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THE RELATIONSHIPS AMONG FOREIGN LANGUAGE CLASSROOM ANXIETY, MOTIVATION AND ACHIEVEMENT OF TURKISH EFL STUDENTS

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To my beloved wife and children

APPROVAL PAGE

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ABSTRACT

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June 2015

THE RELATIONSHIPS AMONG FOREIGN LANGUAGE CLASSROOM ANXIETY, MOTIVATION AND ACHIEVEMENT OF TURKISH EFL STUDENTS

The aim of this study was to investigate the relationships among motivation, foreign language classroom anxiety levels of Turkish EFL students at Bursa Orhangazi University and their English achievement levels according to gender and age. Another reason for carrying out this study would be so that teacher candidates and practicing teachers will gain knowledge of the relationships among foreign language classroom anxiety, motivation levels, achievement, gender and age of students. Also, this study may help to raise students' awareness about the relationships among foreign language classroom anxiety, motivation and achievement.

The study was conducted at Bursa Orhangazi University. The participants of the study consisted of 406 Turkish university students at Bursa Orhangazi University English preparatory program in the 2014-2015 spring semester. In this study, data was collected with the help of two questionnaires one of which is the Foreign Language Motivation Questionnaire (Griffiths & Özgür, 2013) and the other one is The Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz & Cope, 1986). English proficiency exam results of Turkish university students were used to determine their English achievement levels

The results of this study demonstrated that the majority of the EFL students at Bursa Orhangazi University did not have any high levels of anxiety in the foreign language classroom and most of them were motivated toward their English classes. EFL students' anxiety has a negative effect on their foreign language learning, whereas motivation affects their learning positively. Female students were more anxious, motivated and successful than male students in this study. Also, younger students were more successful in learning English and more motivated than older students.

Key words: Foreign language classroom anxiety, foreign language motivation, successful foreign language learning, achievement, individual differences

KISA ÖZET

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Haziran 2015

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİN YABANCI DİL KAYGISI, MOTİVASYON VE BAŞARILARI ARASINDAKİ İLİŞKİ

Bu çalışmanın amacı, Bursa Orhangazi Üniversitesi'nde İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin motivasyon, yabancı dil sınıf kaygısı ve İngilizce başarı seviyelerinin yaşa ve cinsiyete göre aralarındaki ilişkiyi araştırmaktır. Bu çalışmayı yapmanın diğer bir amacı da, öğretmen adayları ve öğretmenlerin öğrencilerin yabancı dil sınıf kaygıları, motivasyon seviyeleri, başarıları, cinsiyetleri ve yaşları arasındaki ilişki konusunda bilgi edinmeleri olabilir. Aynı zamanda, bu çalışma, yukarıda sayılan etmenler arasındaki ilişki hakkındaki öğrencilerin farkındalıklarını artırmaya yardımcı olabilir.

Bu çalışma Bursa Orhangazi Üniversitesi'nde gerçekleştirildi. Bu çalışmanın katılımcıları, 2014-2015 bahar dönemi Bursa Orhangazi Üniversitesi İngilizce hazırlık programındaki 406 Türk üniversite öğrencisidir. Bu çalışmanın verileri iki ölçek kullanılarak toplanmıştır. Bir Yabancı Dil Sınıf Kaygısı Ölçeği (Horwitz, Horwitz & Cope, 1986), diğeri ise Yabancı Dil Motivasyon Ölçeği'dir (Griffiths & Özgür, 2013).Türk üniversite öğrencilerinin İngilizce yeterlilik sınav sonuçları İngilizce başarı seviyelerini tespit etmek için kullanılmıştır.

Bu çalışmanın sonuçları, Bursa Orhangazi Üniversitesi'nde İngilizce eğitimi alan öğrencilerin çoğunun yabancı dil sınıf kaygılarının olmadığı ve çoğunun yabancı dil derslerine karşı motivasyonlu (istekli) olduğu görülmüştür. İngilizce öğrenen öğrencilerin kaygılarının başarıları üzerine olumsuz etkisi olduğu, diğer taraftan, motivasyonlarının (istekliliklerinin) başarıları üzerine olumlu etkisi olduğu görülmüştür. Bu çalışmada, bayan öğrenciler erkek öğrencilere nazaran daha kaygılı, motive ve başarılı bulunmuştur. Aynı zamanda, genç öğrenciler yaşlı öğrencilere göre daha başarılı ve motivasyonu çıkmıştır.

Anahtar Kelimeler: Yabancı dil sınıf kaygısı, yabancı dil motivasyonu, başarılı yabancı dil öğrenme, başarı, bireysel farklılıklar

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
ESL	: English as a Second Language
SLA	: Second Language Acquisition
FLCA	: Foreign language classroom anxiety.
L2	: Language two.
LL	: Language learning.
2LL	: Second language learning.
FLMQ	: Foreign Language Motivation Questionnaire.
FLCAS	: Foreign Language Classroom Anxiety Scale.
STAI	: The State-Trait Anxiety Inventory
IATEFL	: International Association of Teachers of English as a Foreign Language
CP	: Critical period

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CHAPTER 1

1. INTRODUCTION

1.1. Background of the Study

Almost everyone concedes that education has an indispensable importance in our social life. It is a must for the continuity of the society and therefore it is considered a priority by every community (Ayaz, 2004). For that reason too much attention is given to education. We all know that education is crucial for Turkey, like every country in the world. Strong and effective education is a necessity for Turkey to be a developed country. Of course, there are a number of factors that determine the efficacy of education. First and foremost is the student, and his or her achievement is a major end product to assess (Berberoğlu & Kalender, 2005). Academic achievement is depicted as the outcome of education. It is generally thought that academic achievement refers to how well a student is accomplishing his or her tasks and studies.

Academic achievement is commonly measured by examinations or continuous assessment (Ward *et al.*, 1996). Good (1959) defines academic achievement as “the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher.” Trow (1956) refers to academic achievement as “knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils’ performance.” According to Greenwood Dictionary of Education, “academic achievement is the attainment of knowledge, competencies, and higher-level status, as reflected in grades, degrees, and other forms of certification or public acknowledgement” (Collins & O’Brien, 2011).

Also, academic achievement is very important in language learning. In today’s globalized world, knowing a language, especially English, is very essential. Learning a language is often difficult and always takes time and commitment. Every school in Turkey gives a special importance to teaching English and at least tries to do it. Most students try to learn it, as well. It is

obvious that not every student has at the same level of English. Some of them are better than others. According to Gass and Selinker (2008), it is known that some individuals are better learners than others. The same is true for students in Turkey. This is the starting point for this study and answers were sought for the following questions: Which students are better learners of English? Whose English is better?

There are several of factors that have an effect on students' language learning and success, such as attitude, socioeconomic status, parents, peers, teachers, self-efficacy, ability, learning environment. Last but not least, foreign language classroom anxiety and motivation have a significant effect on students' achievement (Wright, 1997; Farooq *et al.*, 2011; Pascarella, & Terenzin, 1991; Hanushek *et al.*, 2003; Ames, 1992; Noguera, 2003; Bandura, 1993; Culler, & Holahan, 1980; Sapp, 1999; Hill, & Wigfield, 1984).

In much of the SLA literature, these factors which were previously stated has been called shortly as individual differences (Dörnyei, 2005). However, Gass and Selinker (2008) call those factors "beyond the domain of language" in their book entitled "Second Language Acquisition". According to Gass and Selinker (2008: 395), "Even though all factors that influence second language learning can be observed within an individual, the factors ...are not necessarily idiosyncratic. In fact, it may be social and societal backgrounds that are crucial." However they are named, they play important role in learning a language (Skehan, 1991).

The role of our emotions and feelings in language learning can't be denied and its role in language learning has been recognized for a long time (Arnold, 1999). It is called affect in the field of SLA. American Heritage Dictionary defines affect as "a feeling or emotion as distinguished from cognition, thought, or action." Gass and Selinker (2008: 398) depict affect as "feelings or emotional reactions about language, or about speakers of language, or about the culture where that language is spoken."

Affect in SLA can be broken down into a number of areas such as anxiety, motivation, attitude, attribution, self-esteem etc. (Griffiths, 2013). In this study, motivation and anxiety will be taken into account.

Anxiety is one of the affective factors which interfere with the learning process and can be a burden for someone's achievement. Significant numbers of studies have been done to investigate the relationship between foreign language learning and anxiety and these studies have shown that learners can experience anxiety in language classes. Anxiety experienced in language classes refers to the feelings of tension, nervousness, shyness, fear of public speaking or speaking in front of peers, avoiding participating activities and worry. The autonomic nervous system of students causes all these negative feelings and behaviours in EFL classes (Horwitz *et al.*, 1986). Learners' feelings of anxiety, nervousness and worry may impair their language learning and achievement in EFL classes. According to Horwitz *et al.* (1986), some foreign language learners suffered from a specific anxiety that they named "Foreign Language Classroom Anxiety (FLCA)". It has been under investigation whether there are some effects of anxiety on foreign language learning for a long time.

A factor related to anxiety is motivation. Motivation is thought to be another affective factor which causes the differential success in learning in second language (Dörnyei, 1994). According to Huit (2001), motivation is an inner condition or state that activates or energizes goal-oriented behaviours. It is believed that learned behaviours do not occur without activators or energizers. So, we need motivation for all learning processes. Several studies have been made about motivation and language anxiety in Turkey and elsewhere. The relationships among anxiety, motivation and achievement, however, have not been researched in Turkey

1.2. Foreign Language Proficiency and Academic Achievement

It is well-known that English is the official language in a large number of countries, and over one billion people in the world use in English to communicate on a regular basis. Knowing English is a must for anybody who

wants to study, trade, and surf on the net or just for the sake of communication with the citizens of other countries. For that reason, it is very essential to know English in today's globalized world. English became the global lingua franca of our age. Almost in every country of the world, English is preferred as a foreign language to teach at schools or language of communication in the world, and the number of people who know English is increasing day by day up to beyond one billion (Crystal, 2003).

English-medium teaching is widespread and preferred in Turkey's universities. In Turkey, English have been chosen as a medium of instruction by highly prestigious universities, some departments at state universities and a lot of private universities which are called foundation-sponsored universities (Tarhan, 2003). Needless to say, students in those universities need a good English language level to study in universities.

There have been many studies to search for the relationship between second language learning and academic achievement at educational institutions like schools and universities. Most of these studies found a positive relationship between English language proficiency and academic achievement of students.

Wilson and Komba (2012) investigated whether there is a relationship between English language proficiency and Tanzanian secondary school students' academic achievements. They found a weak positive relationship between English language proficiency and students' academic achievement in their study.

Another study was made in the USA by Light *et.al.* (1987). The researchers analysed the records of 376 international graduate students at the State University of New York at Albany in their article. They found that students' TOEFL scores were an effective predictor of academic success.

Graham (1987) investigated the relationship between English language proficiency and academic success in universities and colleges. In these institutions education was given in English. The study revealed that English proficiency is an important predictor for students' academic success.

In the study of Sahragard *et al.* (2011), they investigated the relationship between university students' language proficiency and their academic performance of 151 university students studying in English literature at Shiraz University in Iran. They found the existence of a significant positive relationship between two variables. If students know English well, their academic achievement will be higher at their university.

According to a study made by Patricia Johnson (1988), when English proficiency is relatively low, TOEFL scores can predict academic performance. Even though basic academic requirements for admission must be met, sufficient language proficiency to undertake the academic program at the institution should be given foremost consideration.

1.3. Factors Which Affect Students' Academic Achievements

Needless to say, all the foreign language teachers know that some language learners are better and acquire a language more easily and faster than other learners. Clearly, there should be many factors which affect achievement such as persistence, determination, devotion and hard work. However, other crucial factors that influence success in learning a foreign language need to be taken into account. Since learning English became popular as a second language, the researchers have tried to investigate individual learners and their differences and they have become major areas of interest in ELT research. Individual differences can be the answer to the question of why some individuals are better than others. Ellis (2004) stated some of key factors that are seen repeatedly (See Table 1). Also Ellis (1985:10) states that "age, aptitude, cognitive style, motivation, and personality are five general factors that contribute to individual learner differences in some depth." Countless research works have been done to investigate the individual differences which interfere with foreign language acquisition including age, motivation and attitude, anxiety, learning style/strategy, gender and attitude/intelligence (Ellis, 1985; Reilly, 1988; Liao, 1996; Walqui, 2000; Bond, 2002; Skehan, 2002). These are important factors which determine the difference.

Table 1: Factors that are responsible for individual differences in second language learning (Ellis, 2004: 530)

Category	Factors
1 Abilities	(a) Intelligence (b) Language aptitude (c) Memory
2 Propensities	(a) Learning style (b) Motivation (c) Anxiety (d) Personality (e) Willingness to communicate
3 Learner cognitions about L2 learning	(a) Learner beliefs
4 Learner actions	(a) Learning strategies

Gardner and MacIntyre (1992) divided the factors responsible for ESL/EFL individual differences into two main classes; affective and cognitive (See Figure 1). Gardner and MacIntyre (1992) suggest that the socio-cultural milieu has an important role in influencing both cognitive and affective individual differences among foreign language learners. Both affective and cognitive factors affect language learners' performance in language learning.

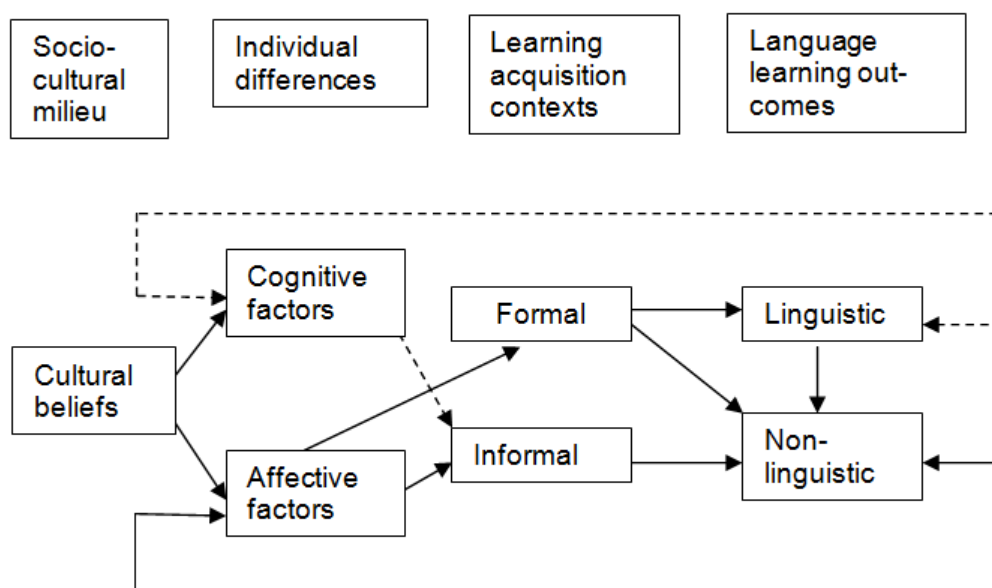


Figure 1: Socio-educational model (Gardner and MacIntyre, 1992: 212)

Rubin (1981) drew attention to some cognitive factors which affect learning, such as verbal intelligence, phonological processing ability, and long term memory capacity, which strongly influence the students' capacity to learn a foreign language. Some variables, such as language learning strategies, language aptitude, and intelligence belong to cognitive factors (Robinson, 2002). Learning is considered by cognitive psychologists as internal and mental process (Chastain, 1988).

On the other hand, some researchers note that affective factors are more important than cognitive factors. Brown (2000) stated that the affective factors determine the emotional behaviours of human being in foreign language learning. People acts generally according to their emotions. Affective factors include empathy, self-esteem, attribution, inhibition, self-confidence, attitudes and motivation, language anxiety, self-efficacy, and tolerance of ambiguity.

Krashen (1987) explained the relationship between anxiety and language acquisition by suggesting the "affective filter" hypothesis. According to Krashen, language learners need low affective filter and comprehensible input for second language acquisition. Learning can only occur when the learners have high motivation and low anxiety level. High anxiety level and lack of motivation which make the affective filter raise and cause a kind of mental block prevent the learners from acquiring foreign language learning so the learners cannot get enough comprehensible input to learn a language.

Researchers have been aware of the function of affect in language learning for a long time and have done many studies (Bailey, 1986; Horwitz, Horwitz & Cope, 1986; Young, 1991; Hilleson, 1996; Ching, Horwitz & Shallert, 1999; Gradner, 2007; Dornyei & Ushioda, 2013). Those studies and many others on the affective factors have shown that they have a very important effect on foreign language learning and developing foreign language skills. For that reason, this study focuses on language classroom anxiety and motivation which are two of the most crucial affective factors.

Besides these affective factors, this study also focuses their effects on language achievement.

1.4. Problem

As mentioned before, motivation and anxiety can affect students' language learning significantly, and foster or prevent language learning in some respects. I have been teaching English for 20 years and worked at many different primary and high schools in Turkey and some foreign countries so far. I have found that students show different levels of motivation towards English lessons and various symptoms of anxiety which can be observed during the lessons. Since these factors may affect achievement, it would seem to be important to research the relationships among these variables.

1.5. Purpose of the Study

To investigate the relationships among motivation, foreign language classroom anxiety levels and English achievement levels of Turkish EFL students is the aim of the present study. Another major reason for carrying out this study would be so that teacher candidates and practicing teachers will not only gain knowledge of students' anxiety toward foreign language learning but they will also learn the effects of anxiety on students' motivation levels and achievement. Also, this study may help to raise students' awareness about the relationship between foreign language anxiety and motivation, and benefits of motivation and how to ease their anxiety.

1.6. Significance of the Study

The findings of this study will help to understand the role of motivation and foreign language classroom anxiety on students' English achievement levels. The research may provide useful information for researchers, teachers and other education professionals in terms of reducing anxiety in foreign language classes and increasing motivation of students towards English lessons.

CHAPTER 2

2. LITERATURE REVIEW

It is an undeniable fact that every individual is unique and has some differences in foreign language learning, which was called individual differences by SLA researchers. There are many factors which affect learners in learning a foreign language. In this chapter, some of these factors -namely anxiety, motivation, gender and age- will be mentioned and these factors which are the subjects of this thesis will be discussed briefly and in detail.

2.1. Anxiety

Anxiety is considered among the most important factors which interfere with the language learning process by researchers. Therefore, they paid special attention and conducted many studies on anxiety during the last few decades to investigate its role and the findings of those studies showed that anxiety is a significant predictor affecting foreign language learners' performance (Liu & Huang, 2011; Krashen, 1987; Olivares-Cuhat 2010).

Defining anxiety is very difficult, so generally definitions consist of long and complex sentences. Many researchers have tried to define anxiety so far in their books or articles. According to Spielberger (1983: 15), anxiety is "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of autonomic nervous system." In general, Hilgard, Atkinson, & Atkinson (1971) defined anxiety as "a psychological construct that is described as a state of apprehension, a vague fear that is only indirectly associated with an object." Rachman (1998) depicted anxiety as a feeling of uneasy suspense. According to Collins Cobuild Dictionary (Sinclair, 1990: 54), anxiety is "a feeling of nervousness or worry about something" and Oxford (1999) depicts language anxiety as "fear or apprehension occurring when a learner is expected to perform in a second or foreign language." According to Hewitt and Stefenson (2012), language learners commonly assume that learning a foreign language is stressful and worrying.

Gardner, Tremblay, and Masgoret (1997) tested the influence of various effective variables on language learning and the results showed that anxiety was the most important factor that hindered language achievement among foreign language learners. In short, numbers of studies have showed that there is a negative relationship between anxiety and foreign language achievement of students (Ellis, 2008).

2.1.1. Types of anxiety

As previously stated above, anxiety is a state of nervousness, worry or uneasiness that causes physical and psychological discomfort. Because of these negative effects of anxiety on humans, researchers have classified anxiety as trait and state anxiety, situation specific anxiety, debilitating and facilitating anxiety (Dorney, 2005).

2.1.1.1. Trait Anxiety vs State Anxiety

The State-Trait Anxiety Inventory (STAI) was developed by Spielberger *et al.* (1970). The inventory assessed both state and trait anxiety and defined and differentiated between the two distinct types of anxiety. Spielberger (1983) put forward that state anxiety is “a temporary state influenced by the current situation where the respondent notes how he/she feels right now at this moment” and trait anxiety is “a general propensity to be anxious where the respondent notes how he/she feels generally.” Trait anxiety can be depicted as a personality trait (Eysenck, 1979) and some individuals are generally worried about various things. According to Brown (2000), trait anxiety refers to being anxious or being likely to behave anxiously for a long time. However, state anxiety is worry or irrational fear which can be seen time to time at temporarily. State anxiety is seen, whenever stimulus or situation is perceived by an individual as harmful, dangerous or threatening (Spielberger, 1992). Tallon (2009: 114) says that “state anxiety refers to the moment-to moment experience of anxiety; it is the transient emotional state of feeling nervous”. MacIntyre (1995) puts forward in his article that “on one hand, state anxiety is an immediate, transitory emotional experience with immediate cognitive effects. On the other hand, trait anxiety is a stable

predisposition to become anxious in a wide range of situations. It should be emphasised that state anxiety is the reaction, and trait anxiety represents the tendency to re-act in an anxious manner.”

2.1.1.2. Situation-Specific Anxiety

According to Mosby's Medical Dictionary (2009), situational anxiety is “a state of apprehension, discomfort, and anxiety precipitated by the experience of new or changed situations or events. Situational anxiety is not abnormal and requires no treatment; it usually disappears as the person adjusts to the new experience.” Situational anxiety is like trait anxiety, but it can be experienced in a clear setting or specific context (MacIntyre & Gardner, 1991). For that reason, a situation-specific anxiety and trait anxiety are considered to be similar, but a situation-specific anxiety is seen only in a single situation, case or setting. Situation-specific anxieties are considered stable over time. However, they are not necessarily consistent across situations (Horwitz *et al.*, 2010). Specific situation or event can trigger this type of anxiety, such as class participation, speaking in front of other students, talking with a foreigner in a foreign language, taking a test. Horwitz *et al.* (1986) states that students experience foreign language classroom anxiety when they study a foreign language, so foreign language classroom anxiety can be considered as a situation-specific anxiety.

2.1.1.3. Facilitating Anxiety vs Debilitating Anxiety

Many studies have been done on language anxiety in learning foreign languages. Alpert and Haber (1960) developed “The Alpert and Haber Achievement Anxiety Test” to measure anxiety caused by assignments which can debilitate or facilitate performance (Moyer, 2008). Debilitating Anxiety including the unpleasant feelings such as fear and worry affects the language learning process negatively or restricts it. In contrast to debilitating anxiety, facilitating anxiety which has a motivating and positive effect on the language learners enhances foreign language learning. Studies have revealed that foreign language anxiety could sometimes be facilitating, but it negatively

affects learners' achievement in most cases (Albert & Haber, 1960; Scovel, 1978; Bailey, 1983; Oxford, 1999; Sellers, 2000). Scovel (1978) says that facilitating and debilitating anxiety are products of the limbic system, which is the source of all affective arousal and he also adds:

Facilitating anxiety motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approval behaviour. Debilitating anxiety, in contrast, motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour (Quoted in Larsen-Freeman and Long 1991: 187).

Facilitating and debilitating anxiety have some effects on performances of students, and it was described as an inverted U-curve model, the Yerkes-Dodson Law (Smith, Sarason & Sarason, 1982) (See Figure 2). The Yerkes-Dodson Law describes an increasing and decreasing relationship between performance and anxiety in accordance with task difficulty. MacIntyre (1995: 92) states that according to the Yerkes-Dodson Law:

To the extent that a given task is relatively simple anxiety seems to have little negative effect and may actually improve performance through increased effort. However, as the demands on the system increase, the extra effort may not fully compensate for the cognitive interference, and anxiety will begin to have a negative effect. As demand further exceeds ability, the impairment caused by anxiety arousal worsens. Thus, those, who do not experience anxiety, will be able to process the information more quickly, more effectively, or both compared to those, who are distracted by task-irrelevant cognition.

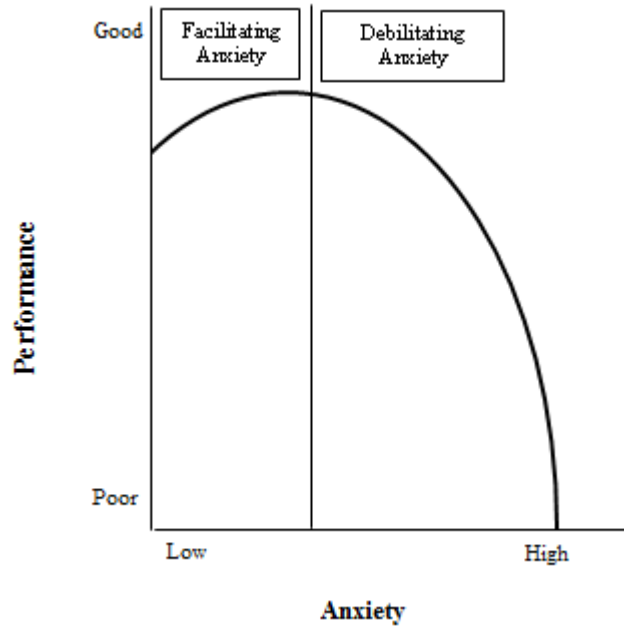


Figure 2: Inverted “U” relationship between anxiety and performance. (MacIntyre, 1995: 92)

Also, Bailey (1983) studied facilitating and debilitating anxiety by using analysis of diary studies. The study made the relationship between competitiveness and anxiety clear. This relationship makes self-image unsuccessful or successful. Bailey’s study (See Figure 3) shows that the successful self-image was affected by facilitating anxiety to go into a path of enhanced learning and positive rewards. On the other hand, the unsuccessful self-image which was affected by debilitating anxiety goes into a perceived failure path, which future facilitating anxiety can break (if the foreign language learners don’t give up attending the language course).

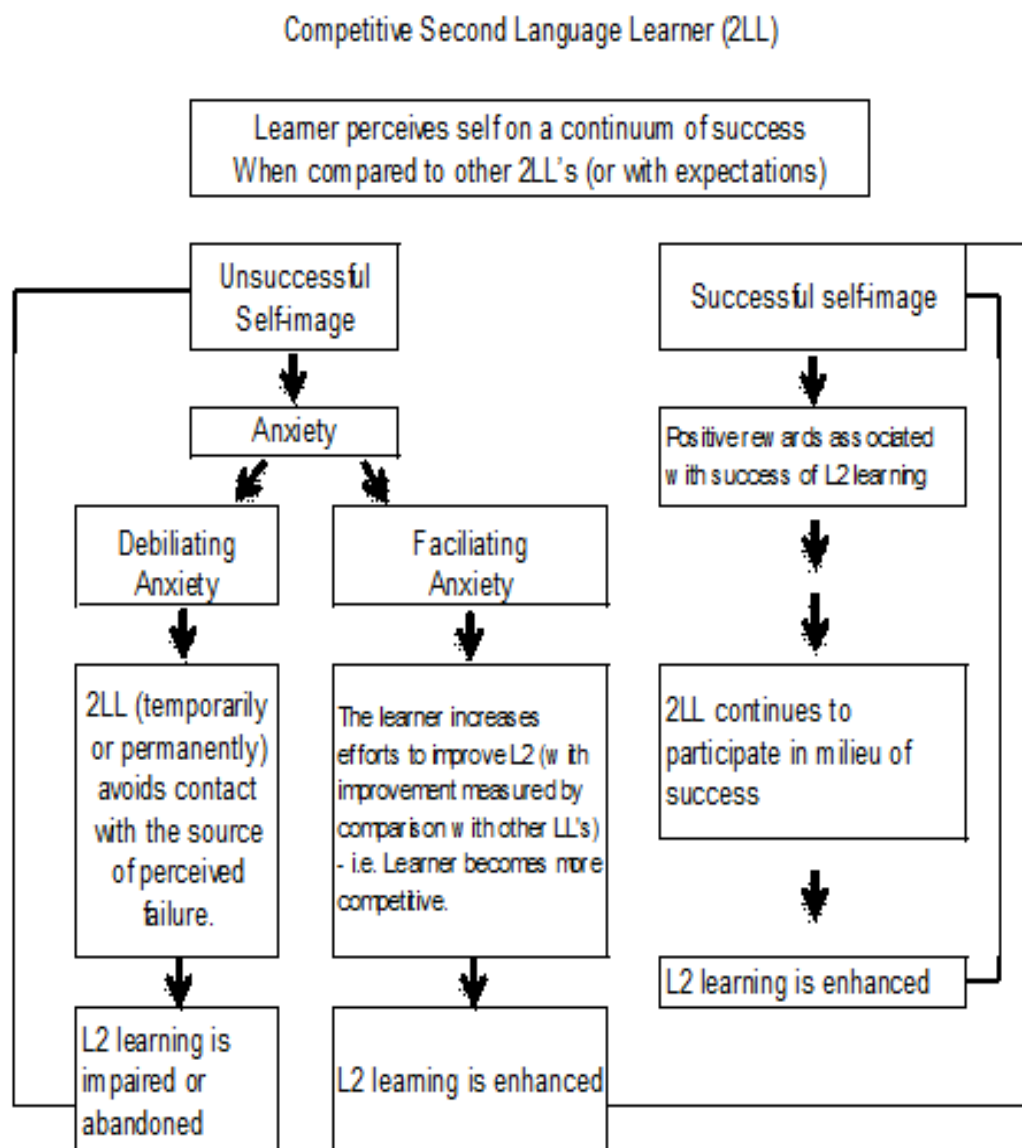


Figure 3: Competitiveness and the Second Language Learner (Bailey, 1983: 97)

2.1.2. Foreign language anxiety and its effects on language learning

Horwitz et al. (1986: 128) depicted foreign language anxiety as “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process” in their article.

According to Young (1991), it is very usual for foreign language learners to have foreign language anxiety which is thought to be one of the important factors that prevent foreign language learning and success. For that reason, higher anxiety about language learning can cause lower achievement in language learning (Toth, 2007; Horwitz, 2000, 2001; MacIntyre, 1999, 2002). MacIntyre and Gardner (1991) say in their review article that “anxious students are likely to experience mental block, negative self-talk and ruminate over a poor performance which affects their ability to process information in language learning context.” Krashen (2011) suggested that anxiety and language acquisition are related to each other. If students’ anxiety is low, they have a better the language acquisition. As it is easily seen that researchers have examined the effects of language anxiety, especially high foreign language anxiety, and their studies showed that high levels of anxiety affected language learning negatively or can be an obstacle for foreign language learning.

2.1.3. Related studies on foreign language classroom anxiety and achievement

Many researchers have conducted large number of studies to investigate whether foreign language anxiety affected students’ success or learning (Horwitz, 2001).

Horwitz (1986) tried to find out any relation between foreign language anxiety and success in language learning and found that there was a statistically significant negative correlation between foreign language anxiety and the achievement of students learning Spanish or French. For Spanish classes, there was a significant negative correlation between foreign language anxiety and final Spanish grade for zero beginner ($r = -.49$, $p = .003$), and also there was a significant negative correlation between students achievements and their anxiety levels for two beginner French classes ($r = -.54$, $p = .001$). The results showed that students with higher levels of foreign language anxiety have lower grades than students who don’t experience any anxiety or low levels of anxiety.

In another study, the relationship between foreign language anxiety and students' French lesson achievement were studied by Gardner et al. (1997). They recognized negative relationship between French grades of students and foreign language anxiety in the study ($r = -.33$, $p = .001$).

Another study was conducted by Park and Lee (2005) to investigate the relationship between anxiety of second language learners and their oral performances. In the study, there were 132 Korean university students who attended to the English conversation classes. They used a 19-item anxiety questionnaire which was adapted from Aida (1994) and Horwitz et al. (1986). They evaluated students' oral performance according to speaking evaluation criteria of IATEFL. Their results revealed that there was a significant negative correlation between anxiety and oral performance ($r = -.321$, $p = .001$).

In Turkey, Batumlu and Erden (2007) conducted a research to learn about the relationship between foreign language anxiety and students' English achievement. The researchers used foreign language classroom anxiety (FLCAS) to find out the foreign language anxiety levels of the university students. The participants of the study were 150 students who were studying English in School of Foreign Languages at Yıldız Technical University. The results showed a negative correlation between foreign language anxiety and English achievement ($r = -.45$, $p = .01$). According to the results of the study, successful students' foreign language anxiety was lower than unsuccessful students' foreign language anxiety.

In Pakistan, Awan et al. (2010) made another study to investigate the relationship between students' academic achievement and foreign language classroom anxiety. The subjects were 149 university students. The Foreign Language Classroom Anxiety Scale (FLCAS) was used to determine English language anxiety. For students' academic achievement the researchers used students' scores of English exam. There was a significant negative correlation between students' academic achievement and foreign language classroom anxiety ($r = -.273$, $p = .001$).

Another recent study to reveal the relationship between university students' achievements in English and foreign language anxiety was conducted by Lu and Liu (2011) in China. The study was conducted with 934 university students who studied English at three different universities. Their achievements in English were determined by the course final English exam and the Foreign Language Classroom Anxiety Scale (FLCAS) was used to measure foreign language anxiety. The study showed that there was a significant, moderate negative relationship between foreign language anxiety and English performance ($r = -.317$, $p = .01$). It is essential to reduce students' foreign language anxiety to increase students' success in learning English.

In Iran, Atasheneh and Izadi (2012) investigated the relationship between foreign language anxiety and listening comprehension. The participants in the study were 60 university students who were learning English. For the study, the Foreign Language Classroom Anxiety Scale (FLCAS) and two listening comprehension tests were used. A negative correlation between foreign language anxiety and listening comprehension was found ($r = -.469$, $p = .000$).

2.2. Motivation

Motivation is considered among the most crucial factors which affects human behaviours and attitudes, and also it causes some differences in their performances (Kian, Yusoff & Rajah, 2014). To show the importance of motivation, Dörnyei (2001: 1) suggested that "strictly speaking, there is no such thing as motivation." Motivation is considered very crucial factor in foreign language learning. For that reason, Cohen and Dörnyei (2002) depict motivation as a key learner variable and add that nothing much happens without it. Saha (2006: 267) studied many books related to psychology and the following definition of motivation can be seen in these books mentioned before. "Motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behaviour and give it direction" (Kleinginna & Kleinginna, 1981). According to Ushioda (2008: 19), "motivation concerns what moves a person to make certain

choices, to engage in action, and to persist in action.” Motivation is an internal force to achieve a goal. The term motivation in everyday life generally refers to why a person does something. Nevid (2013: 288) stated that:

The term motivation refers to factors that activate, direct, and sustain goal-directed behaviour... Motives are the "whys" of behaviour - the needs or wants that drive behaviour and explain what we do. We don't actually observe a motive; rather, we infer that one exists based on the behaviour we observe.

If an individual is motivated, first, he or she shows a goal-directed activity and then the person reveals some efforts (Gardner, 1985). As it is assumed easily from previous statements to do or achieve something everybody needs motivation.

2.2.1. Motivation in foreign language learning

Educators and researchers can list a lot of factors which affect foreign language learning and these factors have a complex role in foreign language learning. One of them is motivation and more motivated students do better in language acquisition (Krashen, 2011) so the role of motivation in achievement deserves to be studied (Bernard, 2010). According to Ushioda (2008: 19):

It almost goes without saying that good language learners are motivated. common sense and everyday experience suggest that the high achievers of this world have motivation... thus, simply defined, we might say that motivation concerns what moves a person to make certain choices, to engage in action and persist in action... without motivation, success will be hard to come by, and the case of learning a second or foreign language is little different.

It is generally accepted that motivation in every learning activity is essential and a language learner needs motivation for achievement. Rubin (1975) lists motivation one of the essential variables for good language learning. Also, Ellis (2004) depicted motivation as the second most important individual factor in learners' achievement scores after aptitude. For that reason, in recent years, the role of motivation in education has attracted many researchers to study on it (Dörnyei, 2001a, 2001b; Gardner, 2001; MacIntyre, 2002; Ushioda, 2003). According to Dörnyei (1998), both teachers and researchers accept that motivation can influence the rate, quality and success of foreign language learning and this characteristic makes it one of most important factors in education. Improving motivation is very important for language learners' success and therefore to understand motivation is very important for the language teacher and researcher (Dörnyei & Ushioda, 2013). Many studies show that success in language learning can be affected by motivation (Gardner, 1972; Wigfield & Wentzel, 2007).

2.2.2. Types of motivation

Traditionally, types of motivation are listed as intrinsic, extrinsic, instrumental and integrative motivation, which influence and determine foreign language learners' attitudes towards foreign language learning and their successes in it (Griffiths & Özgür, 2013).

2.2.2.1. Integrative and Instrumental Motivation

It is very difficult to describe what makes a foreign language learner motivated to learn a language because there are many factors or motives. In general, two main types of motivation, which are instrumental and integrative motivation, were identified by many studies about motivation of foreign language learners (Gardner, 1983; Wilkins, 1972).

One of them is integrative motivation which refers to the willingness of individual to learn a foreign language because foreign people's culture attracts him or her. Integratively motivated individuals find the target language culture, group, or the foreign language attractive (Schmidt *et al.*, 1996), so they eagerly want to learn the foreign language. Gardner (2001)

thinks that integrative motivation has a very important role in successful language learning. If language learners develop a positive attitude towards a foreign language, they easily accept a foreign culture and want to become a part of it (Gardner & Lambert, 1959, 1972).

On the other hand, instrumental motivation is related to learners' desire for a better job, being promoted, having a good salary, or a better life (Gardner & Lambert, 1959, 1972). Brown (2000) says that instrumentally motivated learners see learning a language as a means for reaching their aims. The objective of instrumentally motivated individuals to learn another language is to get benefits from skills of the foreign language. These objectives which include getting a job or a promotion, a good salary, educational aims, passing an examination, meeting other people etc. make an individual motivated to acquire a foreign language. Those objectives refers to instrumental motivation which is used a kind of tool to promote language learners' lives (Schmidt *et al.*, 1996). Instrumentally motivated individuals seek the practical advantage of learning a foreign language as mentioned above.

2.2.2.2. Intrinsic and Extrinsic Motivation

Researchers divided motivation into intrinsic motivation and extrinsic motivation. They have broadly studied intrinsic and extrinsic motivation, and the difference between them has helped significantly to understand both developmental and educational practices (Ryan & Deci 2000). Deci and Ryan (1985) developed "Self-Determination Theory" and studied different types of motivation arising from some different aims or purposes which make people do something. Deci and Ryan (2000) also notes in their articles that "the most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome."

Intrinsic motivation can be attributed to motivation which doesn't come from any external rewards, but inside. Learners engage in the task for its own sake. The rewards don't relate to external factors such as getting good marks

or passing a course. They involve in the activity because they find the activity enjoyable, fun, interesting or exciting (Ryan & Deci, 2000). Deci and Ryan (1980) stated that intrinsically motivated learners learn well and become successful. Also, they are ready to engage in the task willingly and try to improve their skills, which will lead them to success (Wigfield *et al.*, 2004)

Intrinsically motivated individuals do the task simply for the enjoyment of the task itself, so it is considered an important type of motivation. If activities do not motivate learners intrinsically, most learners don't carry out activities or duties intrinsically and they need some motives from outside (Deci & Ryan, 2000). Extrinsic motivation is opposite to intrinsic motivation. In extrinsic motivation, motivator comes from outside an individual. Motivators are external and aren't possibly related to the task which they are carrying out, such as good grade, money, praise, passing the class. Moreover, extrinsic motivation may refer to rejecting some activities to stay away from punishment, not to lose social position or to avoid being ridiculed (Deci & Ryan, 2000).

All in all, motivation directly affects learners' foreign language success. Learners have different aims to learn a foreign language so their language motivation changes according to those aims.

2.2.3. Dörnyei's Motivational Framework of L2 Motivation

A general framework of L2 motivation was conceptualized by Dörnyei (1994a). This framework has remarkably influenced the area of language learning and teaching. He conceptualized his framework by considering the classroom environment. The framework includes three levels which are inseparable from each other in the language learning process. They are namely the Language Level, the Learner Level, and the Learning Situation Level (See Figure 4). The framework studies the roles of integrative and instrumental motivation at the language level. It suggests that the integrative motivational orientation is a main component of foreign language motivation. The language level which deals with orientations and motives related to many different characteristics of the foreign language such as who speaks it

and where, the knowledge it gives. These general motives determine learning aims and explain language choice of learners. The learner level focuses on individual difference variables such as confidence, foreign language anxiety, perceived foreign language competence, self-efficacy, causal attributions and need for achievement. The learning situation level, which is the most detailed part of framework, includes intrinsic and extrinsic motives and three specific foreign language motivational components which are course-specific, teacher-specific, and group-specific, respectively. Course-specific components consist of relevancy, interest, expectancy of success, and satisfaction (with outcome); teacher-specific components consist of affiliate motive, authority type, direct socialization of motivation, modelling, task presentation and feedback; and group-specific components consist of goal-orientations, norm and reward system, group cohesiveness and classroom goal structure.

Components of Foreign Language Learning Motivation	
LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Casual Attributions * Self-Efficacy
LEARNING SITUATION LEVEL	
<i>Course-Specific Motivational Components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher-Specific Motivational Components</i>	Affiliative Motive Authority Type Direct Socialization of Motivation * Modelling * Task presentation * Feedback
<i>Group-Specific Motivational Components</i>	Goal-Orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

Figure 4: Dörnyei's framework of L2 motivation (Dörnyei, 1994a: 280)

2.2.4. Motivation as a complex / dynamic phenomenon

According to more modern theories of motivation (Dörnyei & Ushioda, 2009), the four traditional types are too restricted. They suggest motivation is complex and dynamic because there can be many motivators for learners and motivation changes through the learning process. Motivation is a complex phenomenon, and people's interests, attitudes, needs, expectations, desire, values, pleasure, efforts etc. can shape and change it or they trigger motivation (Paiva, 2011). According to Winke (2005), motivation is not something fixed and it can increase or decrease, disappear or arise during the course through the year (or even during a classroom activity) and several sources which can be internal, external or both can build it up. Language learners can have a higher motivation in one lesson or lose their motivation in

another lesson. Dornyei (2003) suggests that “theories do not necessarily exclude one another but may simply be related to different phases of the motivated behavioural process.” For that reason, motivation should be considered as a complex phenomenon which can be built up by many different factors or motives. Dornyei and Csizér (2002: 424) state that;

Human motivation to learn is a complex phenomenon involving a number of diverse sources and conditions. Some of the motivational sources are situation-specific, that is, they are rooted in the student’s immediate learning environment, whereas others appear to be more stable and generalized, stemming from a succession of the student’s past experiences in the social world.

Also language learners can be motivated by different sources at the same time. Ushioda (2011) sees motivation “as an organic process that emerges through the complex system of interrelations.” And Ushioda (2008: 30) says that:

For teachers, on the other hand, motivation is an issue because it is usually a problem, and the learners they have to deal with are not theoretical abstractions but real people in actual learning situations with complex individual histories and personalities and a variety of conflicting goals and motives. Thus, for teachers, the distilled research finding that positive attitudes and motivation contribute to achievement yields little useful insight into their day-to-day problems of how to motivate little Samantha in Class 2B and keep her motivated.

It is very common to say that good language learners are motivated. However, it is also a fact that many second language learners began to learn a foreign language eagerly but later they give up learning a few weeks later.

Unfortunately, many studies showed a marked gradual decrease in levels of motivation in learning a new language (Little, Ridley & Ushioda, 2002; Williams, Burden & Lanvers, 2002; Williams, 2004). Motivation is not a stable condition, but changeable, the level of motivation can go up or down and it can be different according to many variables, such as the school, the subject, individual or social experiences. For that reason, motivation differs from individual to individual and the degree of motivation differs in similar situations, too. English language learning histories studied by Paiva (2011: 68) says that small changes in someone's life can make huge change in motivation. Motivation may change day by day even in a minute depending on students' experiences.

2.2.5. Motivation and its effects on language learning

As most of the studies reveal, motivation has an undeniably important effect on language learning and a foreign language cannot be learned effectively without motivation (Reece & Walker, 1997; Karaoğlu, 2008) and also, it cannot be denied that motivation is a basic and essential part of language learning (Brewer & Burgess, 2005). Stansfield and Winke (2008: 83) assert that "high motivation may lead to more strategies and time on task which interplays with the learner's existing aptitude and maximizes the learner's potential" to point out the significance of motivation in second language learning. According to Dörnyei (2001a), if language learners are really motivated and desire to achieve a foreign language eagerly, they can fulfil their goals towards learning a language.

Many studies on motivation have shown the relation between motivation and academic performance (Gardner & Lambert, 1972; Gardner & MacIntyre, 1991; Brown, Robson, & Rosenkjar, 2001; Masgoret & Gardner, 2003). These studies have revealed the motivated learners tend to get higher scores than the learners who aren't motivated in learning a foreign language. Motivation directly contributes language learners' achievements. If learners' motivation level increases, their success rate increases in the same direction as well. Obviously, at first to begin language learning, language learners

need motivation and then they need to keep its level high to go on learning a language (Dörnyei & Cheng, 2007). According to Oxford and Shearin (1994), motivation is influential not only at the beginning of the learning but also the other stages of learning, and they go on saying that motivated learners' all behaviours are the results of their motivation. Also, to maintain high motivation in learning environment is very essential to achieve success as Ellis (2008:p. 686) states:

It is likely that the relationship between motivation and achievement is an interactive one. A high level of motivation does stimulate learning but perceived success in achieving L2 goals can help to maintain existing motivation and even create new types. Conversely, a vicious circle of low motivation → low achievement → lower motivation can develop especially if learners attribute their failure to factors they feel powerless to alter.

Malallah (2000) studied the relationship between the motivational levels and achievement rates of university students in Kuwait and the study revealed that the highly motivated students are generally better achievers in the English courses than the poorly motivated students.

2.3. Age

In addition to anxiety and motivation, age is another important factor which affects a learner's process of second language acquisition. Several books and articles have been written on age factor (Harley, 1986; Singleton, 1989; Singleton & Lengyel, 1995; Birdsong, 1999). Lenneberg (1967) puts forward that "critical period" (CP) is a certain period called in acquisition of a second language. CP argues that a language can be obtained fully up to a certain age before puberty. However, it is a very controversial issue in language learning context. The views range from adults are better learners to the opposite view that children are better and more skilful second language learners (Singleton, 1995). According to the SLA researchers, there are four

different opinions about age. Those positions about age factor in foreign language learning are “younger = better”, “older = better”, “younger = better in some respects” and “younger = better in the long run”, respectively. The researchers have conducted many studies. If these studies are examined, there will be evidence related to the four views on age factor in second language learning (Murad, 2006). However, Bista (2008) states that “more recent research has begun to show that there is no linear pattern of learning among the same age group of learners, and they learn differently and individually depending on variables like learning opportunities, the motivation to learn, individual differences and learning styles in second language acquisition.” Researchers have been arguing about the influence of age on second language learning for a long time and they put forward different explanations about the influence of age in language learning, such as Critical Period Hypothesis, cognitive factors, socio-effective factors or different learning situation (Singleton & Munoz, 2011). As stated in previous sentences, there are many factors which interact with age to affect foreign language learning and Griffiths (2008: 41) depicts those factors briefly as in the following figure (See Figure 5).

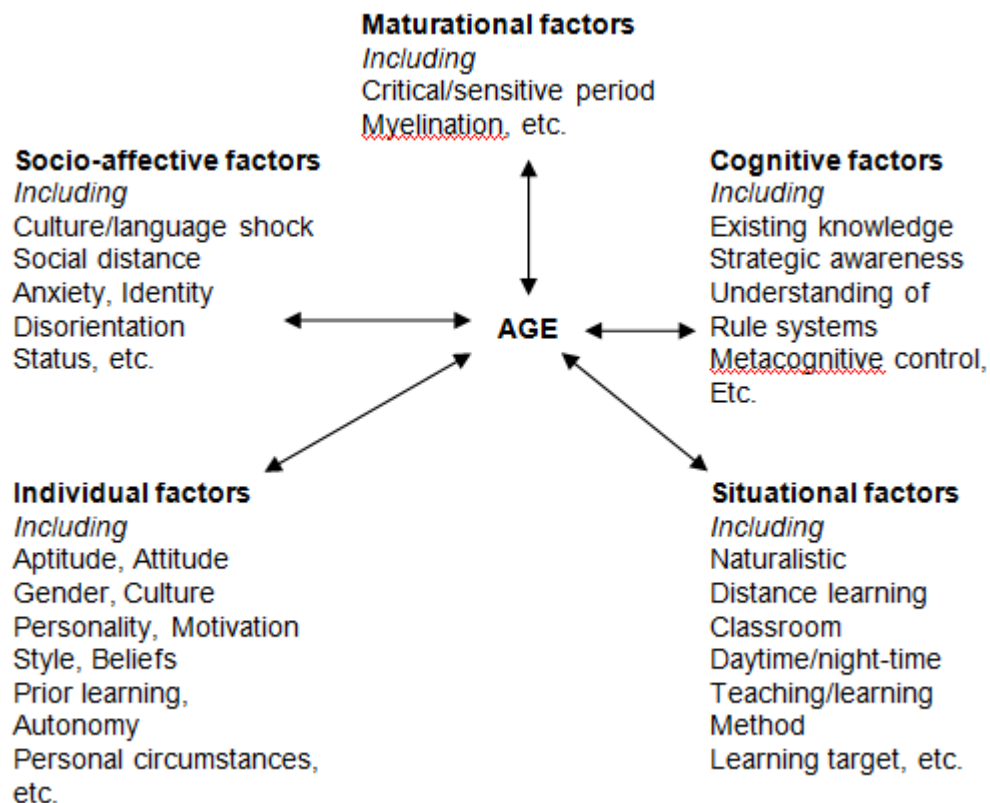


Figure 5: Factors which interact with age to influence language learning (Griffiths, 2008: 41)

2.4. Gender

Another factor which might interact with anxiety, motivation and achievement is gender. Although it is an undeniable fact that males and females are equal human beings, they show different features physically and mentally. According to many studies, gender has a significant effect on language learning (Oxford, 1993; Young & Oxford, 1993; Dörnyei, 2005 cited in Nyikos, 2008). Oxford, Nyikos and Ehrman (1988) argued that women can display higher levels of motivation and much more attitudes to a foreign language, and make use of more language learning strategies than men. Many studies show conflicting findings on the relationship among gender, anxiety, and performance in foreign language learning. Some of them say that men are more anxious or better learners, but others show a contrasting view saying that women are more anxious or better learner (Park & French, 2013). Some researchers believe that females are better language learners

than men (Zhuanglin, 1989; Larsen-Freeman & Long, 2000). However, many researchers consider that it is very difficult to prove this belief, but this belief may be partly true because “gender, as one of the many important facets of social identity, interacts with race, ethnicity, class, sexuality (dis)ability, age, and social status in framing students’ language learning experiences, trajectories, and outcomes” (Norton & Pavlenko, 2004: 504). In short, it would therefore seem reasonably safe to suggest a general opinion that in terms of language achievement, both men and women can be more successful and better than each other (Nyikos, 2008).

2.5. Research Questions

1. What is the level of foreign language classroom anxiety of Turkish EFL students?
2. What is the level of foreign language motivation of Turkish EFL students?
3. What are the relationships among anxiety, motivation and achievement for Turkish EFL students?
4. Are there any differences in the level of achievement, anxiety or motivation according to the individual differences of gender or age?

CHAPTER 3

3. METHODOLOGY

3.1. Overall Design of the Study

In this study, the relationships among motivation and foreign language classroom anxiety levels of Turkish preparatory class students and their English achievement levels, ages and genders were investigated. To collect data two different tools were used. One of them is the Foreign (Second) Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz & Cope, 1986) and other one is the Foreign Language Motivation Questionnaire (Griffiths & Özgür, 2013). The questionnaires administered in this study provided with statistical data to the researcher. The data were collected from the university students who are studying English at Bursa Orhangazi University School of Foreign Languages.

3.2. Participants of the Study

406 Turkish university students at Bursa Orhangazi University English preparatory program in the 2014-2015 spring semester participated in this study. The students were placed into four different levels of English, namely A1, A2, B1 and B2 level of English competency according to European Union Language Proficiency Standard, by means of their English placement test results. The university students took the placement test at the beginning of the spring semester in 2014.

The students need to attend the preparatory class at the School of Foreign Languages before they go on with their study at university. Students from different ages participated in this study. Age differences range from 17 to 25 years old in this study. Table 2 shows the students' ages.

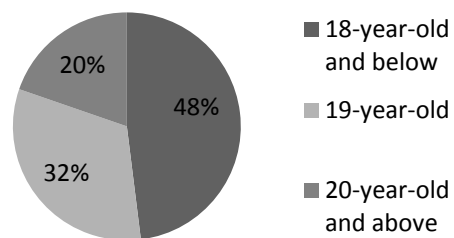
Table 2: Students' ages, numbers and percentages

Age	Frequency	Percentage
17-year-old	5	1,23%
18-year-old	190	46,80%
19-year-old	131	32,27%
20-year-old	52	12,81%
21-year-old	16	3,94%
22-year-old	6	1,48%
22-year-old	4	0,99%
24-year-old	1	0,25%
25-year-old	1	0,25%

According to their ages, the participants were divided into three age groups: 18-year-old and below students, 19-year-old students, and 20-year-old and above students. Table 3 shows the students' age group, numbers and percentages.

Table 3: Students' age group, numbers and percentages

Age group	Frequency	Percentage
18-year-old and below	195	48%
19-year-old	131	32%
20-year-old and above	80	20%



The number of the female and male students, who participated in this study, was determined in order to investigate the gender differences in foreign language classroom anxiety and motivation. Total number of

participants was 406, 187 of them were female and 219 of them were males as shown in Table 4.

Table 4: Numbers of female and male participants

Gender	Frequency	Percentage
Female	187	46,06%
Male	219	53,94%

A pie chart illustrating the gender distribution of participants. The chart is divided into two segments: a dark grey segment representing females at 46% and a light grey segment representing males at 54%. A legend to the right of the chart identifies the dark grey color with 'Female' and the light grey color with 'Male'.

3.3. Setting

Bursa Orhangazi University is a private foundation university having various departments in Bursa, Turkey. Although there are some departments which use Turkish as a medium of instruction, English in most of the departments is the medium of instruction, there are some departments having 30% English and some department having 100% English. It is compulsory to take an English proficiency exam for students of these departments when the academic year starts. Ones whose grade point average is 70 over 100 can start the first year of their department. Students who cannot achieve this score have to attend to the School of Foreign Languages to study English. Students need to attend to this compulsory English program to improve their English and prepare them for further academic studies in their departments. About 30 English teachers work for the School of Foreign Languages and teach English. Also, between 450 and 500 students study every year at the school of foreign languages of Bursa Orhangazi University. There are 24 hours of English every week.

3.4. Instruments for Collecting Data

The Foreign Language Motivation Questionnaire and the Foreign Language Classroom Anxiety Scale were used to collect data in this study. English proficiency exam results of Turkish university students was used to determine their English achievement levels

3.4.1. Foreign Language Classroom Anxiety Scale

Horwitz et al. (1986) developed The Foreign Language Classroom Anxiety Scale (FLCAS) (Appendix A) to determine anxiety particular to foreign language learning. The scale was used in this study because FLCAS is the most popular and affective scale employed many researchers to determine the amount and type of foreign language anxiety. An additional reason for choosing FLCAS is that this scale has a high reliability and validity (Trang, 2012).

Aydin (2001) examined the reliability and validity of the Turkish version of FLCAS and found it reliable and valid. In this study, the Turkish foreign language classroom scale (Appendix B) was conducted to help the students feel more comfortable, and overcome any possible problems that could be caused by language difficulties while filling in the scale. The translation of the scale was done by an expert translator who graduated from the Department of Translation and Interpreting Studies. Also, the Turkish version of FLCAS was compared with other translated versions used in some master thesis conducted in Turkey to find out if there is any mismatch between the translated and original English version of the FLCAS.

The Foreign Language Classroom Anxiety Scale which consists of communication apprehension, test anxiety, and fear of negative evaluations components has 33 questions. Its components, the number of items for each component and item numbers are shown in the Table 5.

Table 5: Components of FLCAS, the number of items for each component and item numbers

Components (number of items)	Item Numbers
Communication apprehension (11 items)	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32
Test anxiety (15 items)	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28
Fear of negative evaluations (7 items)	2, 7, 13, 19, 23, 31, 33

The FLCAS uses a 5-point Likert-type scale which was composed of 1, strongly disagree; 2, disagree; 3, neither agree nor disagree; 4, agree; 5, strongly agree. Strongly agree (5) indicates a high level of anxiety while strongly disagree (1) indicates a low level of anxiety. Items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 should be scored in the same way. However, items 2, 5, 8, 11, 14, 18, 22, 28 and 32 were negatively phrased. For that reason their values should be reversed. Horwitz (1986: 560) states that “possible scores on the FLCAS range from 33 to 165”. High total points on the FLCAS represent high anxiety in foreign language learners.

3.4.2. Foreign Language Motivation Questionnaire

It is widely known that throughout the language learning process, the motivation of language learners plays a significant role. The Foreign Language Motivation Questionnaire (Appendix C) which was taken from Griffiths and Özgür (2013) was used to analyze the motivation rates of foreign language learners. The reliability of the Foreign Language Motivation Questionnaire was 7.2 (Griffiths & Özgür, 2013). In this study, intrinsic motivation, extrinsic motivation, integrative motivation and instrumental motivation were analyzed. In the Foreign Language Motivation Questionnaire, there are eight questions which surveyed participants' motivation, two items for each type of motivation in order to obtain reliable results while analyzing findings. The Foreign Language Motivation

Questionnaire has 8 items in total and the number of items for each construct is shown in the Table 6.

Table 6: Four constructs of the Foreign Language Motivation Questionnaire and the number of items

Constructs	Item Numbers
Intrinsic Motivation (2 items)	1, 2
Extrinsic Motivation (2 items)	3,4
Integrative Motivation (2 items)	5,6
Instrumental Motivation (2 items)	7,8

The Foreign Language Motivation Questionnaire was a 5 point Likert scale which was composed of 1, strongly disagree; 2, disagree; 3, neither agree nor disagree; 4, agree; 5, strongly agree. The subjects needed to read the statements carefully and rate the items from 1 to 5 accordingly to determine their motivation levels by writing an appropriate number for each statement. There is also a comments section where the participant can write comments about the questions.

A Turkish translation (Appendix D) of the questionnaire was used because students can read and rate easily in Turkish. An expert translator who graduated from the Department of Translation and Interpreting Studies did the Turkish translation of the motivation questionnaire to increase the reliability and validity of the study.

3.4.3. English proficiency levels of Turkish university students

In this study, an English proficiency exam was administered to determine students' English levels in the second week of November. The English proficiency exam consists of six parts (See Appendix E). Those parts are namely, speaking, reading, writing, listening, vocabulary and grammar. Reading, grammar and vocabulary parts are multiple choice exam type. In the writing part, students need to write an essay about a subject. In the

listening part, they need to listen and answer some questions about a listening task. In the speaking part, they need to speak about a certain subject in front of two examiners. In the speaking and writing parts, examiners evaluate students' performances and give some grade according to their performances in writing and speaking. The lowest grade the students take is 0 and the highest grade is 100 from the English exam.

3.5. Data Collection Procedures

In order to gather relevant data for this study, the foreign language classroom anxiety scale and the foreign language motivation questionnaire were administered to 406 Turkish university students who studied at Bursa Orhangazi University School of Foreign Languages in 2014-2015 spring semester. The researcher conveyed both questionnaires during students' class time on different dates. Students were given enough time to fill out the questionnaire. While administering the questionnaires, the researcher observed the students and helped them if necessary. The researcher answered the students' questions about the questionnaires and the study in detail. The objectives of administrating these questionnaires were to gather quantitative data to detect the foreign language anxiety and motivation levels of students. To determine students' English proficiency levels, an English proficiency exam was conducted in the second week of November.

3.6. Data Analysis

Two instruments were used to obtain data for this study. So as to analyse the findings about motivation and anxiety levels of Turkish preparatory class students and their English achievement levels according to gender and age, the software package "Statistical Package for Social Sciences (SPSS)" was used to find,

- i. Medians
- ii. Correlation coefficients
- iii. Differences
- iv. Percentages

CHAPTER 4

4. DATA ANALYSIS AND RESULTS

This chapter is devoted to the analyses of the data obtained through the Foreign Language Motivation Questionnaire, the Foreign Language Classroom Anxiety Scale (FLCAS), students' English proficiency test results, students' gender and ages. Statistical Package of Social Sciences (SPSS) was used to analyze the data .

4.1. Reliability of Instruments

To measure reliability of instruments conducted to determine anxiety and motivation level of students Cronbach's alpha (α) coefficient which indicates the internal consistency of data was used. If value is between 0.6 and 0.7 ($0.6 \leq \alpha < 0.7$), Cronbach's alpha indicates an acceptable reliability. If value is between 0.7 and 0.9 ($0.7 \leq \alpha < 0.9$), Cronbach's alpha indicates a good reliability. If value is equal to or greater than 0.9, Cronbach's alpha indicates an excellent reliability and thus excellent consistency (George & Mallery, 2003). Table 7 shows the reliability values of the Foreign Language Classroom Anxiety Scale and the Foreign Language Motivation Questionnaire. The alphas were 0.747 for motivation questionnaire and 0.923 for anxiety scale, indicating that the reliability of both instruments was reliable and valid in this particular sample

Table 7: Reliability of instruments used in the study

	Reliability	N of Items
Foreign Language Classroom Anxiety Scale	.923	33
Foreign Language Motivation Questionnaire	.747	8

4.2. The Frequencies of the Participants

Because the EFL students' genders and ages are important to use and evaluate for this study, the frequencies of the participants are shown in the following table. The participants consisted of 406 EFL students totally. 187 of them are female, 219 of them are male and they are EFL students. According to their ages, they are divided into "18-year-old and below", "19-year-old",

and “20-year-old and above”. “18-year-old and below” group has 195, “19-year-old” group has 131, and “20-year-old and above” group has 80 EFL students (Table 8 and Table 9).

Table 8: Participants in terms of gender

Gender	Frequency	Percentage
Female	187	46.06%
Male	219	53.94%
Total	406	100%

Table 9: Participants in terms of age

	Age group	Frequency	Percentage
Female	18-year-old and below	112	60%
	19-year-old	58	31%
	20-year-old and above	17	9%
Male	18-year-old and below	83	38%
	19-year-old	73	33%
	20-year-old and above	63	29%
Total	18-year-old and below	195	48%
	19-year-old	131	32%
	20-year-old and above	80	20%

4.3. The Level of Foreign Language Classroom Anxiety of Turkish EFL Students

The Foreign Language Classroom Anxiety Scale (Horwitz *et al.*, 1986) was conducted to determine EFL students’ level of foreign language classroom anxiety in general, and their level of test anxiety, communication apprehension, and fear of negative evaluations. To investigate the level of anxiety, the median and midpoint of the scale were used. As shown in Table 10, EFL students achieved a median of 91 which is below the scale midpoint of 99. This result indicated that the EFL students in this study didn’t experience anxiety or had low levels of anxiety in their EFL classrooms. Of the sub-scales, test anxiety (15 items) had a median of 41; communication apprehension (11 items) possessed a median of 32; and fear of negative

evaluations (7 items) had a median of 18. Chiefly, all the components' scores of the FLCAS indicated the same results. Their medians are above their scale midpoints (45, 33, and 21 for test anxiety, communication apprehension and fear of negative evaluations, respectively)

Table 10: Statistical analysis of the FLCAS (N=406)

Measure	Median	Range
FLCA	91	33-148
Test anxiety	41	15-66
Communication apprehension	32	11-51
Fear of negative evaluations	18	7-33

Also, According to Horwitz *et al.* (1986), to determine a student's average foreign language classroom anxiety level, students' responses to all the questions of FLCAS are added up and the total is divided by 33 (the total number of questions). When students' averages are below 3, they are not very anxious (low anxiety). When students' averages are around 3, they are considered slightly anxious (average anxiety). When students' averages are near 4 and above, they are considered fairly anxious (high anxiety). The actual range of scores in the present study was 33-148. Based on the results of Turkish EFL students' FLCA, the resulting data revealed that the majority of students were not very anxious (low anxiety) (63%). 22% of students were slightly anxious (average anxiety). Only 15% of students were fairly anxious (high anxiety). The following table (See Table 11) show the level of foreign language classroom anxiety of Turkish EFL students.

Table 11: Anxiety level of EFL students (According to Horwitz *et al.* (1986))

Levels	Frequency	Percentage
Not Very Anxious	255	63%
Slightly Anxious	91	22%
Fairly Anxious	60	15%
Total	406	100%

Item by item statistical analysis of the FLCAS can be seen in the table 4.6 in terms of the median, the sum values of each item and the percentages of EFL students' responses to "strongly agree" and "agree" points of FLCAS. This table shows the general anxiety level of EFL students for each item. In order to obtain consistency and avoid misunderstanding, items 2, 5, 8, 11, 14, 18, 22, 28 and 32 were rewritten positively because they were negatively phrased by Horwitz *et al.* (1986) in their scales (FLCAS).

Table 12: The item ranking of foreign language classroom anxiety of Turkish EFL students according to percentages

Ranking	FLCAS Items	Median	Sum	Strongly Agree and Agree
1	10. I worry about the consequences of failing my foreign language class.	4.000	1487	66.75%
2	15. I get upset when I don't understand what the teacher is correcting.	4.000	1367	58.13%
3	9. I start to panic when I have to speak without preparation in language class.	3.000	1337	49.26%
4	2. I worry about making mistakes in language class.	3.000	1266	40.89%
5	1. I never feel quite sure of myself when I am speaking in my foreign language class.	3.000	1272	38.92%
6	22. I feel pressure to prepare very well for language class.	3.000	1182	38.92%
7	29. I get nervous when I don't understand every word the language teacher says.	3.000	1227	37.93%
8	4. It frightens me when I don't understand what the teacher is saying in the foreign language.	3.000	1158	37.68%
9	33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	3.000	1225	36.70%
10	20. I can feel my heart pounding when I'm going to be called on in language class.	3.000	1141	33.25%
11	5. It would bother me to take more foreign language classes.	3.000	1136	32.02%
12	11. I understand why some people get so upset over foreign language classes.	3.000	1144	31.53%
13	8. I am usually nervous during tests in my language class.	3.000	1133	29.06%
14	24. I feel very self-conscious about speaking the foreign language in front of other students.	3.000	1128	28.82%
15	12. In language class, I can get so nervous I forget things I know.	3.000	1109	28.33%
16	6. During language class, I find myself thinking about things that have nothing to do with the course.	3.000	1112	26.35%
17	16. Even If I am well prepared for language class, I feel anxious about it.	2.000	1049	25.86%
18	25. Language class moves so quickly I worry about getting left behind.	2.000	1060	25.86%
19	27. I get nervous and confused when I am speaking in my language class.	2.000	1072	24.88%
20	30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2.000	1069	24.14%
21	28. When I'm on my way to language class, I don't feel very sure and relaxed.	3.000	1134	23.65%
22	14. I would be nervous speaking the foreign language with native speakers.	3.000	1061	23.15%

23	7. I keep thinking that the other students are better at languages than I am.	2.000	1038	22.66%
24	17. I often feel like not going to my language class.	2.000	1037	22.17%
25	3. I tremble when I know that I'm going to be called on in language class.	2.000	1033	21.18%
26	18. I don't feel confident when I speak in foreign language class.	3.000	1115	20.94%
27	23. I always feel that the other students speak the foreign language better than I do.	2.000	997	20.44%
28	32. I wouldn't probably feel comfortable around native speakers of the foreign language.	3.000	1083	20.20%
29	13. It embarrasses me to volunteer answers in my language class.	2.000	961	18.72%
30	21. The more I study for a language test, the more confused I get.	2.000	943	17.00%
31	26. I feel more tense and nervous in my language class than in my other classes.	2.000	963	16.75%
32	19. I am afraid that my language teacher is ready to correct every mistake I make.	2.000	940	15.27%
33	31. I am afraid that the other students will laugh at me when I speak the foreign language.	2.000	916	15.27%

As shown in the Table 12, the top anxiety statements were; “I worry about the consequences of failing my foreign language class” (66.7%), and “I get upset when I don't understand what the teacher is correcting” (58.13%). On the other hand, the bottom sources of anxiety were; “I am afraid that the other students will laugh at me when I speak the foreign language” (15.27%), and “I am afraid that my language teacher is ready to correct every mistake I make” (15.27%). 5 of the top 10 statements belong to the communication apprehension component of FLCAS. EFL students feel anxious or nervous while talking to or listening to someone in English. It is very clear that communicating in English is the main source of anxiety for EFL students. Concerning EFL students' test anxiety, the majority of students (66.75%) are worried about the consequences of failing the English language class (statement 10 is the top item of FLCAS). As regards EFL students' fear of negative evaluation, nearly half of the students (40.89%) feel nervous about their mistakes while speaking in English in the classroom (statement 2 is the 5th top item of FLCAS).

4.4. The Level of Foreign Language Motivation of Turkish EFL Students

In this study, the foreign language motivation questionnaire (Griffiths & Özgür, 2013) was used to investigate students' level of foreign language motivation in general, and their levels of intrinsic, extrinsic, integrative and

instrumental motivation. To determine the level of motivation, students' responses to all the questions of the foreign language motivation questionnaire were added up and the total score were determined. When students' total scores were below 24, which was midpoint of the questionnaire, and below, the participants were considered to have low motivation. When students' total scores were between 25 and 32, which was the median of the questionnaire, the participants were considered to have moderate motivation. When students' total scores were 33 or above, the participants were considered to have high motivation. The actual range of scores in the present study was 8-40. In the Table 13, the percentages of EFL students' motivation levels can be seen.

Table 13: Motivation level of EFL students (N=406)

Levels	Frequency	Percentage
Low Motivation	25	6%
Moderate Motivation	231	57%
High Motivation	150	37%
Total	406	100%

Statistical analysis of the Foreign Language Motivation Questionnaire in Table 14 indicates that most of the EFL students at Bursa Orhangazi University are motivated to the EFL lessons and majority of them show moderate or high level of motivation, yet motives come from different sources. Most of them achieved a median score above the scale midpoint.

Table 14: Statistical analysis of the Foreign Language Motivation Questionnaire (N=406)

Measure	Median	Range
Foreign Language Motivation Questionnaire	32	10-39
Intrinsic Motivation	8	2-10
Extrinsic Motivation	9	2-10
Integrative Motivation	7	2-10
Instrumental Motivation	9	2-10

As mentioned before, the Foreign Language Motivation Questionnaire consisted of four constructs which are intrinsic, extrinsic, integrative and instrumental motivation. Among them, the most prominent motivation type of the EFL students is extrinsic motivation. A majority of the students stated (89.04%) “strongly agree or agree” about the items related to the extrinsic motivation, and also the median score is 9 out of 10. Showing the similar scores, as 82.14% of the participants stating items as “strongly agree or agree” and 9 median score, instrumental motivation is the second most important motivation type. According to the participants, the least important motivation type is integrative motivation them, indicating 49.51% of “strongly agree or agree”, and the median score of integrative motivation is 7 which is the lowest score among them. The percentages and median of intrinsic motivation are 75.49% and 8 respectively (See Table 14 & Table 15).

Table 15: The percentages of the EFL students’ responses to the Foreign Language Motivation Questionnaire items

	Level of Disagreement	Level of Neither Agreement Nor Disagreement	Level of Agreement
Intrinsic Motivation	13.42%	11.08%	75.49%
Extrinsic Motivation	6.28%	4.68%	89.04%
Integrative Motivation	27.71%	22.78%	49.51%
Instrumental Motivation	6.16%	11.70%	82.14%

4.5. The Relationships among Anxiety, Motivation and Achievement for Turkish EFL Students

4.5.1. The correlation between anxiety and motivation

To determine the correlation between anxiety and motivation of the EFL students at Bursa Orhangazi University, Spearman's correlation was used. Table 16 reveals that there is a significant negative correlation between the foreign language classroom anxiety and motivation of the EFL students ($r = -.182$; $p < .01$). The results show that there is a weak negative correlation between these two variables (Cohen, 1988). The negative correlation implies that if students’ motivation levels increases, their anxiety levels likely decreases. While less motivated students may suffer from anxiety and feel

anxious themselves in their EFL classes, more motivated students could feel relaxed and at ease during their EFL lessons.

Table 16: The correlation between anxiety and motivation

		Motivation of Students
Anxiety of Students	Correlation Coefficient	-.182**
	Sig. (2-tailed)	.000
	N	406

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

4.5.2. The correlation between anxiety and achievement

Table 17 reveals that there is a significant negative correlation between the foreign language classroom anxiety and achievement of the EFL students ($r = -.347$, $p < .01$). The findings show a moderate inverse correlation between students' anxiety levels and their successful English learning (Cohen, 1988). It can be concluded that EFL students who have more foreign language classroom anxiety tended to less success in learning English. If anxiety is higher, achievement is lower.

Table 17: The correlation between anxiety and achievement

		Achievement of Students
Anxiety of Students	Correlation Coefficient	-.347**
	Sig. (2-tailed)	.000
	N	406

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

Also, to try to find out the correlation between the components of FLCAS, which are test anxiety, communication apprehension, and fear of negative evaluations, and successful English learning, Spearman's correlation was used. Table 18 shows the correlation values ($r = -.367$, $r = -.310$, $r = -.241$, $p < .01$, respectively) between the components of FLCAS and successful English learning. These values indicate negative correlation between them, which means them as the levels of test anxiety, communication apprehension, and fear of negative evaluations increase, the successful English learning decreases. The test anxiety has the biggest negative effect

on achievement, whereas the fear of negative evaluations has the least adverse effect on it.

Table 18: The correlation between the components of FLCAS and achievement

		Test Anxiety	Communication Apprehension	Fear of Negative Evaluations
Achievement of Students	Correlation Coefficient	-.367**	-.310**	-.241**
	Sig. (2-tailed)	.000	.000	.000
	N	406	406	406

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

4.5.3. The correlation between motivation and achievement

Table 19 reveals that there is a significant positive correlation between the foreign language classroom anxiety and achievement of the EFL students ($r = .172$, $p < .01$) but there is a weak positive correlation between them (Cohen, 1988). The findings reveal that if the level of motivation increases, the success in learning English increases, and motivated students will probably learn English better, show achievement and get better scores from English exams.

Table 19: The correlation between motivation and achievement

		Achievement of Students
Motivation of Students	Correlation Coefficient	.172**
	Sig. (2-tailed)	.001
	N	406

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

In addition to the previous correlation, other investigations were made to illustrate the correlations between the components of the Foreign Language Motivation Questionnaire and achievement. The findings gave interesting results. According to the findings, illustrated in the Table 20, students' intrinsic, instrumental and integrative motivations showed positive correlation with achievement. If these motivations are higher, students' achievement is higher. However, there was not any correlation between extrinsic motivation

and achievement, which means that extrinsic motivation has not any positive or negative effect on the successful English learning.

Table 20: The correlation between the components of the Foreign Language Motivation Questionnaire and achievement

		Intrinsic Motivation of Students	Extrinsic Motivation of Students	Instrumental Motivation of Students	Integrative Motivation of Students
Achievement of Students	Correlation Coefficient	.174**	.009	.146**	.146**
	Sig. (2-tailed)	.000	.849	.003	.003
	N	406	406	406	406

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

4.6. Differences in the Level of Achievement, Anxiety or Motivation According To The Individual Difference of Gender

4.6.1. Difference in the level of achievement according to gender

An independent-samples t-test was conducted to compare the level of achievement according to gender of EFL students. There was a significant difference in the level of achievement of male (M=64.59, SD=14.127) and female (M=68.84, SD=11.625), $p = .001$. These results suggest that the female students outperformed the male students in the level of achievement (See the Table 21).

Table 21: Differences in EFL Students' achievement levels according to gender

	N	Test Score Mean	Mean Difference	Std. Deviation	Sig. (2-tailed)
Male	219	64.59	-4.25	14.127	.001
Female	187	68.84		11.625	

4.6.2. Difference in the level of anxiety according to gender

A Mann-Whitney's U test was used to evaluate the difference between male and female students in their responses of FLCAS. From the data shown in the Table 22, the findings showed that there was a statistically significant difference between male and female students in terms of anxiety. It can be concluded that the anxiety level of female students toward EFL was

significantly higher than male students ($p = .002$ (2-tailed)). Male students had a mean rank of 187.11, while female students had a mean rank of 222.69.

Table 22: Mann-Whitney Test result of the difference in the level of anxiety according to gender

		N	Mean Rank	p
FLCA of Students	Male	219	187.11	.002
	Female	187	222.69	

As easily interpreted from the table above, female students are more anxious than male students in EFL classes. Also, having evaluated components of FLCAS, the Table 23 shows that there was a significant difference between genders in terms of the levels of students' communication apprehension and fear of negative evaluations ($p = .000$ and $p = .004$, respectively). Girls are more anxious in speaking communicating with others in English than boys, and they don't want to be evaluated negatively more than boys. On the contrary, the Table 23 also illustrates that female students show more anxiety toward tests than males, but this difference ($p = .067$) is statistically non-significant.

Table 23: Mann-Whitney Test results of the components of FLCAS according to gender

Components of FLCAS	Gender	N	Mean Rank	p
Test anxiety	Male	219	193.65	.067
	Female	187	215.04	
Communication apprehension	Male	219	182.23	.000
	Female	187	228.41	
Fear of negative evaluations	Male	219	188.22	.004
	Female	187	221.40	

4.6.3. Difference in the level of motivation according to gender

In order to determine if there is a difference between the students' gender and their levels of motivation, a Mann-Whitney's U test was conducted. The results, illustrated in the Table 24, revealed that there was a statistically

significant difference between male and female students. The motivation level of the female students was higher than male students ($p = .006$). Girls show more motivation toward English learning. Male students had a mean rank of 188.65, while female students had a mean rank of 220.89.

Table 24: Mann-Whitney Test result of the difference in the level of motivation according to gender

	Gender	N	Mean Rank	p
Motivation of Students	Male	219	188.65	.006
	Female	187	220.89	

The components of the Foreign Language Motivation Questionnaire were measured to find differences with regard to gender. Table 25 shows the findings briefly. According to them, the results of two components showed that there was a statistically significant difference between genders in terms of extrinsic motivation ($p=.04$) and instrumental motivation ($p=.001$) toward English learning. Whereas, there was no a statistically significant difference between male and female students if intrinsic motivation ($p=.484$) and integrative motivation ($p=.267$) were taken into account.

Table 25: Mann-Whitney Test results of the components of the Foreign Language Motivation Questionnaire

Components of Foreign Language Motivation Questionnaire	Gender	N	Mean Rank	p
Intrinsic Motivation of Students	Male	219	199.80	.484
	Female	187	207.83	
Extrinsic Motivation of Students	Male	219	192.85	.040
	Female	187	215.97	
Integrative Motivation of Students	Male	219	197.64	.267
	Female	187	210.36	
Instrumental Motivation of Students	Male	219	185.44	.001
	Female	187	224.66	

4.7. Differences in the Level of Achievement, Anxiety or Motivation According To The Individual Difference of Age

4.7.1. Difference in the level of achievement according to age

A one-way ANOVA test was used to evaluate the differences between the age groups of students in their achievement levels. The result, illustrated in the Table 26, showed that there was a statistically significant difference between age ($F(2,403)=9.808, p=.000$).

Table 26: Analysis of variance according to age groups' achievement levels

	df	F	Sig.
Between Groups	2	9.808	.000
Within Groups	403		
Total	405		

A Tukey post-hoc test, illustrated in the Table 27, revealed that the younger EFL students outperformed in terms of achievement and achieved better scores from proficiency exam than the older students.

Table 27: Post-hoc test according to age groups' achievement levels

Age Groups	N	Age Group Mean	Mean Difference	Sig.	
18-year-old and below	195	68.87	19-year-old	2.563	.186
			20-year-old and above	7.580*	.000
19-year-old	131	66.31	18-year-old and below	-2.563	.186
			20-year-old and above	5.018*	.018
20-year-old and above	80	61.29	18-year-old and below	-7.580*	.000
			19-year-old	-5.018*	.018

In addition, spearman correlation coefficient was conducted to determine the correlation between achievement and age. Table 28 reveals that there is a significant weak negative correlation between the ages and achievement of the EFL students ($r = -.204; p < .01$) (Cohen, 1988). In the light of the results in the Table 28, younger students tended to be more successful than elders or vice versa. For that reason, younger students are probably better learners of English.

Table 28: The correlation between achievement and age

		Age of Students
Achievement of Students	Correlation Coefficient	-.204**
	Sig. (2-tailed)	.000
	N	406

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

4.7.2. Difference in the level of anxiety according to age

To see if there are any differences between the age groups of students and their anxiety levels, a Kruskal Wallis test was used to evaluate the data in SPSS. The findings, illustrated in the Table 29, did not demonstrate any statistically significant results, ($p=.982$). In spite of the fact that the 19-year-old age group students were more anxious than the other age groups.

Table 29: The difference of students' anxiety with respect to ages

		Age Groups	N	Mean Rank	p
Anxiety of Students		18-year-old and below	195	203.66	.982
		19-year-old	131	204.54	
		20-year-old and above	80	201.40	

To illustrate the differences of the components of FLCAS with respect to ages, again a Kruskal Wallis test was used to evaluate the data in SPSS. According to the findings, which can be seen in the Table 30, there are not statistically significant differences between age groups and students' levels of test anxiety, communication apprehension, and fear of negative evaluations ($p=.935$, $p=.946$, $p=.567$, respectively). However, the 20-year-old and above age group of students have the highest test anxiety level. The 18-year-old and below age group students show the highest level of communication apprehension. 18-year-old and below and 19-year-old age groups students have the highest levels of fear of negative evaluations.

Table 30: The difference of the components of FLCAS with respect to ages

Components of FLCAS	Age Groups	N	Mean Rank	p
test anxiety	18-year-old and below	195	201.36	.935
	19-year-old	131	204.86	
	20-year-old and above	80	206.49	
communication apprehension	18-year-old and below	195	205.39	.946
	19-year-old	131	202.48	
	20-year-old and above	80	200.56	
fear of negative evaluations	18-year-old and below	195	206.53	.567
	19-year-old	131	206.62	
	20-year-old and above	80	191.00	

4.7.3. Difference in the level motivation according to age

To determine the difference between the age groups of students and their motivation levels, the results were evaluated using a Kruskal Wallis test in SPSS. The data of the analysis showed that the findings, shown in the Table 31, did not demonstrate any statistically significant results, ($p=.451$). Yet the 18-year-old and below age group students are more motivated than other age groups toward English learning.

Table 31: The difference of students' motivation with respect to ages

	Age Groups	N	Mean Rank	p
Motivation of Students	18-year-old and below	195	210.91	.451
	19-year-old	131	194.78	
	20-year-old and above	80	199.73	

The following table (See Table 32) shows that the 18-year-old and below age group students are more extrinsically, instrumentally and integratively motivated. On the other hand, the 20-year-old and above age group students are intrinsically motivated. However, these differences are not statistically significant in terms of intrinsic, extrinsic, integrative and instrumental motivation of students, and their ages ($p=.844$, $p=.625$, $p=.077$, $p=.066$, respectively)

Table 32: The difference of the components of Foreign Language Motivation Questionnaire with respect to ages

Components of FLMQ	Age Groups	N	Mean Rank	p
Intrinsic Motivation of Students	18-year-old and below	195	201.17	.844
	19-year-old	131	202.99	
	20-year-old and above	80	210.01	
Extrinsic Motivation of Students	18-year-old and below	195	209.16	.625
	19-year-old	131	198.24	
	20-year-old and above	80	198.32	
Integrative Motivation of Students	18-year-old and below	195	216.13	.077
	19-year-old	131	187.02	
	20-year-old and above	80	199.69	
Instrumental Motivation of Students	18-year-old and below	195	215.93	.066
	19-year-old	131	197.81	
	20-year-old and above	80	182.51	

CHAPTER 5

5. DISCUSSION

5.1. Discussion of the Findings

In this study, there are four research questions which investigate students' anxiety, motivation levels and achievement, and the correlations among them. Moreover, one of these questions also investigates differences in the level of achievement, anxiety or motivation according to the individual differences of gender or age. The findings will be discussed under the following questions.

5.1.1. What is the level of foreign language classroom anxiety of Turkish EFL students?

According to the results presented in the previous chapter, the majority of the EFL students did not have any anxiety in the foreign language classroom (63%). Only 15% of them were fairly anxious. The same results can be seen in other studies (Horwitz, 1986; Aida, 1994; Truitt, 1995; Kunt, 1997; Lui & Hung 2011). It can be deduced from the results of the study that Turkish EFL students generally did not experience anxiety in their English classrooms. However, some students suffer from anxiety and teachers should do their best to deal with students who feel anxious in English classrooms to make them better learners of English.

The median, the sum values of each item and the percentages of EFL students' responses to 'strongly agree' and 'agree' points of FLCAS was reported in Table 5.1. The table was used to determine the top 12 sources of foreign language classroom anxiety of Turkish EFL students. The following table reflects the conditions in which the EFL students suffer from the anxiety highly. In order to obtain consistency and avoid misunderstanding, items 2, 5, 11 and 22 in the Table 33 (Because they were negatively phrased) were rewritten positively.

Based on the data of the Table 33 involving the top 12 sources of foreign language classroom anxiety of Turkish EFL students, the main anxiety source of EFL students is exams (66.75%). Most of them worry about failing

and not being able to pass their English classes. After test anxiety, the most important anxiety source is communication breakdown between student and teacher. 58.13% of EFL students can get upset easily when they don't understand what the teacher is correcting. Teacher should check if students understand or not when they convey their thoughts to students not to make them anxious.

Regarding to Table 33, communication apprehension, which is fear associated with communication with another person, has 5 items in the list (Items 1, 4, 9, 15 and 29) out of 11 items. As regards EFL students' communication apprehension, high levels of speaking anxiety can be noticed in different statements. As a result, educators should ease speaking anxiety in the classroom and try to build up stress free atmosphere in terms of speaking and understanding. Test anxiety, which is a fear of failing that someone feels before or while taking an important examination, has 5 items (Items 5, 11, 10, 20 and 22) out of 15 items. As easily deduced from the Table 33, only being in English classroom is the major source of anxiety for most of EFL students. Turkish EFL students were even afraid of being in English classrooms. The least important factor is fear of negative evaluations, which is "apprehension about other's evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively" (Watson, 1969). It has 2 items (Items 2 and 33) out of 7 items, yet it should be considered that it has only 7 items in fear of negative evaluations component of FLCAS. Teachers should take into account not to evaluate students negatively in English classrooms.

Table 33: Top 12 sources of foreign language classroom anxiety of Turkish EFL students

Ranking	FLCAS Items	Median	Sum	Strongly Agree and Agree
1**	10. I worry about the consequences of failing my foreign language class.	4.000	1487	66.75%
2*	15. I get upset when I don't understand what the teacher is correcting.	4.000	1367	58.13%
3*	9. I start to panic when I have to speak without preparation in language class.	3.000	1337	49.26%
4***	2. I worry about making mistakes in language class.	3.000	1266	40.89%
5*	1. I never feel quite sure of myself when I am speaking in my foreign language class.	3.000	1272	38.92%
6**	22. I feel pressure to prepare very well for language class.	3.000	1182	38.92%
7*	29. I get nervous when I don't understand every word the language teacher says.	3.000	1227	37.93%
8*	4. It frightens me when I don't understand what the teacher is saying in the foreign language.	3.000	1158	37.68%
9***	33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	3.000	1225	36.70%
10**	20. I can feel my heart pounding when I'm going to be called on in language class.	3.000	1141	33.25%
11**	5. It would bother me to take more foreign language classes.	3.000	1136	32.02%
12**	11. I understand why some people get so upset over foreign language classes.	3.000	1144	31.53%

*Communication apprehension, ** Test anxiety, *** Fear of negative evaluations

5.1.2. What is the level of foreign language motivation of Turkish EFL students?

According to the results shown in the previous chapter and Table 13 and Table 14, most Turkish EFL students at Bursa Orhangazi University were motivated toward their English classes. Table 34 shows item by item statistical analysis of the Foreign Language Motivation Questionnaire in terms of the median and sum values of each item and the percentages of EFL students' responses to "strongly agree" and "agree" points of the motivation questionnaire. Also, it shows the general motivation level of EFL students for each item.

Table 34: The item ranking of foreign language motivation of Turkish EFL students according to percentages

Ranking	Items	Median	Sum	Percentages of items for strongly agree and agree
1****	7. I think English is beneficial for getting a good job	5.00	1835	90.9%
2**	4. My school wants me to study	5.00	1777	90.9%
3*	1. I learn English so that I can improve myself.	5.00	1744	87.4%
4**	3. My parents want me to study	4.00	1713	87.2%
5****	6. I want foreign friends.	4.00	1634	78.1%
6****	8. I need to study abroad.	4.00	1643	73.4%
7*	2. I learn English for my own satisfaction	4.00	1473	63.5%
8***	5. I am interested in English culture	3.00	1066	21%

* Intrinsic Motivation, ** Extrinsic Motivation, *** Integrative Motivation, **** Instrumental Motivation

The top motivation statements, shown in Table 34, were the statements 7, which belongs to instrumental motivation, (I think English is beneficial for getting a good job) and 4, which belongs to extrinsic motivation, (My school wants me to study). 90.9% of students are strongly agree and agree for both items. While the bottom source of motivation was the statement 5 belonging to integrative motivation (I am interested in English culture) which 21% of students are strongly agree and agree. So Turkish EFL students don't pay attention on English culture and don't want to learn anything about it. It is obvious from the table above, Turkish EFL students know importance of English and they want to learn English because of some pragmatic reasons like getting a good job (90.9%) and studying abroad (73.4%). Also, they highly consider some extrinsic factors such as their school (90.9%) and parents (87.2%). Interestingly, only 63.5% of students said that they learned English for their own satisfaction having compared previous issues (their school and parents). They put their own desire into second place. The findings are similar with a lot of other studies (Gardner, 1985; Dörnyei, 1998; Noels et.al., 2000; Ushioda, 2008; Young et.al., 2010; Lui & Hung 2011)

5.1.3. What are the relationships among anxiety, motivation and achievement for Turkish EFL students?

A weak negative and statistically significant correlation was found between motivation and anxiety levels of Turkish EFL students ($r = -.182$; $p < .01$). This negative correlation implies that if students' motivation levels increases, their anxiety levels likely decreases. Also, All subscales of FLCAS, which are test anxiety, communication apprehension and fear of negative evaluations, are negatively correlated with motivation ($r=-.216$, $p < .01$; $r=-.131$, $p < .01$; $r=-.124$, $p < .05$; respectively). Moreover, subscales of the Foreign Language Motivation Questionnaire have also negatively correlated with the anxiety scale (FLCAS) except extrinsic motivation. Intrinsic motivation ($r=-.179$, $p < .01$), integrative motivation ($r=-.202$, $p < .01$), instrumental motivation ($r=-.136$, $p < .01$). It is very interesting to state that extrinsic motivation doesn't have any effects on learners' anxiety. High levels of intrinsic, integrative and instrumental motivation reduce learners' levels of anxiety and have a positive contribution on lowering their anxiety in English classes.

FLCAS and all its subscales are negatively and statistically significantly correlated with achievement of English with coefficients ranging from $-.367$ to $-.241$ ($p < .01$). The Foreign Language Motivation Questionnaire and all its subscales are positively and statistically significantly correlated with achievement of English with coefficients ranging from $.174$ to $.146$ ($p < .01$) except for extrinsic motivation. Correlation tables can be seen in the chapter 4. It is easily assume that, anxiety has a negative effect on achievement whereas motivation has a positive effect on it. English classes themselves, negative evaluation, and speaking or trying to understand in English make learners of English anxious in EFL classes and reduce the level of success in English for learners. On the other hand, getting a good job or earning money, improving English, own satisfaction, interest in English culture, and finding a foreign friend make learners learn better English and increase learners' level of success in English. External factors like parents or school don't have any effects on achievement of English. All in all, foreign language classroom

anxiety and foreign language motivation have very close correlation with each other and achievement of English language learners if the results of this study are considered closely. The result in this study shows similar results with other studies carried out in the past (Huang, 2004; Liu & Huang, 2011; Takan, 2014; Horwitz et.al., 1986; Young, 1991; MacIntyre et. al., 2003).

5.1.4. Are there any differences in the level of achievement, anxiety or motivation according to the individual differences of gender or age?

The results of this study showed that there were significant differences in the levels of achievement, anxiety and motivation of male and female students. Female students were more successful, anxious and motivated than male students. In terms of motivation, the findings in this study revealed the similar results with the studies of Gardner and Lambert (1972), Csizer and Dörnyei (2005), Mendi (2009). In addition to this, Female students were more motivated in the all subscales of the motivation questionnaire than male students. This result supported why females were more successful than males. Females were more anxious which affects achievement negatively. However, the correlation between achievement and anxiety levels of male and female students showed that male students' anxiety levels have more effect on their achievements (the correlation between foreign language classroom anxiety and achievement of female students was found to be statistically significant, $r = -.348$, $p < .01$, two-tailed, and the correlation between foreign language classroom anxiety and achievement of female students was found to be statistically significant, $r = -.409$, $p < .01$, two-tailed). For that reason, higher motivation makes up for the effects of anxiety. According to the findings of this study, younger students were more successful in learning English than older students. This result supported the idea that younger is better. Younger students also were more motivated than older students. There is no significant difference in age groups' anxiety levels.

CHAPTER 6

6. CONCLUSION

6.1. Conclusion of the Study

In this study, there were four research questions to investigate the correlations among foreign language classroom anxiety, motivation and achievement according to gender and age of Turkish EFL students. To obtain data, an anxiety scale and a motivation questionnaire were administered to 406 Turkish EFL students at Bursa Orhangazi University.

The results of the analysis revealed that most Turkish EFL students at BOU were motivated and they had no or low anxiety toward EFL learning. Also, their anxiety levels affected their success in learning English negatively, and their motivation levels have positive effect on their success in learning English. In terms of the subscales of the foreign language anxiety scale, the most negative effective factor on successful English learning of Turkish EFL students was test anxiety. Just being in EFL classroom could make students anxious according to the results. If the constructs of the motivation questionnaire are considered, instrumental motivation affected their English learning positively at most, whereas Integrative motivation had no effect on their learning with regard to the achievement of students in English.

In terms of gender, although female EFL students were more anxious in EFL lessons and felt worried toward learning English, they were more motivated and successful in EFL lesson than male EFL students. However, anxiety levels of male students affect their success more negatively than female students. According to their ages, younger students were more motivated and successful than older students. Ages of EFL students were an effective factor of successful language learning.

6.2. Implications

As previously emphasized in this study and many other studies cited here, it is the fact that anxiety, motivation, gender and age have impacts on students' academic achievement. They may decrease or increase students'

learning capabilities and hinder or facilitate excellent academic performance. Anxiety also decreases motivation towards the ability for attention and concentration, and worse, it leads to academic failure. That anxiety negatively affects academic performance is consistent with the literature (Burns, 2004). Yet, motivation increases students' achievement in English. For that reason, teachers should have a facilitator role rather than the fountain of all knowledge (AMEP, 2006), and should deal with students who have high or low anxiety to foster their academic achievements, and also they should motivate their students in or outside of the classroom to make EFL students better learners and more successful in English. Teachers have a number of roles (Havighurst, 2014). However, their primary aims must be to facilitate the learning, provide a safe learning environment, deal with students' problems, motivate students and also ease anxiety of students. Teachers can reduce the anxiety's negative impact on children's performance (Wigfield, & Eccles, 1989). Nevertheless, they should definitely be addressed in another study. Students need help not only from teachers but also their parents in order to overcome their problems which cause low academic achievement. As mentioned a few lines before, children with higher anxiety should be assessed and treated in order to increase their academic performance (Koçkar *et al.*, 2002) if we want students to be successful and have good academic achievement.

On the other hand, this is not a case for an individual student. Low academic achievement, depicted by PISA studies, is one of the major problems which Turkey faces. According to the PISA study in 2012, Turkey's overall ranking is 43rd among 65 countries. Also in the same study, Turkey is ranked 42nd for reading, 44th for maths and 43rd for science (MEB, 2013). It can obviously be seen that this ranking is far below the OECD average and the result is not brilliant for Turkey. Dealing with anxiety and motivation may help to fix this impairment in our education.

The findings of this study could be valuable for teachers, educators, parents, in sum, all of the parties of education who want to foster students'

academic achievement. If the findings are considered and taken into account in learning environment, it will be a big step taken towards improving the academic achievement of students.

6.3. Limitations and Suggestions for Further Research

In this study, fairly good numbers of students were used but at the same university. In future studies, researchers may focus on using a large numbers of students from different universities or schools and different parts of Turkey.

In addition, there were limited numbers of items in the Foreign Language Motivation Questionnaire (The questionnaire consisted of only 8 items). The numbers of items should be increased to have better results and reliability of the questionnaire.

Also, in line with contemporary views of the dynamic nature of motivation, the survey could be conducted more than once in order to determine any changes in students' motivation over time, and how this might be related to anxiety levels and achievement.

6.4. What Is Different / Interesting About This Study

Although studies have been done in Turkey on the correlations among achievement, anxiety and motivation, correlations among these 3 variables have not been conducted, especially according to the factors of gender and age. This study therefore represents a new perspective on the question of the factors which influence achievement of Turkish EFL students.

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APPENDICES

APPENDIX A

Directions: Each of the following statements refers to how you feel about your English language class. Please indicate whether you, strongly agree = SA, agree = A, neither agree nor disagree =N, disagree =D or strongly disagree =SD

Indicate your feelings by checking the appropriate box next to each statement. Please give your first reaction to each statement. Please mark an answer for EVERY statement.

Items	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. I frighten me when I don't understand what the teacher is saying in the foreign language.					
5. It wouldn't bother me at all to take more foreign language classes.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at languages than I am.					
8. I am usually at ease during tests in my language class.					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class.					
11. I don't understand why some people get so upset over foreign language classes.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class.					
19. I am afraid that my language teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I'm going to be called on in language class.					
21. The more I study for a language test, the more confused I get.					
22. I don't feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better than I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

APPENDIX B

Turkish version of Foreign Language Classroom Anxiety Scale (FLCAS)

Ad Soyad:

Cinsiyet:

Yaş:

Sevgili öğrenciler, Bu ölçekten elde edilecek veriler akademik bir çalışmada kullanılacaktır. Aşağıda yer alan maddeleri dikkatlice okuyup, sizin düşüncenizi en yakın ifade eden kutucuğu işaretleyiniz (X)					KESİNLİKLE KATILYORUM	KATILYORUM	KARARSIZIM	KATILMIYORUM	KESİNLİKLE KATILMIYORUM
1 KESİNLİKLE KATILYORUM	2 KATILYORUM	3 KARARSIZIM	4 KATILMIYORUM	5 KESİNLİKLE KATILMIYORUM					
1. İngilizce derslerinde konuşurken asla kendimden emin olamıyorum.	1	2	3	4	5				
2. İngilizce derslerinde hata yaparım diye endişelenmem.	1	2	3	4	5				
3. İngilizce derlerinde konuşa sırasının bana geldiğini anladığımda elim ayağım titriyor.	1	2	3	4	5				
4. Öğretmenin İngilizce söylediği şeyleri anlamamak beni korkutuyor.	1	2	3	4	5				
5. Daha fazla saatte İngilizce dersi almak beni rahatsız etmez.	1	2	3	4	5				
6. İngilizce dersleri sırasında kendimi dersle ilgisi olmayan şeyleri düşünürken buluyorum.	1	2	3	4	5				
7. Sürekli olarak diğer öğrencilerin İngilizcede benden daha iyi olduklarını düşünüyorum.	1	2	3	4	5				
8. İngilizce sınavlarında kendimi genellikle rahat hissediyorum.	1	2	3	4	5				
9. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığım zaman paniğe kapılıyorum.	1	2	3	4	5				
10. İngilizce derslerinde başarısız olmamın sonuçları beni endişelendiriyor.	1	2	3	4	5				
11. Bazı öğrencilerin İngilizce dersini neden bu kadar sorun yaptıklarını anlayamıyorum.	1	2	3	4	5				
12. İngilizce derslerinde bildiklerimi unutacak kadar gergin olabiliyorum.	1	2	3	4	5				
13. İngilizce derslerinde bir soruya gönüllü olarak cevap vermekten utanıyorum.	1	2	3	4	5				
14. Ana dili İngilizce olan birileriyle konuşurken gergin olmam	1	2	3	4	5				
15. Öğretmenin düzelttiği hatamı anlamamak beni üzer.	1	2	3	4	5				
16. İngilizce derslerine iyi hazırlansam bile endişe duyuyorum	1	2	3	4	5				
17. Çoğu zaman İngilizce derslerine gitmek içimden gelmiyor.	1	2	3	4	5				
18. İngilizce dersinde konuşurken kendime güveniyorum.	1	2	3	4	5				
19. İngilizce öğretmenimin yaptığım her hatayı düzeltmek için hazır beklediğini düşünmek beni korkutuyor.	1	2	3	4	5				
20. İngilizce derslerinde konuşma sırası bana geldiğinde kalbimin çarptığını hissedebiliyorum.	1	2	3	4	5				
21. İngilizce sınavına ne kadar çalışırsam o kadar kafam karışıyor.	1	2	3	4	5				
22. İngilizce derslerine çok iyi hazırlanmak için üstümde bir baskı hissetmiyorum.	1	2	3	4	5				
23. Her zaman diğer öğrencilerin benden daha iyi İngilizce konuştuklarını düşünüyorum.	1	2	3	4	5				
24. Diğer öğrencilerin önünde İngilizce konuşmak konusunda çekingenim.	1	2	3	4	5				
25. İngilizce dersleri o kadar hızlı ilerliyor ki geride kalmaktan korkuyorum.	1	2	3	4	5				
26. İngilizce dersinde kendimi diğer derslerde olduğundan daha gergin ve huzursuz hissediyorum.	1	2	3	4	5				
27. İngilizce dersinde konuşurken geriliyorum ve kafam karışıyor.	1	2	3	4	5				
28. İngilizce dersine giderken kendimi oldukça emin ve rahat hissediyorum.	1	2	3	4	5				
29. İngilizce öğretmenin söylediği her sözü anlamadığımda endişeleniyorum.	1	2	3	4	5				
30. İngilizce konuşmak için öğrenmemiz gereken kuralların çokluğu altında ezildiğimi hissediyorum.	1	2	3	4	5				
31. İngilizce konuştuğumda sınıftaki diğer öğrencilerin bana güleceğinden korkuyorum.	1	2	3	4	5				
32. Anadili İngilizce olan insanlar arasında muhtemelen kendimi rahat hissedirim.	1	2	3	4	5				
33. İngilizce öğretmeni daha önceden hazırlanmadığım sorular sorduğunda tedirgin olurum.	1	2	3	4	5				

APPENDIX C

Motivation questionnaire (Griffiths & Özgür, 2013)

Dear Participants,

Please rate the following statements according to whether you

- (1) Strongly disagree
- (2) Disagree
- (3) Neither agree nor disagree
- (4) Agree
- (5) Strongly agree

QUESTIONS	RATE	COMMENTS
1. I learn English so that I can improve myself.		
2. I learn English for my own satisfaction		
3. My parents want me to study		
4. My school wants me to study		
5. I am interested in English culture		
6. I want foreign friends.		
7. I think English is beneficial for getting a good job		
8. I need to study abroad.		

APPENDIX D

Turkish version of Motivation Questionnaire

Sevgili öğrenciler,

Bu ölçekten elde edilecek veriler akademik bir çalışmada kullanılacaktır. Aşağıda yer alan maddeleri dikkatlice okuyup, sizin düşüncenizi en yakın ifade eden değerlendirmenin numarasını kutucuğa yazınız.

(1) **Kesinlikle katılmıyorum**

(2) **Katılmıyorum**

(3) **Kararsızım**

(4) **Katılıyorum**

(5) **Kesinlikle katılıyorum**

Ad Soyad:		
Çümleler	Değerlendirme	Yorum
1. Kendimi geliştirmek için İngilizce öğreniyorum.		
2. Kendi memnuniyetim/tatminim için İngilizce öğreniyorum.		
3. Ailem İngilizce öğrenmemi istiyor.		
4. Okulum İngilizce öğrenmemi istiyor.		
5. İngiliz kültürü ile ilgileniyorum.		
6. Yabancılarla arkadaşlık yapmak istiyorum.		
7. İyi bir işe girmek için İngilizcenin gerekli olduğunu düşünüyorum.		
8. Yurt dışında eğitim almam gerekli.		

APPENDIX E

BURSA ORHANGAZI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

PROFICIENCY EXAM

PART I: GRAMMAR

A. Choose the best option to complete the sentences.

1. At the beginning of the class period, the teacher asked the students some questions to remind them what they _____ in the previous class.
A. were learnt B. had learnt C. have learnt D. had been learnt
2. She can't drive _____ to pass the driving test. She should do more practice to be able to pass.
A. enough well B. well enough C. too well D. not too well
3. I didn't go to his party last weekend because he didn't invite me. I _____ to the party if he _____ me.
A. would have gone / would have invited B. had gone / had invited
C. had gone / would have invited D. would have gone / had invited
4. She's wearing the dress _____ her father bought on her last birthday.
A. --- B. why C. who D. when
5. I have one sister. My sister, _____ is five years younger than me, is a student at university.
A. which B. --- C. who D. that
6. My mother: "Did you visit your grandfather yesterday?"
My mother asked me yesterday _____ my grandfather the day before.
A. whether had I visited B. if I did visit
C. if I had visited D. whether I visited
7. I missed the deadline. I _____ submitted the report two days ago but I could submit it today.
A. couldn't have B. can't have C. might have D. should have
8. You _____ seen my cousin in our local shop yesterday. He is abroad now on a business trip.
A. should have B. can't have C. may have D. mustn't have
9. The teacher wanted the students to read the text about cars. After that, he _____ the vocabulary exercise.
A. had done B. got it done C. had them do D. had them done
10. Her car has a problem. She will take it to the mechanic and _____ tomorrow.
A. have it repaired B. have repaired C. get repair it D. get repaired
11. The documents _____ at the moment. You can get them five minutes later.
A. are printed B. have printed C. are being printed D. have been printed
12. This palace _____ by the slaves from around the world in the 17th century.
A. built B. is built C. was building D. was built
13. Please come to my office when you arrive. We _____ for you in my office.

- A. will be waited B. will be waiting C. will have waited D. are going to wait

14. I can't believe how late we are for dinner. When we arrive home, everyone _____ eating.

- A. will have been finishing B. will be finishing
C. will finish D. will have finished

15. Mr. Jones: I heard that you are leaving Turkey three months later.

Mr. Sanderson: I got a great job offer which I can't refuse. Besides, by the time I move, I _____ in Turkey for five years.

- A. will have been living B. will be living
C. will live D. will have been lived

PART II: VOCABULARY

A. Choose the best option to complete the sentences.

16. She is following a special diet that _____ dairy products. There aren't any dairy products in her diet list.

- A. enables B. implies C. excludes D. conducts

17. If any water is _____, it is dangerously dirty and not suitable for people to drink.

- A. shallow B. consumed C. inaccurate D. polluted

18. You should always stretch before exercising to _____ injuries.

- A. purchase B. dominate C. obtain D. prevent

19. Their business hasn't become _____ yet. They can only cover their costs.

- A. profitable B. remote C. prior D. objective

20. Poor hygiene standards will help the virus _____ and affect more people.

- A. provide B. spread C. reduce D. lend

21. If you _____ somebody, you respect and like the person because you think they've done something good.

- A. admire B. convert C. save D. complain

22. The school has a system of _____ and punishments to encourage good behavior.

- A. results B. debts C. rewards D. averages

23. The minimum _____ is the lowest amount of money that an employer can legally pay to a worker.

- A. loan B. wage C. support D. opportunity

24. If you would like to _____ in the free English course, you should do it as soon as possible as it is very popular.

- A. skip B. fail C. bribe D. enroll

25. It is a good idea to check the air pressure in the _____ of your car regularly.

- A. bugs B. fees C. tires D. trunks

PART III: READING

Food Production

Many scientists and economists believe that production will not keep up with population growth. No one knows how many people the earth can support, but many people believe that the world will soon be **overpopulated** - there will be more people than the earth can support.

For many years, the world population increased slowly. Because of poor **health care**, death rates were very high. Then, during the eighteenth century, living conditions began to improve and people learned to control many **diseases**. As a result, the death rate began to drop and the population grew quickly.

Certainly, if the population continues to grow at its present rate, the world population will double in thirty-five years. Many people believe that such a high population would cause famine, wars, and other disasters. However, others feel that the world could support a much larger population if **its** resources (food, energy, land) were distributed equally. Some believe that increased food production and technological improvements will solve the problem.

Since the 1960's, there has been a great increase in food production. Unfortunately, the population in many developing countries has risen faster than the rate of food production. Africa and South America have an annual population growth of 2.8 percent. Europe's population, however, is increasing by 9 percent each year, but 2 percent of that rate is the result of immigration.

A. Choose the best option.

26. Many scientists and economists believe that _____.
- A. in the near future, they will be able to control the population
 - B. the supplies of earth will be enough for more than thousands of years
 - C. the earth won't be able to support that many people soon
 - D. population will grow very slowly in the next decades
27. Many people are afraid that the world will become _____.
- A. poor
 - B. difficult
 - C. larger
 - D. overpopulated
28. Why were the death rates very high?
- A. Because of poor health care.
 - B. There were wars.
 - C. There wasn't enough food.
 - D. The world was overpopulated.
29. Why did the death rate begin to drop?
- A. The number of people increased.
 - B. Food production increased.
 - C. They gave importance to technology.
 - D. People began to control diseases.
30. How could the world support more people?
- A. With an equal distribution of resources.
 - B. By controlling famine and other disasters.
 - C. By not applying technology in food production.
 - D. None of the above.
31. Since the 1960's, what has happened in many developing countries?
- A. Food production has decreased.
 - B. The population has increased.
 - C. They have become underpopulated.
 - D. The death rate has risen.

32. What does “its” in the third paragraph refer to?
A. other’s B. disaster’s C. population’ D. the world’s
33. The word “overpopulated” in the first paragraph means _____.
A. having too many people B. over popular
C. overused D. having a lot of products
34. The word “health care” in the second paragraph means _____.
A. people who have health related problems B. problems of healthy people
C. services related to health of people D. people related to health services
35. The synonym of the word “disease” in the second paragraph is _____.
A. illness B. problem C. difference D. carefulness

Before The Days of Printing

Long before the days of printing, minstrels travelled from castle to castle singing before kings and their followers. Their songs were usually about the character and brave actions of a real hero. Often these minstrels, these “historical poets and singers,” didn’t keep their songs the same and used their imagination to add mythical achievements. No one at that time attempted to write down these tales, as few knew how to write. The stories were originally handed down by word of mouth, very much like the legends of the American Indians. But about A.D. (after Christ) 700, the stories relating to the brave actions of a hero, Beowulf, were collected by some Anglo-Saxon poets of the time. This poem has since been translated into modern English and today we can enjoy reading the first epic poem in English literature. Beowulf fought two dreadful fights, one to save a king and one to save his own people.

B. Choose the best option.

36. This first epic poem in English literature was written _____.
A. too long ago to remember
B. when America was discovered
C. during the last century
D. after the birth of Christ
37. The passage states that minstrels’ songs were usually about the _____.
A. beauties of the country
B. helpfulness of a king
C. brave actions of some heroes
D. adventures of a prince
38. Beowulf _____.
A. fought for his king and people
B. sang songs before kings
C. collected stories
D. wrote an epic poem
39. Beowulf _____.
A. wandered from castle to castle
B. lived after A.D. 700 in England
C. was collected by Anglo – Saxons
D. was a “historical singer” in England

40. Changes in songs were sometimes made because _____.
- A. the king forbade the minstrels to sing in public
 - B. people wrote the songs completely incorrectly
 - C. the "historical singers" used their imaginations
 - D. poets sang to please the retainers in pubs
41. The best one-word title for the selection would be _____.
- A. Anglo-Saxon
 - B. Poem
 - C. Beowulf
 - D. Epic
42. We can understand from the passage that _____ before Beowulf was collected.
- A. kings were very happy
 - B. most people were illiterate
 - C. minstrels didn't use their imagination
 - D. Anglo-Saxon poetry was very important
43. Beowulf was the name of _____.
- A. a brave man
 - B. a "historical singer"
 - C. an Anglo-Saxon minstrel
 - D. a wandering minstrel
44. Minstrels were _____.
- A. translators of English literature
 - B. writers of Anglo-Saxon
 - C. servants to the king
 - D. travelling poets and singers
45. The Poem Beowulf was translated _____.
- A. into old English
 - B. by retainers and minstrels
 - C. into modern English
 - D. for kings and princes

PART IV: LISTENING

Listen to two speakers talk about research on older people and answer the questions.	Grader 1	Grader 2
<p>Speaker 1</p>		
<p>1. Write your answer, what is the focus of Speaker 1's study?</p>		
<p>2. The number of people older than 65 will _____ to _____ in the next 25 years. A. rise / around 60 million B. fall / nearly 60 million C. rise / above 16 million D. fall / less than 16 million</p>		
<p>3. Write your answer, how many older people in her studies were still working?</p>		
<p>4. Write your answer, at what age did the other older people in her study retired?</p>		
<p>5. According to Speaker 1's studies, why do older people choose to stay in work in most cases? A. to stay connected with others B. to make some extra money C. to be far happier than others D. to improve their family life</p>		
<p>6. Write your answer, how old was the teacher when she retired?</p>		
<p>7. Write your answer, how did the teacher feel after she retired?</p>		
<p>8. Write your answer, what did the teacher do two years later?</p>		
<p>Choose TRUE or FALSE.</p> <p>9. For the teacher, returning to work after retirement wasn't an improvement. (TRUE_FALSE)</p>		
<p>Speaker 2</p>		
<p>10. Many widely held beliefs about the brain and age are _____. A. impossible B. scientific C. assumed D. not true</p>		
<p>11. Research on the brain and age show that our memory _____. A. gets worse as we age B. can be kept healthy C. is based on our beliefs D. is fixed in our genetics</p>		
<p>12. Write your answer, what are some good activities for the brain? Name two.</p>		
<p>13. According to Speaker 2, the essential thing that we should do is keep _____. A. a daily journal B. calm and carry on C. on learning new things D. away from danger</p>		
<p>14. Write your answer, who are the well-known people Speaker 2 talks about? Name one.</p>		
<p>15. Write your answer, what is one example of how people change careers later in life?</p>		

PART V: WRITING:

Choose one of the topics below and write a well-developed “persuasive” essay.

1. Should students be allowed to use cell phones in the class?
2. University classes should be online. Do you agree or disagree?

PART VI: SPEAKING:

The student will be read a statement. They will be asked to give their opinion as a short speech in response to the statement. They should use examples from their own experience, from class discussion or real life.

Statements:

1. Fashion is life. It is very important in life to be fashionable.
2. You must work hard to be talented. You are not born a genius.
3. Giving children money doesn't teach them to be responsible.
4. Mobile apps have changed how we use our mobile phones.
5. People care too much about what they wear. Designer trends aren't important.
6. Money is necessary to be happy in life. If you don't have money, you won't be happy.
7. Students shouldn't work after school or on the weekends. They should focus on their classes.
8. If education were free, then we would have a more intelligent population.
9. Exercising your brain is just as important as exercising your body.
10. If college students were paid for good grades, they would work harder.
11. People will treat you better if you wear expensive clothing.
12. Having luxury items like an expensive car or house isn't important.
13. Successful people have to work hard for many years to get what they want.