure self-consciousness, anxiety, and embarrassment in class participation. He found a weak negative correlation between participation and anxiety, but concluded that "anxious students are slightly less likely to participate in class" (p. 117).

In sum, the little research that has been done in this area indicates that anxious students participate verbally at a lower level and give fewer voluntary answers in class (Gardner, 1985).

#### Self-Confidence, Achievement, and Class Participation.

In addition to language anxiety, self-confidence is another affective factor, specifically a personality variable, that has been investigated in second language acquisition. Clement (1980, 1986) considers self-confidence as a lack of anxiety (cited in Gardner & MacIntyre, 1993). Gardner and Clement (1990) view self-confidence as a combination of low levels of language-specific anxiety, and confidence in one's language skills (cited in Gardner & MacIntyre, 1993). In other words, the research investigating the role of anxiety in second language

acquisition is also informative for a discussion on the role of self-confidence in second language acquisition.

Studies on self-confidence, again, have focused on the relationship between self-confidence and achievement rather than on the relationship between self-confidence and class participation. These studies have found that self-confidence is related to achievement. One of the studies conducted by Clement, Dornyei and Noels (1994) investigated the effects of motivation and self-confidence on classroom atmosphere. They used 301 11th grade students from Budapest. Results of correlation analysis showed that English achievement is significantly related to self-confidence. In addition, classroom participation and involvement in learning English were found to be negatively related to anxiety, and positively related to self-confidence.

Clement (1986) also found strong correlations between self-confidence and low anxiety, high linguistic confidence, and oral production skills in communication situations (cited in Gardner & Clement, 1990).

#### Extroversion/Introversion, Achievement, and Class Participation

Extroversion/introversion are personality traits which some research studies have investigated. These two personality traits were first introduced to language

learning by Eysenck (1964, cited in Ellis, 1985), who identifies two general personality traits: extroversion and introversion. Brown (1994) defines extroversion/introversion as:

the extent to which a person has a deep seated need to receive ego-enhancement, self-esteem and a sense of wholeness from other people as opposed to receiving the affirmation within oneself; whereas introversion is the extent to which a person derives a sense of wholeness and fulfilment apart from a reflection of this self from other people. (p. 146)

Ellis (1985) contends that "extroverted learners learn more rapidly and are more successful than introverted learners" (p. 120).

However, most of the studies investigating the relationship between extroversion/introversion and proficiency could not find a relationship. For example, Naiman, Frohlich, Stern and Todesco (1978, cited in Busch, 1982) researched the effect of extroversion/introversion on proficiency. They used the Eysenck Personality Inventory (1968) to measure extroversion/introversion, but could not find a correlation between extroversion/introversion and proficiency. However, they found that some extroverted behaviours, such as calling out answers and handraising, had a significant correlation with second language proficiency.

Busch (1982) conducted a study in Japan with 80 junior college students and 105 adult school English students who took a standardized English test and completed a personality

questionnaire. She did not find support for the hypothesis that extroverts are more successful in learning English. However, she found that in speaking, extroverted students are more willing to speak, while introverted students are more likely to drop out of the course.

Several studies have investigated the relationship between extroversion/introversion and speaking, which can be an indicator of class participation. Ellis (1985) claims that "extroverted learners find it easier to make contact with native speakers" (p. 120). According to Chastain (1988), "extroverts tend to participate more actively in class with less fear of risk taking, and they tend to be more willing to practice their developing communication skills with native speakers" (p. 124). Naiman, Frohlich and Stern (1975) stated that extroversion is a way of acquiring oral skills (cited in Busch, 1982).

Russier (1975) found a positive correlation between extroversion/introversion, measured by using Eysenck's (1963) personality questionnaire, and oral English fluency. He stated that extroverts are impulsive and so speak more in the classroom (cited in Busch, 1982).

In sum, extroversion/introversion has not been found to be significantly correlated with proficiency, but some studies have demonstrated a significant relationship between extroversion/introversion and class participation,



specifically speaking in the target language.



## CHAPTER 3 METHODOLOGY

### Introduction

This study was designed to investigate the relationships among the following variables: motivation, anxiety, self-confidence, extroversion/introversion, and students' active class participation. The aim in choosing these variables is to determine their ability to predict students' participation in the classroom, specifically in the EFL context of Turkey. These variables are considered important factors which directly relate to Turkish students' participation in the classroom.

Studies conducted prior to this one have generally tried to find out the relationship between these affective factors and students' achievement in language learning. Studies on class participation are limited to just one of the affective variables, most frequently motivation. This study will investigate four affective variables and their relationship to participation.

In the first part of this chapter, the subjects in the study are described. Next, there is a description of the instruments used in this study. Lastly, the procedures for data collection and statistical analysis follow.

### Subjects

The subjects were preparatory school students in an EFL classroom at Middle East Technical University (METU), an English-medium state university. The preparatory school aims to help students acquire the language they will use in their departments. Students are generally placed into classes according to their level of proficiency: beginners, intermediate, upper-intermediate, and advanced. METU was especially chosen for this study since the Communicative Approach to language teaching, which was needed for the observations in this study, is used in this university. The textbooks and materials that are used in the classrooms at METU and the course syllabi are based on the Communicative Approach (CA). Most teachers try to use the CA in their classes. Moreover, the teacher for this study was recommended by a trainer as someone who handles the classroom in a communicative way. The students for this study were all in the upper-intermediate level, and thus were assumed to be able to use English well, so that participation could be easily observed.

In this class, there were 10 male and 11 female students. All students in the class agreed to participate in this study, and signed a consent form (see Appendix A). Before the observations began, the students were given the first questionnaire to get some information about their

educational and socio-economic backgrounds and their parents' educational backgrounds. Most of the students were at the age of 18 and 19 (48%, and 37%, respectively) and came from different cities around Turkey. 61% students graduated from Anatolian High Schools and 20% finished Private schools, which means that most of the students had taken intensive English courses prior to METU. In Anatolian and Private Schools students take preparatory classes in English before starting their courses, most of which are conducted in English. Twenty percent of the students finished State High Schools, which offer 2-4 hours of English per week. All students had been studying English for 8 or 9 years, but for different numbers of hours per week. Because they were all going to use English in their departments, most of them (81%) wanted to learn the language. Fifteen students' parents also had a good educational background which means that at least one of the parents finished university.

After the observation, students were given the second questionnaire which consisted of four sections: motivation, anxiety, self-confidence and extroversion/introversion. A detailed description of this questionnaire is located in the Instruments section of this chapter. The results of the questionnaire describing the students in terms of the affective variables of motivation, anxiety, self-confidence,

and extroversion/introversion are presented in the section on the Results of the Questionnaire in Chapter 4.

#### Instruments

In this study, two instruments were used: two questionnaires, and a classroom observation chart.

#### Development of the Questionnaires

The first questionnaire contained questions about students and their parents' educational and socio-economic backgrounds (see Appendix B). The second questionnaire was comprised of four parts (see Appendix C). In the first part, the motivational intensity of the students was assessed. Questions about their anxiety and self-confidence followed as the second and third parts, respectively. The last part was about extroversion and introversion.

The items regarding motivational intensity and anxiety were adapted from Gardner's (1985) Attitude Motivation Test Battery (AMTB), which has been used in many studies and found to be both valid and reliable (Gardner & Smythe, 1981; Lalonde & Gardner, 1985). For example, Gardner and Lalonde (1985) conducted a study to determine the validity and reliability of the Attitude/Motivation Test Battery. Their study was held in different geographical areas of Canada. Subjects who were learning French were enrolled in 7 to 11 levels. They were given the same Attitudinal/Motivational

Test Battery. By using Pearson product-moment correlation, a validity coefficient was calculated. They found that all of the parts in the questionnaire were valid, and motivation was the most significant part.

In my study, while adapting the anxiety items from Gardner's (1985) AMTB, the 7-point scale which Gardner used was changed to a 5-point scale. Furthermore, the self-confidence part of this questionnaire was constructed from the situational anxiety questions in Gardner's AMTB by converting negative statements of anxiety to positive statements of self-confidence. This procedure was used since self-confidence is often defined in the literature as lack of anxiety (Clement, Gardner, & Smythe, 1972), and no independent measure of self-confidence has been developed in either the field of psychology or second language acquisition (cited in Gardner & MacIntyre, 1993). Extroversion/introversion items were adapted from Myers/Briggs Type Indicator (1962). Although there are four dimensions in the test (extroversion versus introversion, sensing versus intuition, thinking versus feeling, judging versus perceiving), only extroversion/introversion items were used in this study, and only some were selected that were considered culturally appropriate for Turkey. Others were adapted for use in this study by the researcher in consultation with several Turkish colleagues.

The Myers/Briggs test has been used many times (Keirsey & Bates, 1984; Lawrance 1984; Moody, 1988; Ehrman, 1989, cited in Brown, 1994) and has been demonstrated to be both valid and reliable. Ehrman (1989) and Moody (1988) sought a link between Myers and Briggs Personality Types and second language learning. Ehrman and Oxford (1990, cited in Brown, 1994) conducted a study with 79 foreign language learners at the Foreign Service Institute, and found the Myers and Briggs test to be very useful.

All the sections of the questionnaire were piloted. According to the results of the pilot testing, items were modified to overcome any issues of cultural bias.

#### Calculation of the Questionnaire

Motivation. There were ten items regarding motivation on the questionnaire. The format was multiple choice with three alternative statements. Students chose the response they agreed with most. There were three alternatives, each scored with a value of 1, 2, or 3. 1 was interpreted as less motivated, 2 as somewhat motivated and, 3 as very motivated. The total points for this section of the test ranged from 10 to 30.

Anxiety. There were five anxiety items on the questionnaire. Students were given a 5-point Likert-type scale that asked for level of agreement or disagreement with individual statements, with responses that ranged from

strongly disagree (1) to strongly agree (5). These responses were interpreted as follows: very anxious (5), anxious (4), neutral (3), slightly anxious (2), and not anxious (1). The lowest total score was 5; the highest total score was 25. An overall anxiety score was calculated by dividing the total score by 5.

Self-Confidence. This part was comprised of six items. A 5-point Likert-type scale was used that asked for level of agreement or disagreement with individual statements, with responses that ranged from strongly disagree (1) to strongly agree (5). Responses were given the following values: very self-confident (5), self-confident (4), neutral (3), slightly confident (2), and not confident (1). The lowest possible score was 6; the highest total score was 30. An overall self-confidence score was calculated by dividing the total score by 6.

Extroversion/Introversion. There were ten extroversion/introversion items, with two alternatives each. One of the alternatives showed extroversion; the other showed introversion. A value of 1 was given for introversion; a value of 2 was given for extroversion. The possible lowest total score was 10; the highest total score was 20.



### Classroom Observation Charts

Participation was determined by observing students in the classroom. Participation was operationalized as the number of times a student asked or answered questions, or participated in discussions voluntarily and involuntarily, as per the following seven categories: (a) voluntary correct answer, which meant students raised their hands to participate, (b) involuntary correct answer, which meant the teacher nominated the student to answer a question, (c) voluntary incorrect answer, which meant students raised their hands and tried to give the answer, (d) involuntary incorrect answer, which meant a student was asked a question and gave an incorrect answer, (e) voluntary participation, which meant students participated in class discussions voluntarily and attempted to answer the teacher's questions that were asked to the whole class, (f) involuntary participation, which meant a student participated as s/he was asked to by the teacher, and (g) student-student interaction, which meant students participated in group or pair work.

During classroom observations, the verbal flow technique (Richards & Nunan, 1990) was used to measure participation. Verbal flow is a technique for recording verbal interaction. Verbal flow was very suitable for this study, because it records who is talking to whom and how

frequently. It directly records participation in the classroom. A seating chart of the students was prepared on which to record the information (see Appendix D).

At the beginning of the observations, the flow of verbal interaction was indicated by arrows, but as it was difficult to record the interaction in the classroom using arrows, the researcher substituted a coding procedure using the following abbreviations: (a) voluntary correct answer (VCA), (b) involuntary correct answer (ICA), (c) voluntary incorrect answer (VIA), (d) involuntary incorrect answer (IIA), (e) voluntary participation (VP), (f) involuntary participation (IP), and (g) student-student interaction (SSI).

Three different values were attached to the categories, as follows: 1 point was given for involuntary incorrect answers (IIA); 2 points were given for involuntary correct answer (ICA), involuntary participation (IP) and voluntary incorrect answer (VIA); 3 points were given for voluntary correct answer (VCA), voluntary participation (VP), and student-student interaction (SSI). Voluntary participation (VP), voluntary correct answer (VCA), and student-student interaction (SSI) were considered more communicative and participatory and were thus assigned a higher value in scoring. Involuntary correct answer (ICA), voluntary incorrect answer (VIA), and involuntary participation (IP)

were considered less communicative, as they were involuntary, and voluntary but incorrect. The lowest point was given to involuntary incorrect answer (IIA) as this indicated involuntary and incorrect together, reflecting the least amount of participation.

Observations lasted seven weeks, once a week for two hours, for a total of fourteen hours. Student participation points were added up and divided by seven, the number of observation days, to get an overall participation score for each student. For eight students who were absent on observation days, their participation points were divided by the number of days they came to class on observation days.

#### Data Collection

The students were given the first questionnaire about their educational and socio-economic backgrounds and their parents' educational backgrounds at the beginning of the observation period. The students completed the second questionnaire at the end of the observations. They answered the questionnaires during regular class time under the researcher's supervision. Those students who were absent on one of these days were given the questionnaire on a later day. Before handing out the questionnaires, students were told about the importance of this study to ensure accurate responses to the questions. Students spent fifteen minutes for the first questionnaire, which consisted of questions

regarding students' and their parents' educational and socio-economic backgrounds, and half an hour for the second questionnaire which consisted of affective variables.

#### Analytical Procedures

The data from the questionnaire were analyzed using correlation and multiple regression. First, scores for participation, and for the affective variables were calculated for use in correlational analysis and multiple regression. Each student received the following scores: participation score, motivational intensity score, situational anxiety score, self-confidence score, and extroversion/introversion score, based on the operationalization of each of the variables, as discussed in the section on Instruments. In order to determine the relationships among motivation, anxiety, self-confidence, extroversion/introversion, and participation in the classroom, the correlation technique, Pearson product-moment was used. Then, these four predictor (independent) variables were entered into a multiple regression equation to determine which combination of variables best predicts participation (dependent variable) in class.

## CHAPTER 4 RESULTS OF THE STUDY

### Overview of the Study

In this study, it was hypothesized that students' motivation, anxiety, self-confidence, and extroversion/introversion would relate to their active class participation in the classroom. This study was conducted by administering a questionnaire to a class of 21 students, and observing them once a week for seven weeks.

In order to measure motivation, anxiety, self-confidence, and extroversion/introversion, a questionnaire was developed assessing the students on each of these affective variables and administered to them. The students were observed for 14 hours, once a week over a period of seven weeks to determine the extent of their participation in the class.

### Results of the Questionnaire

Two questionnaires were administered for this study. The first questionnaire was about students' educational and socio-economic backgrounds. The results of these questions were reported in Chapter 3. The results of the second questionnaire about affective variables are reported in this chapter.

Students' scores from the questionnaire were tabulated to determine their overall level of motivation, anxiety,

self-confidence, and extroversion/introversion

(see Table 1).

Table 1

Mean Scores and Standard Deviations of Independent Variables

(N= 21)

Variable	<u>MS</u>	<u>SD</u>
Motivation	22.38a	2.90
Anxiety	2.96b	1.04
Self-Confidence	2.93c	0.96
Extroversion/Introversion	14.76d	3.09

Note. a=Lowest possible score was 10; highest possible score was 30. b=Lowest possible score was 1; highest possible score was 5. c=Lowest possible score was 1; highest possible score was 5. d=Lowest possible score was 10; highest possible score was 20.

The mean score of motivation (M= 22.38) shows that most of the students in the class were motivated. (Out of a range of 10 to 30, a score of 20 or above was considered motivated.) All the students received at least 20 points, except one student who received 15.

The mean score of anxiety (M= 2.96) indicates that

students were generally anxious. (Out of a range of 1 to 5, a score of 3.0 or above was considered anxious.)

The mean score of self-confidence ( $\bar{M}$ = 2.93) indicates that students were not self-confident. (Out of a range of 1 to 6, a score of 3.5 or above was considered self-confident.)

The mean score of extroversion/introversion ( $\bar{M}$ = 14.7) was almost midway between the highest and lowest possible scores, indicating that the students as a group were neither especially extroverted nor introverted. (Out of a range of 10 to 20, a score of 15 or above was considered extroverted.)

The standard deviation of scores indicates the variation in scores within the group. Extroversion/introversion had the greatest distribution of scores (3.09), which means there was considerable variation among students in degree of extroversion/introversion. Motivation followed extroversion/introversion with a standard deviation of 2.90, again indicating a wide range of motivation among students in the group. The standard deviation for anxiety and self-confidence (1.04 and .96, respectively), were also high, considering the possible range of scores for both variables was only 1 to 5.

Although not included in Table 1, participation was determined by looking at the lowest and highest

participation scores of all students divided by the number of observation days. Students who participated at least 50% as much as the highest score were considered to be frequent participants in the classroom. Students' amount of participation determined in this way was then confirmed by the researcher's own assessment of students' class participation during the observation period.

#### Results of the Data Analysis

In order to analyze the relationships among motivation, anxiety, self-confidence, extroversion/introversion, and participation, a Pearson product-moment correlation was calculated for each relationship.

In the discussions that follow each of the tables, correlations were considered significant at the .05, .01, and .001 levels. A single asterisk (\*) indicates significance at the .05 level; a double asterisk (\*\*), significance at the .01 level and triple asterisks (\*\*\*), significance at the .001 level. According to Gardner (1985), a correlation coefficient of .40 shows a good correlation for affective variables, such as attitudes and motivation.

In order to analyze the data and see if there were correlations among all variables in this study, a complete correlation matrix was calculated. The results are presented in Table 2.



Table 2

Correlations among all Variables in Study. (N= 21)

Variable	Part.	Mot.	Anx.	Self-Con.	Ext/Int
Part.	1.0000				
Mot.	.67***	1.0000			
Anx.	-.61**	-.50*	1.0000		
Self-Con.	.74***	.69***	-.83***	1.0000	
Ext/Int.	.62**	.77***	-.55**	.70***	1.0000

Note. Part=Participation; Mot=Motivation; Anx=Anxiety;  
Self-Con=Self-Confidence; Ext-Int=Extroversion/Introversion.

\*p<.05. \*\*p<.01. \*\*\*p<.001.

The results presented in Table 2 indicate that correlations were very high among all variables in the study. Motivation correlated positively and at highly significant levels with self-confidence ( $r=.69***$ ), extroversion/introversion ( $r=.77***$ ), and participation ( $r=.67***$ ), indicating that the more motivated students were also more self-confident and extroverted, and participated more in class. Motivation correlated significantly but negatively with anxiety ( $r=-.50*$ ), indicating that the more anxious students were also less motivated. Anxiety also

correlated specifically but negatively with self confidence ( $r = -.83^{***}$ ), extroversion/introversion ( $r = -.55^{***}$ ), and participation ( $r = -.61^{**}$ ), indicating that anxious students had less self-confidence, were more introverted, and participated less in class activities. Self-confidence correlated positively and significantly with extroversion/introversion ( $r = .70^{***}$ ) and with participation ( $r = .74^{***}$ ), indicating that the more self-confident students were also more extroverted and participated more in the classroom. Extroversion/introversion also correlated positively and significantly with participation ( $r = .62^{***}$ ), indicating that extroverted students participated more than introverted students in the classroom.

In order to determine the extent to which participation in the classroom can be explained by the affective variables in this study, the correlation coefficients were squared. Table 3 includes the correlation and co-variance between the affective variables, or independent variables in this study, and participation, the dependent variable.

Table 3

Correlations and Co-Variance between Independent Variables  
and Dependent Variable (N= 21)

Independent Variable	Participation	
	r	$r^2$
Motivation	.67***	.45
Anxiety	-.61**	.37
Self-Confidence	.74***	.54
Extroversion/Introversion	.62**	.39

\*p<.05. \*\*p<.01. \*\*\*p<.001.

The results presented in Table 3 indicate that participation is highly correlated with all the independent variables: motivation, anxiety, self-confidence, and extroversion/introversion.

The strongest correlation was found between participation and self-confidence ( $r=.74***$ ). Participation and motivation correlated very strongly with each other ( $r=.67***$ ). Participation also correlated strongly with extroversion/introversion ( $r=.62**$ ). The correlation between participation and anxiety was the lowest among the

variables, but they still correlated strongly with each other ( $r = -.61^{**}$ ), and the correlation was negative.

In order to determine to what extent class participation can be explained by each of the independent variables,  $r^2$  was calculated for each of the relationships, indicating the amount of overlap between the two variables. Table 3 also reports the amount variance in class participation that can be explained by motivation, anxiety, self-confidence, and extroversion/introversion.

The results of calculating  $r^2$  indicate that 45% of the variance in participation is due to motivation, 37% of the variance is due to anxiety, 54% of the variance is due to self-confidence, and 39% of the variance is due to extroversion/introversion. These results suggest that students who are self-confident participate highly in class activities. The results also indicate that students who are motivated and extroverted participate in class activities more than students who are not motivated and introverted. The least amount of variance is explained by anxiety, and since the correlation between participation and anxiety was negative, the results indicate that the more anxious students participate less in the classroom.

In this study, multiple regression analysis was also used to see to what extent the independent variables predict participation (see Table 4).

Table 4

Multiple Regression: Motivation, Anxiety, Self-Confidence  
and Extroversion/Introversion as Predictors of Participation  
(N= 21)

Variable	Beta	t	p-level
Motivation	.29	-1.24	.29
Anxiety	-.07	1.09	.82
Self-Confidence	.45	-.23	.23
Extroversion/Introversion	.05	.17	.86
Multiple $r$ :	.77		
Multiple $r^2$ :	.60		

The results presented in Table 4 indicate that 60% of the variance in class participation can be explained by all the affective variables combined. However, none of the variables individually predict participation.

By taking out the variables with the lowest beta values, anxiety and extroversion/introversion, a second multiple regression procedure indicated that self-confidence is the best predictor of participation (see Table 5). Although motivation did not emerge as an independent

predictor of participation in the multiple regression, it correlates strongly with participation (.67\*\*\*). Together, motivation and self-confidence explained 59% of the variance in class participation.

Table 5

Multiple Regression: Motivation and Self-Confidence as Predictors of Participation (N= 21)

Variable	Beta	t	p
Motivation	.31	1.49	.15
Self-Confidence	.53	2.54	.02*
Multiple $\underline{r}$ :	.77		
Multiple $\underline{r}^2$ :	.59		

\* $p < .05$ .

As a conclusion, affective variables were found to be strongly and significantly related with each other, and to participation. In addition, 60% of the variance in participation is due to all affective variables combined. After taking out the least significant individual variables from the regression equation, self-confidence was found to

be the most significant predictor of participation, which together with motivation accounted for 59% of the variance in class participation.



## CHAPTER 5 DISCUSSION OF FINDINGS AND CONCLUSION

## Summary of the Study

This study explored the relationships among motivation, anxiety, self-confidence, extroversion/introversion, and class participation as they have an important role in second language learning. In addition, it also investigated to what extent these affective variables are related to, as well as predict classroom participation. For this study, a class with 21 students from Middle East Technical University was chosen as the sample. Students were observed 14 hours and were also given a questionnaire to measure their motivation, anxiety, self-confidence, and extroversion/introversion. Data from this study was analyzed statistically using correlational analysis and multiple regression. The results of the statistical analysis show that the relationships among these variables were all highly significant. Motivation, anxiety, self-confidence, and extroversion/introversion all related to students' active class participation highly, as they all correlated strongly with class participation. Among these variables, self-confidence had the highest correlation, and was the single most important predictor of class participation.

In the first part of this chapter, the discussion of the results of the data analysis and the conclusions drawn



will be presented. In the second part, limitations of the study will be discussed. Implications of the study will follow with suggestions for further research and pedagogical implications.

#### Discussion of Results and Conclusions

In this study, three research questions were asked. The results of this study provided answers to all of the research questions. First of all, it was found that motivation, anxiety, self-confidence, and extroversion/introversion were highly correlated with active class participation.

#### Motivation and Participation

The results of this study indicated that motivation, specifically motivational intensity, correlated with participation highly. What can be concluded from this result is that students who are motivated participate more in class. Students who are not motivated do not participate as much in class.

#### Anxiety and Participation

Anxiety also correlated with class participation, but its correlation was negative, indicating that students who are more anxious participate less in class. Although significant, its correlation with active class participation was the lowest of the affective variables included in this study.

### Self-Confidence and Participation

Self-confidence had the highest correlation with participation among the affective variables. Students who were self-confident participated more in class. Furthermore, self-confidence emerged as the single most important predictor of class participation, accounting for 54% of the variance in class participation.

### Extroversion/Introversion and Participation

Extroversion/introversion also correlated strongly with participation. Students who were extroverted participated more in the classroom than introverted students.

As seen from the results, all the affective variables included in this study correlated significantly with participation. In addition, a considerable amount of variance in class participation (60%) can be explained by these affective variables combined. Finally, all the affective variables in this study correlated significantly with each other, indicating, for example, that students who were motivated were also more self-confident and less anxious. Students who were introverted were also anxious and lacked self-confidence. Students who participated more were more self-confident, motivated, and extroverted. They were also less anxious.

The results of this study support the few other studies which have been conducted on affective variables and

class participation. In other studies, the results showed that affective variables correlate highly with participation. For example, Glikzman (1976) found a strong correlation between motivation and participation. He concluded that motivated students volunteered and participated more than students who were not motivated. He replicated his study with samples from different grades, and got the same results (cited in Gardner, 1985).

Another study conducted by Ely (1986) showed that another affective variable, anxiety, was related to participation. Although the correlation was weak, he concluded that anxiety affects participation negatively. In my study, anxiety was significantly and negatively correlated with participation, but among all the variables in the study, anxiety had the lowest correlation.

Clement, Dornyei and Noels (1994) conducted a study on motivation and self-confidence. They found a significant correlation not only between these variables and achievement but also with participation. A positive correlation between self-confidence and participation indirectly suggests a negative relationship between anxiety and participation, as the literature indicates that, anxiety is measured by a lack of self-confidence.

Bush (1982) conducted a study about extroversion/introversion and proficiency. The results of

her study did not support her hypothesis that extroverted students would be more proficient, except with regards to speaking. Extroverted students volunteered to speak more than introverted students in her study. In other words, extroverted students were willing to participate more in the classroom than introverted students.

The results of my study are consistent with the results of previous studies that have demonstrated the importance of these affective factors on class participation.

#### Assessment of the Study

There are some strengths and weaknesses in the design of this study. The strongest aspect is that this study is the only study to have investigated the impact of this specific combination of four affective variables together, specifically motivation, anxiety, self-confidence, and extroversion/introversion, on class participation. Since most of the studies investigating the role of affective variables have looked at their relationship to achievement, this study is relatively unique in focusing on participation particularly within the EFL context of Turkey. This study should encourage other researchers in the field of second language acquisition to continue to investigate the role of affective variables, not only in language learning achievement, but also in class participation.

However, this study also has weaknesses. First of all,

the sample size was small for multiple regression. As there were four independent variables in the study, the absolute minimum sample size had to be 20, as the minimum number of subjects needed per independent variable for multiple regression is 5-10. With only 21 subjects, this assumption was just barely met. Perhaps the results of the multiple regression procedure would have been more reliable with a larger sample size.

In addition, the subjects were not randomly selected for this study. Most of the students were from good educational backgrounds. Besides, in Middle East Technical University students are generally aware that they will use English in their departments. That means they are likely to be motivated to learn English. However, in most state schools, students do not have as good educational backgrounds as students from private or Anotolian high schools, and also in some of the departments of English-medium universities, English is not used. Therefore, the results of this study cannot be generalized to all university EFL students in Turkey.

Another factor which limits the generalizability of the results of this study was the teacher. In my study, the teacher handled the class in a very communicative way. She helped students communicate freely in the class, even more so because of the small number of students. In crowded

classes, a researcher cannot observe the students easily and in a classroom that was less communicatively oriented, there might have been less participation to observe.

#### Implications of the Study

This study explored the effects of motivation, anxiety, self-confidence, and extroversion/introversion on active class participation. The results of this study indicate the strong importance of these affective variables for class participation, suggesting many implications for researchers and teachers.

#### Implications for Further Research

The researcher faced some limitations because of the small sample size, and lack of randomization of selection. Nevertheless, the results of this study should encourage future researchers to conduct similar studies to investigate the relationship of affective variables to class participation. A larger and randomly-selected sample of students would allow for generalizability to all university EFL students in Turkey.

#### Educational Implications

The results of this study should help language teachers to become more aware of the relationship of affective variables to classroom participation. With the help of this study, teachers will need to acknowledge the role of affective variables in classroom behaviour, and should

prepare their lessons and activities taking affective variables into consideration. The teachers' task should be to prepare their lessons in order to help students participate more in class by creating a comfortable atmosphere, to increase students' motivation and self-confidence, encourage extroverted behaviour and reduce anxiety. One way to create a good atmosphere in class is to give a questionnaire to learn about students' psychological needs and then to prepare activities by considering their affective side. For instance, if a teacher is aware of who is anxious or introverted in class, then s/he can take appropriate action towards these students and ask appropriate questions to draw them more into the class discussion and activities. Thus, the teacher can create a lively atmosphere and in addition, motivate students to participate in the classroom.

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## Appendix A

English/Turkish Version of the Consent Form

I am a student in MA TEFL program in Bilkent University. I would like to have assistance in preparing my thesis. I would like you to be as accurate as possible since the success of the study depends upon it. Your answer will be kept confidential. Your names will not be mentioned and it will not affect your grades at school.

Thank you for your help!

Meral Kaya  
MA TEFL Program  
Bilkent/ANKARA



## IZIN FORMU

Bilkent Üniversitesi MA TEFL bölümünde öğrenciyim. Hazırlayacağım tez için sizlerin yardımlarınıza ihtiyacım var. Yapacağım çalışmanın amacına ulaşabilmesi için vereceğiniz yanıtlarda dürüst olmanızı rica ediyorum. Yanıtlarınız gizli tutulacak, isimleriniz hiç bir raporda yer almayacak ve ders notlarınıza hiç bir etkisi olmayacaktır. Bu çalışmada yer aldığınız ve değerli zamanınızı ayırdığınız için çok teşekkür ederim.

Meral Kaya  
MA TEFL Programı  
Bilkent Üniversitesi

## Appendix B

English/Turkish Versions of Educational and Socio-Economic  
Background Questionnaire

## QUESTIONNAIRE I

1. Your name and surname:
2. Your age:
3. What is your parents' level of education?

Mother

- a) University and above
- b) Secondary school
- c) Junior high school
- d) Primary school
- e) Other (please specify)

Father

- a) University and above
- b) Secondary school
- c) Junior high school
- d) Primary school
- e) Other (please specify)

4. What kind of a high school did you graduate from?
  - a) State high school
  - b) Vocational high school
  - c) Anatolian high school
  - d) Private school
  - e) Others (please explain)
5. How many years have you studied English in school?  
for.....years/ (since.....)
6. Approximately how many hours of English a week did you have during secondary school?
  - a) Two or less than two hours
  - b) 2-4 hours
  - c) 4-6 hours
  - d) more than 6 hours
7. Approximately how many hours of English a week did you have during high school?
  - a) Two or less than two hours
  - b) 2-4 hours
  - c) 4-6 hours
  - d) more than 6 hours

8. What is your attitude towards learning English?
- a) I am very interested
  - b) I am not very interested
  - c) I am undecided but because of my job I have to
  - d) I want to learn English
  - e) other (please explain)
9. What do you think you have gained from the English classes you have taken up to now?
- a) only grammar rules
  - b) a general introduction to English
  - c) I don't find myself proficient in English
  - d) I find myself proficient in English
  - e) other (please explain)
10. What do you think was missing in the English classes that you have covered up to now?
- a) group and pair-work activities
  - b) listening and speaking activities
  - c) the lack of audio-visual materials
  - d) the method followed by the teacher wasn't appropriate for the class
  - e) other (please explain)

11. Does any of your family members speak English?

- a) Yes            b) No

If your answer is "YES" to the above question, how do you benefit from them?

- a) I have the chance to practice with them  
b) I ask them about anything I have difficulty in understanding  
c) They do my assignments  
d) I do not benefit from them at all





## ANKET I

1. Adınız, Soyadınız:
2. Yaşınız:
3. Ailenizin eğitim durumu nedir?

Anne

- a) Üniversite ve üstü
- b) Lise
- c) Ortaokul
- d) İlkokul
- e) Diğer (lütfen belirtiniz)

Baba

- a) Üniversite ve üstü
- b) Lise
- c) Ortaokul
- d) İlkokul
- e) Diğer (lütfen belirtiniz)

4. Ne tür bir liseden mezun oldunuz?

- a) Devlet Lisesi
- b) Meslek Lisesi
- c) Anadolu Lisesi
- d) Özel Lise
- e) Diğer (lütfen belirtiniz)

5. Kaç yıldır İngilizce öğreniyorsunuz?

.....yıldır/ (.....senesinden beri)

6. Orta okul döneminde haftada yaklaşık kaç saat İngilizce dersi aldınız?
- Iki ya da daha az
  - 2-4 saat
  - 4-6 saat
  - 6 saatten fazla
7. Lise döneminde haftada yaklaşık kaç saat İngilizce dersi aldınız?
- Iki ya da daha az
  - 2-4 saat
  - 4-6 saat
  - 6 saatten fazla
8. İngilizce öğrenme konusunda ne düşünüyorsunuz?
- Çok istekliyim
  - Çok ilgili değilim
  - Kararsızım ama mesleğim gereği öğrenmek zorundayım
  - İngilizce öğrenmek istiyorum
  - Diğer (Lütfen belirtiniz)
9. Şimdiye kadar aldığınız İngilizce derslerinde ne edindiniz? (Birden fazla seçenek işaretleyebilirsiniz.)
- Sadece gramer kuralları
  - İngilizce'ye genel bir giriş
  - İngilizce'de kendimi yeterli bulmuyorum
  - İngilizce'de kendimi yeterli buluyorum
  - Diğer (Lütfen belirtiniz)

10. Sizce Őimdiye kadar aldığınız İngilizce derslerinde eksik olan ne idi? (Birden fazla seçenek işaretleyebilirsiniz.)
- a) EŐli ve grup çalışmalarını
  - b) Dinleme ve konuşma aktiviteleri.
  - c) Görsel ve işitsel araçların azlığı veya eksikliği
  - d) Öğretmenin izlediđi yöntem sınıfa uygun değildi
  - e) Diğer (Lütfen belirtiniz)
11. Ailenizde İngilizce bilen var mı?
- a) Evet      b) Hayır

Eđer yukarıdaki soruya "EVET" dediyseniz,  
onlardan nasıl yararlanıyorsunuz?

- a) Onlarla pratik yapma olanađını buluyorum
- b) Anlamakta güçlük çektiđim herşeyi sorabiliyorum
- c) Ödevlerimi yaptırıyorum
- d) Onlardan hiç yararlanamıyorum

## Appendix C

English/Turkish Versions of Motivational Intensity, Anxiety,  
Self-Confidence, and Extroversion/IntroversionQuestionnaire

## QUESTIONNAIRE II

Please answer the following questions.

Name and Surname:

Department:

Sex:      ( ) Male                      ( ) Female

## PART I:

Directions:      Please answer the following items.

Circle the alternative which is most applicable to you.

Please be as accurate as possible since the success of my research depends upon it!

1. I actively think about what I have learned in my English class
  - a) very frequently
  - b) hardly ever
  - c) once in a while.
  
2. If English were not taught in school, I would:
  - a) pick up English in every day situations (i.e., read English books and newspaper, try to speak it whenever possible, etc.)
  - b) not bother learning English at all
  - c) try to obtain lessons in English somewhere else.

3. When I have a problem understanding something we are learning in English class, I:
  - a) immediately ask the teacher for help
  - b) only seek help just before the exam
  - c) just forget about it.
4. When it comes to English homework, I:
  - a) put some effort into it, but not as much as I could
  - b) work very carefully, making sure I understand everything
  - c) just skim over it.
5. Considering how I study English, I can honestly say that I:
  - a) do just enough work to get along
  - b) will pass on the basis of sheer luck or intelligence because I do very little work
  - c) really try to learn English.
6. If my teacher wanted someone to do an extra English assignment, I would:
  - a) definitely not volunteer
  - b) definitely volunteer
  - c) only do it if the teacher asked me directly.

7. After I get my English assignment back, I:
- a) always rewrite them, correcting my mistakes
  - b) just throw them in my desk and forget them
  - c) look them over, but don't bother correcting mistakes.
8. When I am in English class, I:
- a) volunteer answers as much as possible
  - b) answer only the easier questions
  - c) never say anything.
9. If there were a local English T.V station, I would:
- a) never watch it
  - b) turn it on occasionally
  - c) try to watch it often.
10. When I hear an English song on the radio, I:
- a) listen to the music, paying attention only to the easy words
  - b) listen carefully and try to understand all the words
  - c) change the station.

PLEASE TURN PAGE...>

## PART II:

Circle the choice below the statement which best indicates your feeling. The scale is below:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

1. It embarrasses me to volunteer answers in our English class.

1    2    3    4    5

2. I never feel quite sure of myself when I am speaking in our English class.

1    2    3    4    5

3. I always feel that the other students speak English better than I do.

1    2    3    4    5

4. I get nervous and confused when I am speaking in my English class.

1    2    3    4    5

5. I am afraid the other students will laugh at me when I speak English.

1    2    3    4    5

## PART III:

1. Strongly disagree

2. Disagree

3. Neutral

4. Agree

5. Strongly agree

6. I am comfortable volunteering answers to questions in my English class.

1 2 3 4 5

7. I feel calm and sure of myself when I am speaking in my English class.

1 2 3 4 5

8. My English is as good as the other students in my English class.

1 2 3 4 5

9. I trust my ability to do well in my English class.

1 2 3 4 5

10. It doesn't matter to me if the other students laugh at my mistakes in English.

1 2 3 4 5

11. I have confidence in myself in my English class.


1 2 3 4 5



## PART IV:

Circle the alternative which is the most applicable to you.

1. I am usually
  - a) a "good mixer"
  - b) rather quiet and reserved.
2. I tend to have
  - a) deep friendships with a very few people.
  - b) broad friendships with many different people.
3. When I am with a group of people, I would usually rather
  - a) talk with one person at a time.
  - b) join in the talk of the group.
- 4) I
  - a) talk easily to almost anyone for as long as I have to.
  - b) find a lot to say only to certain people or under certain conditions.
5. In a large group, I more often
  - a) get introduced.
  - b) introduce others.
6. New people I meet can tell what I am interested in
  - a) right away.
  - b) only after they really get to know me.

7. I usually
- a) keep my feelings to myself.
  - b) show my feelings freely.
8. Which word in the pair below appeals to you more?
- a) quiet
  - b) hearty
9. Which word in the pair below appeals to you more?
- a) talkative
  - b) reserved
10. Which word in the pair below appeals to you more?
- a) lively
  - b) calm
- 

## ANKET II

Adınız ve Soyadınız:

Bölümünüz:

Cinsiyetiniz: Bayan ( ) Erkek ( )

## BÖLÜM I:

Bu çalışmanın başarısı sizin vereceğiniz cevapların doğruluğuna bağlıdır, bu yüzden, aşağıdaki cümleleri okuyarak her biri için kendi durumunuza uygun düşen ifadeyi doğru bir şekilde işaretleyiniz:

1. İngilizce dersinde sınıf içinde öğrendiklerim hakkında mantıklı bir değerlendirme yapabiliyorum.
  - a) Çok sık bir şekilde
  - b) Nadiren
  - c) Ara sıra
2. Eğer okulda İngilizce dersi verilmeseydi,
  - a) her fırsatta İngilizceden yararlanırdım (İngilizce dergileri ve kitapları okumak veya fırsat buldukça yabancılarla konuşmak gibi)
  - b) İngilizce öğrenme konusunu hiç önemsemezdim.
  - c) İngilizce'yi başka bir yoldan öğrenmeye çalışırdım.
3. İngilizce dersinde anlamadığım bir konu olduğu zaman,
  - a) hemen öğretmene sorarım.
  - b) sınav öncesine kadar öğrenmeye çalışmam.
  - c) öğrenmek için hiç uğraşmam.

4. Ödev verildiği zaman,
  - a) yapmaya çalışırım ama çok fazla da çaba harcamam.
  - b) çok dikkatli bir şekilde ve anlayarak yapmaya çalışırım.
  - c) önem vermeden, gelişi-güzel yaparım.
5. İngilizce dersine nasıl çalıştığım konusunda, şunu açıkça belirtebilirim ki,
  - a) sınıfı geçebilecek kadar çalışırım.
  - b) İşi şansa bırakır, pek çaba harcamam.
  - c) İngilizce'yi öğrenmeye ve ödevlerimi yapmaya tam olarak çalışırım.
6. Öğretmen ekstra ödev konusunda birilerini görevlendirmek istediğinde,
  - a) hiçbir zaman istekli olmam.
  - b) mutlaka istekli olurum.
  - c) sadece görevi bana verdiği zaman yaparım.
7. Ödevimi geri aldığımda,
  - a) hemen düzeltip, yeniden yazarım.
  - b) masanın bir köşesine atar, unuttur giderim.
  - c) şöyle bir gözden geçiririm ama düzeltmek için hiç çaba harcamam.

8. İngilizce dersindeyken,

- a) soruları yanıtlamak için mümkün olduğunca gönüllü olurum.
- b) sadece kolay sorulara cevap vermeye çalışırım.
- c) sessiz kalmayı tercih ederim.

9. TV'de İngilizce yayın yapan bir program çıktığı zaman,

- a) hiç seyretmem.
- b) rastgele açarsam seyrederim.
- c) sık sık izlemeye çalışırım.

10. Radyoda İngilizce bir şarkı duyduğum zaman,

- a) kolay ve anlaşılır kelimelere dikkat ederek dinlerim.
- b) dikkatlice dinler, tüm sözleri anlamaya çalışırım.
- c) radyonun kanalını değiştiririm.

## BÖLÜM II:

Aşağıdaki cümleleri okuyarak her biri için kendi durumunuza uygun düşen ifadeyi işaretleyiniz.

Rakamların anlamı aşağıda belirtilmiştir:

1. Kesinlikle katılmıyorum
2. Katılmıyorum
3. Çekimserim
4. Katılıyorum
5. Fazlasıyla katılıyorum

1. İngilizce dersinde sorulara gönüllü olarak cevap vermekten çekinirim.

1 2 3 4 5

2. Derste İngilizce konuşurken, hiçbir zaman kendimden emin değilimdir.

1 2 3 4 5

3. Diğer öğrencilerin benden daha iyi İngilizce konuştuklarını düşünürüm.

1 2 3 4 5

4. Derste İngilizce konuşurken, kendimi gergin hisseder ve çekingen olurum.

1 2 3 4 5

5. İngilizce konuşurken, diğer öğrencilerin bana gülmesinden çekinir ve korkarım.

1 2 3 4 5

## BÖLÜM III:

1. Kesinlikle katılmıyorum
  2. Katılmıyorum
  3. Çekimserim
  4. Katılıyorum
  5. Fazlasıyla katılıyorum
6. İngilizce dersinde hiç çekinmeden, gönüllü olarak sorulara cevap veririm.
- 1 2 3 4 5
7. Derste İngilizce konuşurken rahat ve kendimden eminimdir.
- 1 2 3 4 5
8. İngilizcem sınıftaki diğer öğrencilerin İngilizcesi kadar iyidir.
- 1 2 3 4 5
9. İngilizce'yi öğrenme konusundaki yeteneğime güvenirim.
- 1 2 3 4 5
10. Sınıftaki diğer öğrencilerin bana gülmesine hiç aldırmış etmem.
- 1 2 3 4 5
11. İngilizce dersinde kendime çok güvenirim.
- 1 2 3 4 5

## BÖLÜM IV:

Aşağıdaki cümleleri okuyarak her biri için kendi durumunuza uygun düşen ifadeyi işaretleyiniz.

## 1. Genellikle

- a) her çeşit insanla rahat iletişim kurabilen biriyim.
- b) sakin ve içine kapanık biriyim.

## 2. Genellikle

- a) az kişiyle derin arkadaşlıklar kurarım.
- b) bir çok insanla çok yönlü ilişkiler kurarım.

## 3. Bir grupla birlikte olduğum zaman genellikle

- a) gruptan sadece tanıdığım kişilerle sohbet ederim.
- b) gruptaki herkesle sohbet etmeye çalışırım.

## 4. Genellikle

- a) zorunlu olduğum durumda bile herkesle kolaylıkla iletişim kurabilirim.
- b) yalnızca belirli kişilerle ya da belirli koşullarda iletişim kurabilirim.

## 5. Büyük bir grubun içinde, genellikle

- a) başkalarıyla tanıştırılan ben olurum.
- b) kişileri birbirleriyle tanıştıran ben olurum.

## 6. Yeni tanıştığım insanlar

- a) beni hemen tanır ve huylarımı öğrenirler.
- b) gerçekten beni yakından tanıdıktan sonra beni keşfedebilirler.



7. Genellikle

a) duygularımı gizlerim.

b) duygularımı özgürce ifade ederim.

8. Aşağıdaki kelime çiftinden hangisi sizi daha iyi ifade ediyor?

a) sessiz

b) canayakın

9. Aşağıdaki kelime çiftinden hangisi sizi daha iyi ifade ediyor?

a) dışa dönük

b) içine kapanık

10. Aşağıdaki kelime çiftinden hangisi sizi daha iyi ifade ediyor?

a) enerji dolu

b) sakin

CEVAPLARINIZ İÇİN TEŞEKKÜR EDERİM!!