REPUBLIC OF TURKEY

ÇAĞ UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE

THE RELATIONSHIP BETWEEN SPEAKING ANXIETY AND THE
MOTIVATION OF ANATOLIAN HIGH SCHOOL STUDENTS IN ENGLISH
LANGUAGE CLASSES

THESIS BY

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MERSİN, May 2014

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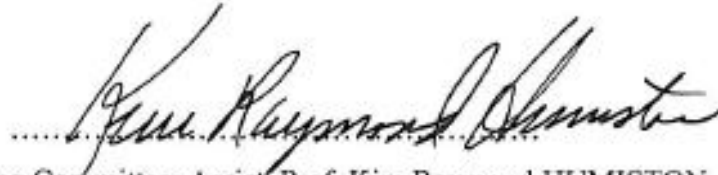
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II

ACKNOWLEDGEMENTS

I have learnt a lot throughout this troublesome journey. This experience was sometimes unbearable to me. Without the invaluable supports of the following pretty people, I would never put an end to this journey. I would like to thank to my committee members Assist. Prof. Dr. Erol KAHRAMAN, Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ, Assist. Prof. Kim Raymond HUMISTON for their time and accepting to be in the jury.

I would also like to thank to my supervisor Assist. Prof. Dr. Erol KAHRAMAN for his suggestions and help during the process of writing this thesis.

I am indebted too much to my brother Davut TAKAN for his help and suggestions while conducting this study.

I thank to my mother and father Atiye and Sami TAKAN for their endless love.

A special thanks to my beloved wife Gülsüm for her invaluable encouragement and trust in me.

30.05.2014

Ahmet TAKAN

ABSTRACT

THE RELATIONSHIP BETWEEN SPEAKING ANXIETY AND THE MOTIVATION OF ANATOLIAN HIGH SCHOOL STUDENTS IN ENGLISH LANGUAGE CLASSES

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May 2014, 103 pages

This study investigated the relationship between language speaking anxiety and the motivation. The study also investigated the correlation between the motivational orientations and speaking anxiety in terms of gender and department. The study was conducted at Zühtü Günaştı Anatolian High School (in Mersin), with the participation of 110 students, 50 of whom from the Language Department and 60 from the other Departments at the school.

Two questionnaires and interviews were the data collection tools. The Motivation / Attitude Questionnaire (MAQ) is an adapted version of Dörnyei (1990), which was adapted by Mendi (2009) to determine the motivational orientations, has thirty items in total. The other questionnaire was Foreign Language Speaking Anxiety Scale (FLSAS) of Horwitz et al(1986), which was developed by Saltan (2003) to measure the speaking anxiety in her study and found to be reliable. After the questionnaires were administered, ten students were selected randomly for the interviews. Seven interview questions were asked to the participants to get in-debt data for the analysis.

The analysis of the quantitative data which revealed that the participants had a moderate level of foreign language speaking anxiety, and a moderate level of motivation. And when the data were analyzed more in detail, it was found that female students have higher integrative orientation while males have a high instrumental orientation. The difference and relationship between motivational

orientations and speaking anxiety got more significant when the difference between the motivational orientations and departments were analyzed. It was found out in the study that speaking anxiety and motivational orientations are negatively correlated and this correlation is the highest and the most significant with the participants of language department when the participants are female and have a high level of integrative orientation.

Key words: Foreign Language Learning Motivation, Motivational Orientations, Instrumental Orientation, Integrative Orientation, Anxiety, Foreign Language Speaking Anxiety.

ÖZET

ANADOLU LİSELERİNDE YABANCI DİL DERSLERİNDEKİ ÖĞRENCİLERİN MOTİVASYON EĞİLİMLERİ İLE YABANCI DİL KONUŞMA KAYGILARI ARASINDAKİ İLİŞKİ

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Mayıs 2014, 103 Sayfa

Bu çalışma,Anadolu Liselerindeki öğrencilerin yabancı dil konuşma kaygısı ile motivasyonları arasındaki ilişkiyi araştırmıştır. Çalışma aynı zamanda motivasyon eğilimleri ile konuşma kaygısı arasındaki ilişkiyi bu liselerdeki cinsiyet ve bölüm farklılıkları açısından araştırmıştır. Bu çalışma Mersinde bulunan Zühtü Günaştı Anadolu Lisesinde dil bölümünden 50 ve diğer bölümlerden 60 olmak üzere 110 katılımcıyla gerçekleşmiştir. bölümlerinde gerçekleştirilmiştir.

Veriler, iki anket ve görüşmeler yoluyla toplanmıştır. Dörnyei(1990)ye ait olan ve Mendi(2009) tarafından motivasyon eğilimlerini ölçmek için adapte edilen Motivasyon ve Tutum Anketi toplamda 30 ögeden oluşmaktadır. Diğer anket ise Horwitz(1986)e ait olan ve Saltan(2003) tarafından İngilizce konuşma kaygısını ölçmek için adapte edilen ve güvenirliği kanıtlanmış olanYabancı Dil Kaygı Ölçeğidir. Bu anketler uygulandıktan sonra rastgele bir biçimde 10 katılımcı görüşmeler için seçilmiştir.Görüşme soruları derinlemesine bilgi edinmek için hazırlanan yedi sorudan oluşmaktadır.

Nicel veri analizinin sonuçları, katılımcıların orta derecede yabancı dil konuşma kaygısına ve yabancı dil öğrenme motivasyonuna sahip olduklarını ortaya koymuştur ve daha detaylı analiz sonuçlarına gore bayan öğrencilerin erkek öğrencilere oranla daha yüksek bütünleştirici motivasyon eğilimine sahip oldukları ortaya konmuştur. Motivasyon eğilimleri ile yabancı dil konuşma kaygısı arasındaki ilişkinin boyutları ,

lisedeki bölümlerin motivasyon eğilimleri dikkate alındığında çok daha önem arzetmektedir. Çalışmada, yabancı dil konuşma kaygısı ile motivasyon eğilimleri arasında ters orantı olduğu ortaya konmuştur ve bu ters orantı dil bölümlerindeki bayan öğrencilerin bütünleştirici motivasyon eğilimleri yüksek olduğunda en yüksek ve en önemli düzeyde ortaya çıkmaktadır.

Anahtar sözcükler: Yabancı Dil Öğrenme Motivasyonu, Motivasyon Eğilimleri, Fayda-Araç Temelli Motivasyon Eğilimi, Bütünleştirici Motivasyon Eğilimi, Kaygı, Yabancı Dil Konuşma Kaygısı,

ABBREVIATIONS

EFL   : English as a Foreign Language

L2   : Second Language

YGS   : Yükseköğretime Giriş Sınavı

ÖSYM   : Öğrenci Seçme ve Yerleştirme Merkezi

MAQ   : The Motivation / Attitude Questionnaire

FLSAS   : Foreign Language Speaking Anxiety Scale

FLCAS   : Foreign Language Classroom Anxiety Scale

ZÜGAL   : Zühtü Günaştı Anadolu Lisesi

Dep.   : Department

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CHAPTER 1

1. INTRODUCTION

This chapter gives background information about the study. Foreign language learning motivation and anxiety are defined shortly through the related literature. This chapter also gives information about the aim of the study and the significance of the study. Finally, it presents the ways that are thought to be limited in this study.

1.1.   Background of the Study

English has become a common language for today's world and has been learned by many people all over the world. Knowing this language has recently become one of the indispensable properties for a good job, a good salary and a good status in community. All in all, the success levels of the learners do not satisfy the expectations, because, language learning is not an easy process, therefore preparing learning atmosphere that is proper to enhance the learning process has a crucial importance. Studied hard and spent so much effort and time on foreign language learning, it has been an interest for the researchers to find out the factors which affect the foreign language learning achievement of the learners and to what extend it is affected by these factors.

No matter what factors the researchers study on, they have come up with a common phenomenon to face in the foreign language learning process. The term is 'receptivity'. Allwright and Bailey (1991) summarized it in the language learning area as a state of mind in which the mind is ready to learn. Openness of the mind to the new learning experiences is recepticvity in other words. If receptivity is open, the learning avtivity is possible even if the learner is busy or not ready to learning activity. The language learning is highly possible and easier when the receptivity is open. According to the study they conducted, the language learning process and receptivity has a significant positive relationship.

So far, what affects the students' language learning process is also under discussion and according to most of the researchers who are investigating about languge learning, one of the main factors affecting language learning process is motivation. One of the researchers of motivation, Gülmez (1982) prepared a study which focused on the factors that have importance in the foreign language success. He investigated the language learning process of the university students. The study put forth that motivation may have a contributing effect on the foreign language learning process in terms of achievement. Gardner (1972) suggested that if the students believe that they may be affected negatively in a learning experience, this belief may be a barren in front of their language learning process. According to his study on the effects of the learner beliefs, beliefs of the students found to be significantly important on their language learning success levels. Therefore, the researchers are faced with a hard issue to be solved. Some of the researchers are trying to come up with a solution or theory in which the learners can be motivated to learn and also their anxiety about the learning process can be lowered. Dörnyei (1998) stated that motivation is such a phenomen that it is not only makes a start to language learning process but it also makes it maintain for time. According to him, motivation in second language learning has one of the most significant effects on the second language learning process. From this point of view, there have been many studies to investigate the subject in terms of the nature and role of the motivation in the process of foreign language learning.

As for the motivational orientations, instrumental orientation and integrative motivation can be said to be made up of the two main orientations. These two motivational orientations are differed from each other by having a look at the motives that control the learner's behaviours. Clearly and briefly, if the learner is motivated to learn a language integratively, the learner does the language learning activities in order to be more integrated into the society or culture of the language which it belonged; on the other hand, if the learner is instrumentally motivated to learn, he/she does the language learning activities in order to get a concrete reward such as a promotion, to get money, to have a high status in the society, to get richer, to pass the examination, to get a prestigious job etc.

One of the other foremost variables that affects the receptivity of the learner in terms of language learning process is 'anxiety'. In the language learning literature, the relationship between the foreign language learning and and anxiety as a factor preventing foreign language learning has been investigated from this point of view.. Krashen (1982) stated that, according to the her affective filter hypotheses, anxiety may prevent the learner get the new data from the outer world and thus it might be a burden in front of his/her learning or acquiring a language. Krashen and many other studies investigated and put forth significant negative relationship between anxiety and language learning in terms of the acquisition of the speaking skills. The research by Koch and Terrell (1991) showed that speaking in the foreing language is expressed as the source of anxiety most frequently. In language classrooms the speaking activities are the ones that the learners get anxious most.

Because they have been claimed to be as the two most important factors that affect the language learning process, it has become a need to investigate the relationship between motivation and speaking anxiety in terms of different perspectives such as gender, background experiences, different tendency of the learners, their age, years of learning experience, young learner-adult learner, etc. at the Turkish context.

1.2.   Statement of the Problem

All over the world, the educational institutions such as private schools and state schools allocate so much time to teach English to the learners because it has been a common language worldwide so far and the advantage of knowing this language has reached its peak. For instance, in Turkey private schools and state schools allocate 4 to 10 hours for English courses which means more time and effort than for all the other courses except for mathematics-. Although learners and teachers spend too much time and effort in order to reach a desired achievement rate for this course, the intended standards in the curriculum cannot be achieved at all. Accordingly, it is important for the teachers, for the learners and for the education institutions to know the reasons why the learners are not able to learn the language

sufficiently. In order to determine the reasons that affect the language learning process, a lot of research has been done by various researchers and a lot of books, articles have written by various writers. According to Oroujlou & Vahedi (2011), language learning can be initiated and continued by the variebles of motivation and attitude. They suggested that language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. They found out in their study that, language learning process has an important relationship with the motivation and attitudes of the learners. The writers of the study revealed a conclusion that there is a significant relationship between the success in the targeted language and motivation to learn it.

As for the foreing language education in Turkey, at secondary schools, according to their needs and interests, the students have to choose a section/department to concentrate on in their second year (10th graders). There are four types of departments in Anatolian High schools: Maths-Science section; Maths-Literature section; Social Sciences section and the Foreign Language section to study at the related university departments. All the students at these sections have the compulsory 4 hour English courses but the students in the Foreign Language section have additional 6 to 8 hours of the course. It is an indispensable fact that all of these students from all sections have been motivated to learn English for some or other reasons. However, the students at the Foreign Language section are thought to have different motivational orientations from the other students because they have already felt to choose the language department to concentrate. The way they are motivated is already an issue to research. The problem is that, although these students are of the needed motivation to learn English they are still suffering from anxiety, which is thought to be the main problem in speaking lessons of the foreign language they are dedicated to learn. Therefore, it has been felt as a need by the teachers and learners to know the relationship between these students' motivational orientations and their anxiety levels for the course in order to be able to reach higher achievement rates.

1.3. The Aim of the Study

The study aimed to find out the motivational orientations and the speaking anxiety levels of the Language department students at Anatolian High Schools. In order to find out these, the researcher will find the general motivation levels of the students. The study then aimed to engrave the relationship between the motivational orientations and the learners' speaking anxiety levels for the course. The researcher also aimed to compare the results of the language department students and the results of general department students. The researcher hopes to find out some new ways of evaluation of the terms of speaking anxiety and language learning motivation in a Turkish High School context. The following research questions will also be answered with the results of the study.

1.4. Research Questions

Research Question 1: Which types of motivation do the language students have, integrative or instrumental?

Research Question 2: Do the motivational orientations differ according to gender and department?

Research Question 3: Is there a relationship between the motivational orientations and the speaking anxiety levels?

1.5. Operational Definitions

Motivation: The inner activity of a person that leads himself/herself to behave in a particular way that controls the whole behavior (Gardner, 1985).

Foreign Language Learning Motivation: All of the efforts and desire of a language learner to learn the target language and the pleasure to do so are allthe properties of motivation. (Gardner, 1985; cited in Huang, 2004)

Intrinsic Motivation: Ryan and Deci (2000) asserts that if the learner does something just because he/she thinks that it is something interesting, the motivation is called intrinsic.

Extrinsic Motivation: Bainbridge (2012) explains that when the reason to do something is only related with outer world, the motivation is called extrinsic, such as the homework that the teacher gave, the money earned, the ticket for a match have extrinsic values.

Instrumental Motivation: According to Brown (1980), instrumental motivation is seen when the motive to do certain behavior or to learn a language is a mean to gain a concrete reward such as passing a subject at school, getting a high salary just because of your knowledge.

Integrative Motivation: Integrative motivation is stated by Brown (1980) as the motive when the learning takes place in case the the learner wants to be a part of a group, a culture.

Anxiety: Sellers (2000) defined the term as the feelings of uneasiness, frustration, self-doubt, insecurity, or self apprehension which are related to protect the ego itself.

Foreign Language Speaking Anxiety: It is a situation in which the foreign language learner has in a mood that he/she is stressful and avoids to speak in the foreign language he/she is learning. (Huang, 2004)

Language Department: This type of department at high schools in Turkey has English courses intensively. The students have ten to twelve hours of English courses a week. The students' ultimate goal is to study at the English departments of the universities. The English level of the students supposed to be higher than the students of other departments.

General Departments: The high schools in Turkey have several departments in terms of the courses they include. For example, Maths-Science Department having mathematics, geometry, physics, biology and chemical courses intensively; Social

Sciences Department having literature, Turkish grammar, history, geography, philosophy courses intensively. The students choose one of them according to their interests and abilities at the 10th grade.

1.6.   Significance of the Study

The job to teach a foreign language in a classical classroom environment is a hard one, however when the skills are thought, the most difficult one is speaking. Maybe most of the teachers of English have had difficulty in teaching speaking in the target language. Although the teachers are proficient and experienced enough to teach this problematic skill and although the students know how useful thing it would be to learn the foreign language fluently, the students do not participate in the lessons so often. All of the teachers must have experienced such a thing: there is a student in the class who is as hardworking and careful as to know all the details about the grammar, vocabulary you have mentioned in the class, but he/she is unable to speak even a word in the classroom environment. Speaking anxiety may be the main reason of such a problem. Therefore, this subject is choosen to be one of the main focuses of this study. And shortage of motivation may be another reason for such problems and therefore the relationship between these two factors should be investigated to engrave a new understanding on the issue. The participants of such an issue have never been investigated in high school context in Turkey, so, the importance of the study rises in terms of context. Lastly, since the study investigates the relationship between motivations and speaking anxiety in Anatolian High School context in terms of departmental differences and gender differences, maybe the authorities will have been assisted by the results of the study in the preparation of the curriculum of Foreign Language courses.

1.7.   Limitations of the Study

This study was carried out in Zühtü Günastı Anatolian High School in Mersin. The students get a standard national language program in their schools.

Because the context is limited, the results may not be said to present the whole learners in Turkey or all of the learners in the world. In addition, the study conducted to the students obtains the spontaneous information about the students, it ignores the changes of the students in time, and the study also does not take the personal differences into account.

One other thing that can be thought as the limitation of the study is that, the study was conducted through two means of data collection; questionnaires and interviews. Other types of means may be used to get much more specific and reliable data.

CHAPTER 2

2. REVIEW OF LITERATURE

In this chapter, the related literature about foreign language learning and foreign language speaking anxiety. First of all, these two variables are difined and then the relationship between them is discussed.

2.1. Motivation

In every types of learning activity, there must be motivation to some extent because motivation is one of the fundamental elements of learning. Because of the fact that every person is different and thus every person has a different type, level of motivation, for many years, the researchers have been investigating the motivation from different perspectives. Because it is a popular element of research by many researchers for more than a few decades, the term motivation has been described by many different ways. Campbell & Pritchard's (1976) study presented that motivation is a kind of relationship between the variables and the behaviours of a person. These variables may be whether dependent or independent but, they lead the behaviours of the person. According to Brown (2007), motivation is the inner drive which directs a person while he/she is choosing the ways in order to reach his/her purposes. Dörnyei and Otto (1998) suggested that, motivation changes over time and in case of situations, it is closely related with an individual's choises. Brown (1994) defined the term of motivation in his study as an effective inner drive which gets somebody do something. Williams and Burden (1997) have also a definition for the term of motivation in their study. According to them, motivation plays a remarkable role on the intended behaviours; it controls both mind and conscience while deciding the behavior the person going to act.

Some studies urged that, the behaviours of the learners are directed by motivation. For this reason, the achievement and motivation are mentioned together

with a certain dependency on each other. Brown (1980) demonstrated in his study that motivation is some kind of inner drive just like self-esteem (cited in Kurtoğlu, 2012, p.12). In his study, Brown (1980) also explained that motivation is composed of the following items: the need to explore, the need to manipulate, the need to act, the need to stimulate, the need to know and the need to enhance the ego. In a kind of motivation it can be seen at least one of these six needs.

2.2. Foreign Language Learning Motivation

Motivation is an important for the learning processes as discussed above. In addition it is again one of the most important variables to affect the foreign language learning process. As it has been discussed above, every individual has a different personality and thus has different types of motivation; it is so in the area of foreign language learning, and it becomes a lot more difficult to make a research on this subject. In the field of foreign language learning, as one of the most frequently investigated element, the researchers put a remarkable importance on motivation. In his study, Dörnyei (1998) claimed language learning begins with the driving force of motivation and in order not to blurred away in time, this behavior can only be preserved with again motivation. Gardner's (1985) study presented that a person's language learning motive and the elements that affect his attitudes to do the language learning activities make up of the language learning motivation. Accordingly, it is understood that the language learning motivation is a complex set of variebles affecting the language learnbing process.

For more than a few decades, researchers and expersts have defined the motivation with a variety of different ways and they expressed a lot of ideas about the elements that shape themotivation itself. Although there are a lot of views about the issue, there is a common idea that motivation has an indispensible role on language learning process.

Robert Gardner is admitted to be one of the most important theorists by many researchers and authorities in the area of foreign language learning motivation. In his

study, Gardner (1985) urged that, second language learning motivation is the kind of variable that provides with a person the desire to study and learn the target language. The level of this desire and the feeling came into presence after doing the activity are the components of the language learning motivation in his study. Gardner also suggested that the attitudes of the learners are important in language learning process. Vural (2007) suggested that, L2 and culture and society of L2 are remarkable factors which affect the attitude of the foreign language learner. According to Gardner (1985), if the learner has positive feelings and attitudes towards the society and culture of the community which speaks thatlanguage, the learner takes place easier. In his study he added new terms in the area of L2 learning motivation. He produced the term integrativeness, which means that the L2 learner has an interest in foreign languages, this desire is not restricted to a unique community, the learner may have interest to several cultures and communities and it would be easier to learn the language of those societies with the help of this motive. Keleş (2007) discussed that attitudes of the learners are important in the foreign language learning process. Since the second language learning process is composed of the teacher of the course, the classroom, the classmates, the coursebooks etc.; the attitude of the learner towards these variebles has also great importance on the language learning process.

2.2.1 Instumental Motivation

This type of motivation comes into presense when the learner of a foreign language uses his/her knowledge of the target language as a tool in order to reach those goals. In his study, Harmer (1983) suggested that if the learner of foreign language obtains a good position with the help of the language he/she learns, the learner is motivated instrumentally. The students having such a motive can be similar to someone using his/her motorbike in a traffic jam without waiting the other cars move. With this motive, langue learning is one of the compliments of finding a proper job. Brown's (1980) study has a definition of the term; instrumental motivation is the motivation type in which the learner motives himself/herself to learn the language in order to achieve some kind of certain goals such as; to get a

prestigious position at work, to obtain higher salaries, to get highes marks in the classroom and so forth. In the same manner, Brown (2007) defined this term as the behaviours of a learner who wants to get a career with the help of the target language and to reach high standards in educational and monetary issues. In accordance with the points mentioned above, Dörnyei (1994) also made a similar definition for the term. It is defines as the pragmatic dimension of the desire to learn the language. In such a motivational orientation, it can be said that the learner behaves in accordance with the importance of the target language in his/her pragmatic goals. The learner may be motivated highly when the possible reward is of significantly important for the learner.

2.2.2 Integrative Motivation

One other type of motivation that is influential in the language learning frocess is integrative motivation. Brown (1980) stated in his study that, when the learner wants to learn the language in order to be a part of the culture or the group in which the target language is spoken, the type of language learning motivation of the learner is integrative. Because of the fact that language is one of the determining factors that make a society or culture different from other societies and cultures, learning the language of the culture to be intended to integrate is of great importance. We can see this fact in the immigration policies of certain countries like Germany. German government wants the immigrants to learn German with certain proficiency. It does not admit the immigrants who do not employ the requirements. And Germany says that it applies such kind of practice in order to form a society in which people are integrated to the main culture of the country. With a different aspect from the others, Harmer (1983) states that the learner may have an admiration for the culture of a certain community. In such circumstances, the learner learns the language only to be integrated in the culture of that society he/she adores. This kind of motivation may be seen in every community and every person can hear the exclamations that ' I love this nation because… or I hate this culture because…' etc. With another point of view for the issue, Dörnyei (1994) stated in his study that integrative motivation may be stemmed from the need to be approved or applauded by the people of the

community of the second language the learn is motivated to learn. When the related literature about the integrativeness is examined it is seen that to integrate to the culture or society, to have a positive attitude to that society, to have positive feelings towards the people of that community are of great importance in the field.

As for the relationship between these motivation types and language learning process, many researchers investigated the issue from a variety of perspectives and therefore there are a variety of views. According to many researchers the motivation types of the students have a remarkable role on their language learning processes and their achievement. The participation of the students in classrooms is also affected by the motivation types of the students according to some researchers. The researches on the issue also found out that the integratively motivated students may be more active in the language classrooms. Allwright & Bailey (1991) suggested that the attitude of the students towards the culture or the community of the target language has an important role on the participation of the students in the language courses. The students who have positive feeling to thepeople or culture of the target language may be more active in the class and more willing to do the activities and thus they have a clearly higher level of achievement than the others. However there are some contrasting views for these findings. Some studies like Nunan's (1992) suggested that the students who have instrumental type of motivation may learn the target language in a shorter period of time than the others. As it is seen from the literature, both of the motivational orientations have positive effects on foreign language learning process under certain circumstances.

2.3. Dörnyei's Framework as L2 Learning motivation

Dörnyei (1994a) developed a framework about the second language leaning and this work is very important sourse for the researchers in this field. He developed this framework by taking the classroom environment into consideration. This framework sheds light on the L2 learning as a whole from three main perspectives. According to this framework, L2 learning process can be divided into three phases which cannot be separated from each other in the language learning process. In the

first phase, the target language itself is important. The integrative and instrumental values are also in this part. At the second part, the learner is of great importance. It is related to the motivation and receptivity of the learner. And the third part of the framework is about the language learning activity in the classroom environment. This part of the framework is related with the language learning activities, the language teachers' feathures, the documents and tools used in the language learning courses such as the coursebooks, the exams, the the activities used in the classrooms etc. According to this framework, language learning is a multi-dimensioned process which is affected by all of these components directly or indirectly.

2.4. Dörnyei and Otto's Process Model

In foreign language learning motivation area, Dörnyei is admitted by many authorities as one of the most influential researchers. He has conducted many studies on the issue for many years. Dörnyei (2001) asserted in one of his studies that the language learning motivation of a learner may have some changes in time which means that motivation can be enhanced to certain extents or it can fade in time and as a reaction to opposites. In accordance with this view, in another study by Dörnyei& Otto (1998), it is stated that the students' learning motivation is subjected to change in every situation the students my encounter. For example, the motivation level of the students may enhance with the coming of a new teacher who has positive attitudes towards students; in contrast, the motivation of the students can be damaged by any negative experience such as the low notes the students had in the exams, the negative behaviours of the teacher or the other students. The theory asserted by Dörnyei and Otto (1998) assumes that motivation is something that changes in time in a positive way or negative way. In their theory, they stated three phases which they founded the language learning process on them. Motivation is effective at the first stage in preparing and encouraging the learner to the learning process, at the second phase, the motivation is effective in producing the language, acting in the language learning classroom, an at last, at the last phase the motivation plays a remarkable role on the continuation of the language learning motivation in time. At this phase the learner

evaluates the language learning experience and decides to keep on doing the activities or give up the behaviours according to the the results of the language learning behaviours.

2.5. Expectancy-Value

From a different perspective in foreign language learning motivation area, many researchers put importance on the expectancy and values of the learner. According to Roncevic & Bajsanski (2008) expectancy is the beliefs of the learner about the language learning activity in a classroom environment. The value is, on the other hand, suggested as one of the components of expectancy in terms of the learner's beliefs about the importance of the task to be done. In connection with this Alderman (2004) suggested that the values and the expectancies of the learner determine the degree of motivation of a learner. And when the relationship between the achievement rates and motivation levels are under discussion, Bruinsma's (2004) study can be taken into consideration. The study revealed that the language achievements are positively affected by the expectancy and value levels of the students.

2.6. Language Learning and Motivation

For most of the researchers, it is believed that language learning process is similar to the other learnings processes in some ways; on the other hand it is believed that is it highly different from other learning procedures. And in addition, most of the researches and studies investigating the effect of language learning motivation on the language learning process revealed a common fact that motivation has a remarkable role on the learning process. Its effect is especially important at the beginning stage of language learning. According to Dörnyei and Cheng (2007), language learning can take place when the learner has the needed motivation at the beginning of the language learning process and then if the motivation keeps its level the language

learning can go on for further learnings. In their study, Oxford and Shearin (1994)' suggested that motivation is influencial both at the beginning of the learning and the other stages of learning. According to them, all of the behaviours of a motivated learner are the results of his/her motivation.

Motivation is the leading force for almost all of the learnings. Some of the studies investigating the effects of motivation showed that it has an indispensible role on the learners learning. The reason for the fact that some of the students are very successful in certain lessons whereas they are too unsuccesfull in certain lessons is to have lack of motivation for those lessons. Although these students proved their intelligence, they may be very bad in some lessons; the reason is their lack of motivation for those lessons because of some or other reasons. At such circumstances, the teachers have to find a way to motivate the students because according to Dörnyei (2001a) while the students who have high motivation are tend to learn easily and quickly, the students who have low level of motivation or no motivation experience difficulty in learning and even the learning does not take place regardless of the intelligence level of the students. In the same sense with the issue, Oxford and Shearin (1994) stated that highly motivated students participate in the courses more actively and in contrast the students who are not motivated enough do not participate in the courses and thus the students who are not motivated do not gain the intended skills in the course. There have been many researches and studies on the relationship between motivation and achievement. One of the studies which was conducted to Americanhigh school students by Gardner and Lambert (1972) revealed that the students having high level of motivation tend to have high achievement rates one other study was carried by Christiana (2009) showed that if motivation level rises then the achievement rate rises in the same direction. Over the same issue, another researcher investigated the relationship between the motivational levels and achievement rates of university students in Kuwait and found out that the students who have higher level of motivation generally gained much more achievement in the English courses than the students who have lower level of motivation (Malallah, 2000). As for the relationship between the motivational types and achievement, Takase (2007) found out in the Japaneese high school context that the students who

have intristic motivation are more successfull than the students who have extrinsic motivation.

2.7. Anxiety

According to the definitions of famous scholars and researchers, anxiety is a very complicated issue. The concept of anxiety has a variety of dimensions and because of this reason, it was found to be too difficult to define the term in a few sentences and the researchers and scholars have defined the term with a variety of definitions.

Scovel's (1991) study suggested that anxiety does not have a unique identity, it can be seen only when it comes out with the related elements, or objects. One of the other definition for the anxiety which was stated in Horwitz et. al. (1986) suggests that a person's anxiety is an automatic system which works in case of an unpleasant factor is run into, and the characteristics of this system are unique in every individual.

May (1977) state in his study that anxiety comes to presence when a person thinks that there is a threatening situation according to him/her. In this study, it was emphasized that the factors of anxiety change person to person. One of the other studies on the issue by Samimi and Tabuse (1992) asserted that a person gets anxious when he/she feels that an undesired thing is going to happen and make him/her something bad.

Looking at the studies of a number of researchers on the term of anxiety it can be seen that they have proposed many ideas and made many different definitions of anxiety. One point of almost all of those studies is common: they suggest that anxiety is a term related with these terms: feeling of uneasiness, fear of an undesired thing, unhappy results etc. As a result of all of those negative feelings, naturally, a person usually abstains from facing them. When we look at this phonemon from the point of language learning, it can be concluded that, a learner having some kind of anxiety

about language learning may abstain from language learning activities and therefore it can produce a barren in front of his new learnings.

2.8. Types of Anxiety

As for the types of anxiety, one of he most significant factors in language learning, the term of anxiety has many types in terms of the effects of them. Some anxiety types are also classified in terms of their sources and the ways they affect the foreing language learning process.

2.8.1. Trait Anxiety

This type of anxiety is described by many researchers and scholars as permanent rather than a temporary situation. Trait anxiety is related to the personal character of a person. People who have such anxiety tend to get anxious as a result of their personality (Ellis, 1994). In his study, Bekleyen (2004), described trait anxiety as a permanent situation of feeling anxiety in a way that is more often and more influential than anybody else. According to him, people who have trait anxiety tend to feel generally more anxious for the situations than the other people. Those people often feel anxiety towards some situations in which some people may never feel anxiety. According to MacIntyre and Gardner (1991), trait anxiety is a type of anxiety stemming from the personality itself may affect the person in a negative way. The person having trait anxiety may be affected negatively in terms of learning process, too. As a result, people with this anxiety may possibly feel more anxious in a learning environment than how much it must be felt.

2.8.2. State Anxiety

If a person feels a kind of anxiety for a short period of time before a certain situation, this type of anxiety is called state anxiety. According to Spielberger (1983) trait anxiety is experienced before a specific event such as an examination. One of the other researcher, Young (1990) stated that this type of anxiety does not last so long and it appears as long as the cause of the anxiety exists. This type of anxiety, just like trait anxiety, differs in terms of time it lasts and the degree of it from person to person.

2.8.3. Situation-Specific Anxiety

This term of situation-specific anxiety is often thought to be the other name of state anxiety. However, they are not the same thing.Situation-specific anxiety refers to a specific situation as the name of this type of anxiety. Astudent with high anxiety for mathematics lessons but not any for physics can be thought as a true example of it. MacIntyre and Gardner (1991) stated in their study that, this type of anxiety stems from a specific condition or event. Some of the researchers of anxiety in the field of foreign language learning admitted that foreign language speaking anxiety is a situation-specific anxiety. According to Zhanibek (2001) and Balemir (2009), the students who experience foreign language speaking anxiety demonstrate this type of anxiety. When we look at the suggested definitions and ideas about this type of anxiety, investigating the causes of foreign language speaking anxiety can serve results of situation-specific anxiety at the same time.

2.8.4. Facilitating Anxiety

When the effects of anxiety are taken into consideration, some of the researchers and scholars suggest that anxiety may contribute to learner in a positive way in contrast with the general thought about the negative effects of anxiety. Zhanibek (2001) states in his study that, facilitating anxiety serves just like what

motivation does in the language learning area from this point of view and provides with the learner a strong desire to learn. According to Scovel (1991), facilitating anxiety is a source of motivation for some learners and it keeps the learner ready to a certain kind of learning which this type of anxiety existed to overcome. It can be said that the students who experience facilitating anxiety may not want to be unsuccessful and thus in order to avoid from this unwanted situation, facilitating anxiety may lead them to overcome.

2.8.5. Debilitating Anxiety

According to the statements of many researchers studying on the subject of anxiety, it has generally negative effects on learning process. Namely, it always creates a negative effect for the learner in his/her learning process, and it harms this process. In accordance with this meaning, anxiety is thought to have a debilitating effect. Scovel (1991) suggests that debilitating anxiety prevents a learner from taking action in learning tasks or activities, it also teaches the learner to avoid from the situations which are perceived as challenging. According to Aydın (2001) if the learner has a debilitating anxiety, he/she abstains from the tasks and thus it decreases the performance and achievement of the learner. It creates a type of fear, which may be fear of making mistakes, which prevents him/her to participate in the activities.

2.9. The Effects of Anxiety on Foreign Language Learning

Anxiety is stated by the researchers and scholars as having a remarkable role on any kinds of learning. As for the language learning and foreing language learning area, anxiety again has an important role. Researchers of foreign language learning anxiety suggested that anxiety is a specific type of pressure on the learner that affects his/her foreign language learning procedure. Horwitz (1986) admitted that foreing language learning anxiety is completely different from the other types of anxiety for the first time. He explained the term as a group of feelings or perceptions which come to existence only when the learner finds him in a bad mood in the foreign

language learning atmosphere. MacIntyre and Gardner (1993) regarded the foreign language learning anxiety as completely different phenomen for a specific area. According to them anxiety is composedof three components, onre of them is communication apprehension. This component is related to the fear of communicating with people. According to Tsiplakides and Keramida (2009) this type of anxiety may cause an uncomfortable impression for the learner while he/she is speaking or listening in the target language. Noormohamadi (2009) suggested in his study that, this type of anxiety may lead the foreing language learner to a fearful situation and thus it causes hi/her to avoid from especially speaking. One of the other components of anxiety is fear of negative evaluation. In this anxiety type, the students highly care about the other people's thoughts and evaluations about them. According to Horwitz (1986), the students who have such a tendency feel a significant discomfort and thus they want to abstain from the negative evaluations so that they would not face with such situations. One of the other researchers on the issue, Noormohamadi (2009), suggested that the students having this kind of anxiety feel that they may be evaluated negatively by their teachers and friends. For this reason, the students may avoid from participating in the foreign language courses and accordingly, their achievement rates may decrease and afterwards these students get more passive in the courses. In order to avoid from these undesired situations, the language learner may even give up the language learning process completely according to the study of Ay (2010). One of the other components of the foreign language classroom anxiety is the concept of test anxiety. Many teachers of English have experienced a situation like: the student is active and participate the lesson frequently, he/she understands the subjects, answers the questions, do the tasks in the classroom but when it comes to the examination, the students changes into a person completely different from what he/she is actually. The reason for such a situation is test anxiety. Test anxiety was defined by Horwitz (1986) as a fear of failure that exist when the student has to perform what he/she learned beforehand. Because of this anxiety type, the students may feel anxious for the tests they are going to have and they may not remember what they know already because of test anxiety they experience. According to Liu and Jackson (2008), the students who have a high degree of this type of anxiety may possibly know more than they reflect in their test

results. This result also may cause a new problem in which the students start to think that their achievement rate is always lower than they actually can achieve. And in addition, the students may get a negative impression about their own language learning processes, too.

The relationship between anxiety and the achievement of the foreign language was investigated by many researchers. One of the researcher, who investigated the relationship between these two variables, Horwitz (1991) found out that the students who have high anxiety level of anxiety tend to have lower level of achievement rates in terms of language skills than those students who experience lower level of anxiety. According to Aida (1994; cited in Bekleyen, 2004), the students who experience higher level of anxiety get lower grades in the context of American students whose foreign language is Japaneese. The similar results were also found by Ying (1993), Saito and Samimy (1996). They all have all reached a common feature that the students with high level of anxiety are likely to have lower level of achievement.

As for the effects of anxiety on language learning processing Djigunovic (2006) conducted a study in the Croatian context. In his study, he suggested that the students who have high level of anxiety in the process of language learning will more possibly feel the same anxiety in the years to come and this anxiety will possibly cause a slow production of language output.

2.10. Foreign Language Speaking Anxiety

Since the most desired abjective of teaching and learning a foreign language is to be able to use it to communicate, the speaking skill is put at the most important place when compared with the other skills such as writing, listening etc. In order to succeed in this main goal of foreign language education, foreing language teachers and instructors use many different activities in the classroom environment. However, there is an ongoing problem that cannot be overcomed about the production of speaking in the target language. The students in the foreign language classrooms

have felt a remarkable amount of anxiety affecting their speaking skills. According to Horwitz et al. (1986), the students feel more anxiety in speaking courses than they do in other skill courses.

There have been many studies in the area of foreign language speaking anxiety and te reasons and the effects of it. One of the researchers of this issue, Price (1991; cited in Öztürk, 2012) revealed that the students feel more anxious when they have to speak infron of their friends because they are afraid of negative evaluation from both their friends and their teachers. According to Koch and Terrell (1991; cited in Öztürk, 2012), the students feel higher degree of anxiety in the speaking courses than they do in others. One other study in accordance with this result was conducted by Liu and Jackson (2008; cited in Öztürk, 2012), the results of the study revealed that the students feel foreing language speaking anxiety and thus they do not want to communicate in the target language.

2.11. Research and Studies on Speaking Anxiety and Motivation in Turkey

In the Turkish context of research, there are a number of studies about the relationship between foreign language speaking anxiety and foreign language learning motivation in terms of many effective factors related to these two variebles.

In a Turkish university context, Öztürk (2012) investigated the relationship between foreign language speaking anxiety and learning motivation. He conducted his study to 383 students from different departments at the preparatory program. The findings of his study revealed that the students at the language preparatory program at Afyon Kocatepe University had a moderate level of motivation and low level of speaking anxiety. In his study he also suggested that male participants experienced higher level of anxiety and lower level of motivation than the females did.

Çolak (2008) tried to find out the relationship between the levels of motivation and the studying habits in his study with the university students. The results of the study showed that the students having high level of motivation have favourable types of study habits. In one of the other researches about the issue,

Demir (2005) suggested that the relationship between the motivational orientations is significant among the primary school students. One of the other researchers Mendi (2009) found out that there is a high positive correlation between the relationship between motivation and reading proficiency. With a similar perspective, Dalkılıç (2001) studied on the relationship between the achievement rates in speaking courses and anxiety. In addition to this, Karabıyık (2012) investigated the relationship between foreign language classroom anxiety of the preparatory students at Ufuk University in terms of age, gender and past experiences. The study revealed that there is a significant relationship between age and anxiety whereas past experiences and gender were found to have no significant relationship. One other study about the relationship between the performance and anxiety of the students at İzzet Baysal University showed that there is a significant relationship between gender and language anxiety whereas there is not a significant relationship between gender and language performance. It also indicated that age and language performance is significantly correlated, but there is not a significant correlation between age and language anxiety.(Demirtaş, 2012)

2.12. Summary

Throughout this chapter, a literature review related to foreign language learning motivation and foreing language anxiety was mentioned. First of all, one of the main factors of the study, motivation was explained with the related literature. Then the motivational types were expressed. Later, the effects of motivation and motivational orientations were studied. From the literature review of motivation, it can be summarized that motivation is one of the key factors affecting the achievement of the students. The other effective variable of this study, anxiety was described through the help of related literature. It was found that anxiety has a remarkable role on the language learning process and it has negative effects on the achievement rates of the students. At the further parts of this chapter, the relationship between motivation and anxiety was described. It was explained with the help of the

researches and studies conducted in the context of Turkey from different perspectives.

Briefly, as the literature review above suggests, there are two affective variebles in the field of foreing language learning: anxiety and motivation. These two variables have significant effects on the participation or achievement of the students. There is also a significant relationship between these two variables in terms of the effects of them on foreign language speaking skill. Because of the fact that, the foreign language courses in Turkey mainly focus on communicative purposes, this study will mainly focus on the relationship between anxiety and motivation in terms of speaking skill.

CHAPTER 3

3. METHODOLOGY

The design of the study is presented in this chapter. The setting and participants, the data collection instruments and data collection methods and at last data analysis are also presented.

3.1. Design of the Study

In this study, the relationship between foreign language learning motivation and foreign language speaking anxiety is examined in the Anatolian High School EFL learners' context.

The study took place at Zühtü Günaştı Anatolian High. The researcher used both questionnaires and interviews while collecting data. It is thought and suggested by the authorities that using more than one data collection instrument would provide more reliable data for the researchers. The questionnaires administered in this study provided with statistical data to the researcher and the interviews made it possible for the researcher to evaluate the data more in detailed.

3.2. Participants

102 high school students at Zühtü Günaştı Anatolian High School consisted of the participants of the study. At first 110 senior class students were applied questionnaires however 8 of the students did not complete the questionnaires, therefore they were excluded from the study. Namely, 102 participants were the participants of the study. 10 of these 102 students were selected randomly and were made interviews. These 102 participants composed of 55 female and 47 male

students. The students are divided into two groups in terms of the hours of their English courses: First group was consisted of the students of the Language department in which students have 10 hours (4 hours of which is compulsory and 6 of them is optional) of English course for a week and are supposed to be at B1-2 level of English competency in terms of European Language portfolio, and the second group was consisted of the students of the other departments at high schools which are Maths-Science, Turkish-Maths, and Social Sciences departments, which have 4 hours of compulsory English courses for a week and the students are supposed to be at A2 level of English competency accordintg to the European Language Portfolio.

3.3. Setting

One of the state schools in Mersin, Zühtü Günaştı Anatolian High School has four departments. The students have four choices in their department selections and they can choose Maths-Science section, Maths-Literature section, Social Sciences section and Language section according to their needs, interests and abilities. Other than language section, the students have to succeed in the compulsory 4-hour English courses which are also important for their graduation degree. The students who get at 50 averages or above are evaluated as successful in the course. However, the students of language section have to complete a 10-hour English course which makes up the 30% of the whole curriculum in that department. Their minimum score is again 50% to pass the course but it is not their only goal to pass the course but to be succesfull in the Language Exam by OSYM.

3.4. Instruments

The study collected data with the help of two questionnaires one of which is Motivation and Attitude Questionnaire and the other one is Foreign Language Speaking Anxiety Scale. An interview with seven interview questions was also used in the study.

3.4.1. The Motivation / Attitude Questionnaire

The motivational levels and motivational orientations of the students at Zühtü Günaştı Anatolian High School are measured through the usage of Motivation and Attitude Questionnaire (MAQ). This questionnaire was first produced by Dörnyei (1990). He used this scale in order to find out the motivational levels and the motivational orientations of the learners. Because of the fact that the original version of MAQ was developed to measure four types of motivational orientations and since this research focused on only two of the motivational orientations, the researcher did not use it directly, instead, he used the adapted version of MAQ which was adapted to measure the two motivational orientations: instrumental and integrative. Mendi (2009) adapted the original version of MAQ in order to use it in his study to determine the motivational orientations of the participants. After the adaptation, the motivation questionnaire had 30 items; 9 of which are related to instrumental orientation and 21 of them are related to integrative orientation. Table 1 shows the items related to two motivational orientations.

Table 1: The number of items in terms of motivational orientations

Orientation	Item Number
Integrative Orientation (21 items)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 28, 29
Instrumental Orientation (9 items)	20, 21, 22, 23, 24, 25, 26, 27, 30

The motivation and attitude questionnaire is a five graded likert scale in which the students have 5 choices to express themselves for a certain idea or element in the questionnaire. The grades are in row from positive to negative with the numbers ranging from 1 to 5. The numbers means like; 1 means strongly disagree; 2 means disagree; 3 means not sure agree or disagree; 4 means agree and 5 means strongly agree with the ideas that were presented in the questionnaire. The

questionnaire was applied to the students in their classroom environment by explaining them to choose the best choice according to them without any hesitation.

Since the results of the study would be more reliable if the questionnaire was conducted in their mother tongue, the adapted version of the original of the Motivation / Attitude Questionnaire (see Appendix A) was not used in the study. Instead, in order for the research to be more reliable and to be much more understandable for the students, the questionnaire was translated into Turkish by Mendi (2009). He stated in his study that the reliability of this translated version of the questionnaire was increased by the back translation method. The Turkish version of the questionnaire (see Appendix B) was also examined and the reliability of it was proven by Öztürk (2012). The researcher also examined the questionnaire and decided to use this adapted Turkish version which is suitable for the participants at Zühtü Günaştı Anatolian High School.

3.4.2. Foreign Language Speaking Anxiety Questionnaire

The other quantitative data collection instrument of this study, Foreign Language Classroom Anxiety Scale (FLCAS) belongs to Horwitz et al. (1986). This scale has been used by many researchers for years to find out the anxiety levels of the participants because the original version of this scale has a high reliability. This scale was firstly developed to measure the anxiety levels in terms of foreign language classrooms; however, the current study focuses on the speaking anxiety of the students. For this reason, the researcher decided to use the adapted version of this scale by Saltan (2003), which was adapted to find out the foreign language speaking anxiety levels of the students. He used this adapted version of the scale in his study and he also found out that this adapted version has a high reliability and the point was found .91.

Öztürk (2003) used this scale in order to measure the anxiety levels of the participants in his study. He used the Turkish version of the scale (Saltan, 2003) in

order not to give chance to any possible misunderstandings. In this study, the researcher also decided to use the the translated version of the scale, because some of the students may have difficulty in understanding the codes of the scale properly and thus it may cause to get unreliable data from the questionnaire.

3.4.3. Interview Questions

In order to get more specific information about the anxiety levels and motivational levels of the students it is a good idea to use open-ended or semi structured interviews. The researcher used an interview protocol for those purposes. The researcher examined Öztürk's (2012) interview questions and decided to adapt it for the high school students. This adapted version is composed of seven semi-structured questions. Three of these questions are about anxiety, 3 of them are about motivation and one of them is about the role of the teacher in a classroom environment. These interview questions were intended to ask in order to get detailed information about the factors of the study and they are aimed to provide students with a more free and favourable atmosphere to express themselves.

10 students were randomly choosen among the 102 participants of this study to ask these interview questions. The questions were asked to the students in their own language, Turkish. The questions were asked to the participants in a sincere atmosphere to get the students relaxed. The interviews were done in the sense of a conversation and they were recorded to be examined later.

3.5. Procedure of Data Collection

First of all, the researcher and the supervisor examined the data collection instruments and found out that they were appropriate for the goals. The questionnaires were applied to 110 students at Zühtü Günaştı Anatolian High School. After the questionnaires were administered, 10 participants were chosen randomly in order to do the interviews with them. Then, the interviews were done in a sincere

atmosphere. The participants answered the interview questions when they did not have any lessons, in their free times. In order to get more information, the researcher sometimes provided with the interviewee some prompts.

3.6. Analysis

The researcher of this study used two questionnaires which provide the researcher quantitative data with the structure of five-point likert scale. This quantitative data were examined with the version of SPSS 20.0. The data obtained from the questionnaires were examined and analysed by SPSS 20.0 through descriptive and inferential statistics. The descriptive statistics were used to get the mean scores, percentages and standard deviations etc. and the inferential statistics were used to reveal the possible relationships between motivation and anxiety levels in terms of many different aspects. The interview questions were analysed through content analysis. The researcher examined the given answers to the questions and categorised them to reach meaningful conclusions.

CHAPTER 4

4. DATA ANALYSIS AND RESULTS

4.1. Overview of the Chapter

This chapter presents the data analysis of this study based on the research questions and data analysis procedure mentioned in the previous chapter. First three parts of this chapter give the results of the quantitative data analysis, and the last part presents the analysis of the interviews. The research questions having routed the study are:

Which types of motivation do the learners have, instrumental or integrative?

Do the motivational orientations and anxiety levels differ according to gender and department?

Is there a relationship between the motivational orientations and the speaking anxiety levels?

The Motivation and Attitude Questionnaire and the Foreign Language Classroom Anxiety Scale were distributed to the participants and a semi-structured interview was conducted to ten participants, five of whom from language department and five of whom from other departments. The study found out the levels of motivation and anxiety of the 102 senior class students at Zühtü Günaştı Anatolian High School. The study also found out the motivational orientations of the participants according to gender and department and whether there was a correlation between the motivational orientations and anxiety levels.

In this chapter, first of all, the frequencies of the participants in terms of gender and department will be presented and then, the motivational scores of the

participants, the anxiety levels and the relationship between motivational orientations and the anxiety levels will be presented in turn.

4.2. Analysis and Results of the Questionnaires

4.2.1. The Frequencies of the Participants

Since the findings of the study are directly related to the frequencies of the participants according to their gender and department, the frequency tables of the participants are presented firstly. The participants in this study consisted of 102 senior class students 46 of whom from language department and 56 of whom from the other departments. The participants from language department consisted of 22 male and 24 female participants and the participants from the other departments consisted of 25 male and 31 female participants. When looked as a whole, 47 male and 55 female participants were participated in the study.

Table 2. The Participants in terms of Gender and Department

	Language dep.	General dep.	Total
Male	22	25	47
Female	24	31	55
Total	46	56	102

4.2.2. The Level of Motivation

The foreign language motivation questionnaire which was used in this study in order to investigate motivation levels had thirty items. Since it is 5-graded Likert scale, the scores ranged from 30 to 150. Öztürk (2012) categorized that a total score which was more than 120 presented that the motivational level of the participant was high; the scores ranging from 90 to 119 suggested that the participant had a moderate level of motivation to learn English. Lastly, if a total score was 89 or below, it revealed that the motivational level of the participant was low. This categorisation

was taken into consideration in determining the motivational levels of the participants.

4.2.2.1. The Level of Motivation in General

To determine the general motivational level of students, the mean scores were computed through descriptive statistics. According to the results of the analysis, it was understood that, the students at Zühtü Günaştı Anatolian High School had a moderate level of EFL learning motivation in general. According to the descriptive statistics the mean score of motivation in general was found 101.9 which is a moderate score in terms of the classification of motivational levels.

Besides general motivational level of the participants, the frequencies of low, moderate and high motivational level were also computed through descriptive statistics. As it is seen in Table 3, the results showed that 21.6 percent of the participants had a low level of motivation, 60.8 percent of the participants had a moderate level of motivation and 17.6 percent of the participants are highly motivated to learn English as a foreign language.

Table 3. Distribution of the participants according to Levels of Motivation

Levels	Percentages	Frequencies
High Motivation	17.6	18
Moderate Motivation	60.8	62
Low Motivation	21.6	22
Total	100	102

4.2.2.2. The Level of Motivation According to Gender

In order to determine the level of motivation in terms of genders, the data were computed through inferential statistics. The results showed that the students at Zühtü Günaştı Anatolian High School have slightly different level of motivation in term of gender and there is not statistically significant difference between the general

motivational levels of the students in terms of gender. Although the mean score of the female participants is higher than the male participants', as it is seen in the table 4, both of the groups have a moderate level of EFL Learning motivation.ın other words, the male students and female students have similar tendency in terms of motivation.

Table 4. General motivation according to genders

	Gender	N	Mean	Std.Dev.	t value	df	p [sig. (2-tailed)]
General	**Male**	47	101	13.38	,617	102	,812
Motivation	**Female**	55	102.8	14.01			

N:Number of students

4.2.2.3. The Level of Motivation According to Department

The possible difference in the levels of motivation between the two departments is another issue of this study. The results of the inferential statistics showed that there is a remarkable difference between the mean scores of level of motivation in terms of departments. And the general motivation levels of the students differ significantly when compared in terms of departments. Table 5 shows that the students of language department are highly motivated than the students of the other departments are. One of the important point at the results is that, although both groups have a moderate level of motivation, the students in language department are quite closer to the high motivational level. The difference nearly by 20 points between the two departments apparently shows that language students are hihly more motivated than the students in general departments.

Table 5. General motivation according to department

	Dep.	N	Mean	Std.Dev.	t value	df	p [sig. (2-tailed)]
	Lang.	46	111.72	10.41			
General Motivation					1,317	102	,035
	Gen.	56	93.98	10.53			

N:Number of students

4.2.3. Motivational Orientations

In order to find out the motivational orientations of the students, the foreign language learning motivation questionnaire was used. It had thirty items and these items were composed of two sub-constructs: integrative orientation and instrumental orientation. Twenty one of these thirty items (items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 28, 29) were about the integrative orientation. Because of the fact that this questionnaire was a 5-point likert scales in this orientation, the scores range from 21 to 105. The participants who had a total score less than 64 was in the category of low integrative orientation; the total scores between 64 and 84 composed the moderate level of integrative orientation, and the participants having a total score more than 84 were in the category of high level of integrative orientation.

The other nine items (items 20, 21, 22, 23, 24, 25, 26, 27, 30) of the questionnaire constitude the instrumental orientation. When the total scores were examined, the total score of this orientation may go between 9 and 45. If a participant got a total score less than 27, he would go into the group of low level of instrumental orientation; if the participants' total scores were between 27 and 36, they would be in the moderate level of group; and at the high level of instrumental orientation group, the students have to get a total score more than 36.

4.2.3.1. Motivational Orientations in General

In order to find out the motivational orientations of the participants, the mean scores of each orientation were computed. According to the results presented in Table 6, the students at Zühtü Günaştı Anatolian High School had a moderate level of integrative orientation and instrumental orientation. However, the fact that should be taken into consideration is that the mean score of instrumental orientation is closer to the high level of motivation, on the other hand, the mean score of integrative orientation is closer to the low level of motivation in that orientation, which may be concluded that, the students at Zühtü Günaştı Anatolian High School have more instrumental orientation than integrative orientation.

Table 6. Integrative and Instrumental Orientations of the participants

	Integrative	Instrumental
Mean	68.93	33.07

Beside the mean scores of the motivational orientations, the percentages and frequencies of participants with low, moderate and high instrumental and integrative orientations were found out through descriptive statistics. The results showed that 12.75 percent of the participants had a high level of integrative orientation whereas 37.25 percent of the participants had a low level of integrative orientation. And exactly 50 percent of the participants had a moderate level of integrative orientation. Table 7 presents the percentages and frequencies of the participants in terms of their levels of integrative orientations.

Table 7. Percentages and frequencies of the participants' integrative orientation

Levels	Percentages	Frequencies
High integrative orientation	12.75	13
Moderate integrative orientation	50	51
Low integrative orientation	37.25	38
Total	100	102

The results of the analysis also presented the the percentages and frequencies of the instrumental orientation of the participants in Table 8. The resulst in Table 8 revealed that nearly one of three of the participants (31.37) had a high level of instrumental orientation and 60.78 percent of the participants showed a moderate level of instrumental orientation whereas only 7.84 percent of the participants had a low level of instrumental orientation. It can be seen in the table that, by looking at the numbers of the students having high, moderate and low level of instrumental orientation, the students can be said to have a moderate level of instrumentality which is closer to high level rather than level of instrumental orientation.

Table 8. Percentages and frequencies of the participants' intrumental orientation

Levels	Percentages	Frequencies
High instrumental orientation	31.37	32
Moderate instrumental orientation	60.78	62
Low instrumental orientation	7.84	8
Total	100	102

4.2.3.2. Motivational Orientations According to Gender

Since one of the objectives of this study is to find out whether there is any difference between the motivational orientations of the participants in terms of gender, the data were examined throughboth descriptive statictics and inferential

statistics. The results were presented below under each of the motivational orientation.

4.2.3.2.1. Integrative Orientation according to Gender

The frequencies and percentages of the integrative orientation levels of the participants in terms of genders were computed through descriptive statistics in order to find out the difference between the levels of integrative orientation of the participants in terms of gender. The result of the analysis revealed that 8.51 percent of the males demonstrates high level of integrative orientation whereas the percentage of females nearly doubled the percentage of males with the percentage of 16.36. The moderate level of integrative orientation is 42.55 percent with males while 56.36 with females. In addition, low level of integrative orientation is 27.27 in females whereas the number of males nearly doubled the females again with the percentage of 48.93. The results clearly show that males have lower integrative orientation than females. The results were presented in Table 9.

Table 9. Percentages and frequencies of the participants' integrative orientation in terms of gender

Levels	Percentages		Frequencies	
	Male	Female	Male	Female
High int. orientation	8.51	16.36	4	9
Moderate int. orientation	42.55	56.36	20	31
Low int. orientation	48.93	27.27	23	15
Total	100	100	47	55

With a more detailed analysis, the results in Table 10 revealed that there is a statistically significant difference (p=.045) in the integrative orientations of students in terms of their genders which means that female students have more integrative orientation than the male students do. It is also clear that although both genders have a moderate level of integrative orientation, female students have a higher mean score than male students in terms of integrative orientation level.

Table 10. Integrative orientation according to genders

Gender	N	Mean	Std.Dev.	t value	df	p [sig. (2-tailed)]
Male	47	66.7	11.06			
				1.801	102	,045
Female	55	70.84	11.96			

N:Number of students

4.2.3.2.2. Instrumental Orientation according to Gender

The results of the analysis show that male students had clearly higher instrumental orientation than the females. The percentage of high instrumental orientation in male participants is 40.42 whereas it is 23.63 in females. In addition to this, 2.12 percent of males have a low level of instrumental orientation, though 12.72 percent of females show a low level of instrumental orientation. And when the percentages of moderate level of instrumental orientation were compared, the difference got apparent between the instrumental orientations of the students in terms of gender. The difference between the instrumental orientations of the participants in terms of genders was presented in Table 11.

Table 11. Percentages and frequencies of the participants' intrumental orientation in terms of gender

Levels	Percentages		Frequencies	
	Male	Female	Male	Female
High inst. orientation	40.42	23.63	19	13
Moderate inst. Orientation	57.44	63.63	27	35
Low inst. orientation	2.12	12.72	1	7
Total	100	100	47	55

Table 12 presented the statistical results about the instrumental orientations of the students in terms of their gender. The results showed that both genders had a moderate level of instrumental orientation but it is clear that male students had higher level instrumental orientation than the females and in addition, there is a statictically significant difference between genders in terms of the instrumental orientation. In other words, male participants have a higher level of instrumental orientation than females and the difference between them is statistically significant.(p=,013)

Table 12. Instrumental orientation according to genders

Gender	N	Mean	Std.Dev.	t value	df	p [sig. (2-tailed)]
Male	47	34.36	4.39			
				2.526	102	,013
Female	55	31.98	5.02			

N: Number of students

4.2.3.3. Motivational Orientations According to Department

One other aim of the study is to reveal the difference between the motivational orientations of the participants in terms of their departments. As it was explained in the previous chapters, there are many different departments having English courses at Anatolian High schools but one of them is completely different from the other departments in that it has 10 hours of English course. The other departments all have 4 hours of English course which is the common feathure of them. As a result, the departments were cathegorised into two: Language Department and Other/General Departments. Inferential statistics as well as descriptive statistics were used in order to reveal the difference between these two departments in terms of the motivational orientations.

4.2.3.3.1. Integrative Orientation According to Department

In order to find out the difference between the level of integrative orientations of the participants in terms of their departments, frequencies and percentages were analysed through descriptive statistics and inferential statictics. The results presented in Table 13 shows that there is a concrete difference between the levels of integrative orientation in terms of departments. 23.91 percent of language department students showed a high level of integrative orientation whereas only 3.57 percent of the general department students had a high level of integrative orientation. It is seen in the table that whereas 51.78 percent of the general department students showed low level of integrative orientation, only 19.56 percent of the language students had a low level of integrative orientation. And while 56.52 percent of language department students experience moderate level of integrative orientation, 44.64 percent of the general department students feel a moderate level of integrative orientation.

Table 13. Percentages and frequencies of the participants' integrative orientation in terms of departments

Levels	Percentages		Frequencies	
	Lang.	Gen.	Lang.	Gen.
High int. orientation	23.91	3.57	11	2
Moderate int. orientation	56.52	44.64	26	25
Low int. orientation	19.56	51.78	9	29
Total	100	100	46	56

In a more detailed analysis, integrative orientations of the participants in terms of their departments were measured through inferential statistics. The results showed that there is a statistically significant difference between the integrative orientations of the participants in terms of their departments. According to the results, language students were more integratively motivated than the general department students were. It can be concluded from the results shown in the Table 14 that, language department students are generally motivated integratively and the level

of their motivation is closer to higher level (75.51) of motivation whereas the general department students have nearly experience a low level of integrative orientation(63.48). Apparently, the motivational scores are clearly different from each other. The results of the analysis were presented in Table 14.

Table 14. Integrative orientation according to departments

Dep.	N	Mean	Std.Dev.	t value	df	p [sig. (2-tailed)]
Lang.	46	75.51	11.07			
				1.631	102	,035
Gen.	56	63.48	8.57			

4.2.3.3.2. Instrumental Orientation According to Department

The frequencies and percentages of the participants with low, moderate and high instrumental orientation in terms of departments were computed through descriptive statistics. The results of the analysis showed that 56.52 of the language students had high instrumental orientation whereas only 10.72 percent of the general department students had high instrumental orientation. The language students who have moderate level of instrumental orientations compose the 43.48 percent and there are not any language students with low level of instrumental orientation. The percentage of general department students showing moderate level of instrumental orientation is 75 and 14.28 of the general department students revealed a low level of instrumental orientation. According to the results of the analysis, it can be concluded that, the students in language departments apparently have higher instrumental orientation than the students of general departments. Table 15 reveals the percentages and frequencies of the instrumental orientation levels in terms of departments.

Table 15. Percentages and frequencies of the participants' instrumental orientation in terms of departments

Levels	Percentages		Frequencies	
	Lang.	Gen.	Lang.	Gen.
High inst. orientation	56.52	10.72	26	6
Moderate inst. orientation	43.48	75	20	42
Low inst. orientation	0	14.28	0	8
Total	100	100	46	56

In Table 16, the difference between the instrumental orientations of the participants in terms of departments were analysed in a more detailed analysis through inferential statistics. The results show that language students have a high level of instrumental motivation whereas general department students showed a moderate level of instrumental orientation and it is understood from the results of t-tests of independent samples that, there is statistically significant difference between the instrumental orientations of the participants in terms of their departments. In other words, the students of the language department have a significantly different tendency in instrumental orientation.

Table 16. Instrumental orientation according to departments

Dep.	N	Mean	Std.Dev.	t value	df	p [sig. (2-tailed)]
Lang.	46	36.24	3.93			
				3.802	102	,043
Gen.	56	30.41	3.73			

N:Number of students

4.2.4. The Level of Speaking Anxiety

One of the aims of this study is to reveal the foreign language speaking anxiety levels of the students at Zühtü Günaştı Anatolian High School in terms of gender and department. The level of speaking anxiety was measured through a questionnaire ith 18 items. Since the questionnaire is a 5-graded Likert scale, the total score ranged from 18 to 90. A total score more than 72 revealed a high level of speaking anxiety; a total score between 54 and 72 demonstrated a moderate level of speaking anxiety, and a total score less than 54 showed a low level of foreign language speaking anxiety.

4.2.4.1. The Level of Speaking Anxiety in General

The level of foreign language speaking anxiety of the participants at Zühtü Günaştı Anatolian High School were found out through descriptive statistics with the mean scores. The results presented that the students had a moderate level (57.12) of foreign language speaking anxiety.

In a further analysis, the frequencies and percentages of low, moderate and high speaking anxiety levels were computed through descriptive statistics. The results of this analysis demonstrated that 35.29 percent of the students experienced a low level of foreign language speaking anxiety. It is also seen that 59.8 percent of the participants demonstrated a moderate level of foreign language anxiety and only 4.9 percent of the students experiences a high level of foreign language speaking anxiety. Table 17 reveals the distribution of the frequencies and percentages of the participants in terms of speaking anxiety levels.

Table 17. Distribution of the participants according to Levels of Speaking Anxiety

Levels	Percentages	Frequencies
High Anxiety	4.90	5
Moderate Anxiety	59.80	61
Low Anxiety	35.29	36
Total	100	102

4.2.4.2. The Level of Speaking Anxiety According to Gender

One of the main components of this study, the difference between the foreign language speaking anxiety levels in terms of genders, was investigated through descriptive and inferential statistics both. According to the results of the Table 18, the percentages and the frequencies of both genders are close to each other in terms of anxiety levels. The percentage of moderate anxiety level of male participants is 59.57, whereas the percentage of moderate anxiety level of female participants is 60; the percentages of high level of anxiety and low level of anxiety of both genders are close to each other which mean that there is not a clear distinction between genders in terms of speaking anxiety levels and in other words the males and females have similar speaking anxiety tendencies.

Table 18. Percentages and frequencies of the participants' English Speaking Anxiety in terms of gender

Levels	Percentages		Frequencies	
	Male	Female	Male	Female
High anxiety	6.38	3.63	3	2
Moderate anxiety	59.57	60	28	33
Low anxiety	34.04	36.36	16	20
Total	100	100	47	55

In a more detailed analysis, the relationship between foreign language speaking anxiety levels and the genders of the students at zühtü Günaştı Anatolian High School were analysed through inferential statistics by independent samples t-test. The results revealed in Table 19 show that there is not a statistically significant difference between the anxiety levels of the participants in terms of genders which means that the students at Zühtü Günaştı Anatolian High School feel axiety in a similar degree regardless of their gender.

Table 19. Foreign Language Speaking Anxiety according to gender

Gender.	N	Mean	Std.Dev.	t value	df	p [sig. (2-tailed)]
Male	47	57	9.77			
				.114	102	,910
Female	55	57.24	10.97			

4.2.4.3. The Level of Speaking Anxiety According to Department

One other aim of this study is to find out the difference between the foreign language speaking anxiety levels of the students in terms of their departments and get information about the relationship between these two variebles. According to the results of the analysis half of the participants in language department have alow level of speaking anxiety whereas the percentage of low speaking anxiety is 23.21 in general department. When the percentages and frequencies at the table 20 are evaluated and compared each department, it is clearly seen that language department students have lower level of anxiety than the students in general department. The frequencies and percentages of levels of speaking anxiety in terms of the departments were presented in Table 20.

Table 20. Percentages and frequencies of the participants' English Speaking Anxiety in terms of department

Levels	Percentages		Frequencies	
	Lang.	Gen.	Lang.	Gen.
High anxiety	2.17	7.14	1	4
Moderate anxiety	47.82	69.64	22	39
Low anxiety	50	23.21	23	13
Total	100	100	46	56

With a more detailed analysis, the results in Table 21 revealed that there is a statistically significant difference (p=.044) in the anxiety levels of students in terms of their departments which means that language students experience lower level of anxiety than the general department students do. When the mean scores of speaking anxieties were taken into consideration in terms of departments, it is obvious that language students have a low level of speaking anxiety(53.95) whereas the general department students experience a moderate level of speaking anxiety(59.74).

Table 21. Foreign Language Speaking Anxiety according to department

Depart.	N	Mean	Std.Dev.	t value	df	p [sig. (2-tailed)]
Lang.	46	53.95	12.22			
				.052	102	,044
Gen.	56	59.74	9.33			

4.2.5. The Relationship between Speaking Anxiety and Motivation

The second research question of the study seeks to find out whether there is a significant relationship between foreign language learning motivation and foreign language speaking anxiety. This relationship between these two affective factors was

measured through inferential statistics by using Pearson Correlation coefficient. The results in Table 22 show that foreign language learning motivation and foreign language speaking anxiety are negatively correlated. The level of the correlation (r=-.448) between these two variables is moderate. It means that there is a statistically significant relationship between foreign language learning motivation and foreign language speaking anxiety. The result of the analysis is presented in Table 28.

Table 22. The relationship between motivation and speaking anxiety

	Motivation	Speaking anxiety
Motivation	1	-,448*
Speaking anxiety	-,448*	1

N: 102 * Correlation is significant at 0.05 level

4.2.6. The Relationship between Speaking Anxiety and Motivational Orientations

The aim of the research question 3 is to find out whether speaking anxiety correlate with instrumental and integrative orientation. The relationship between these variables was found out through Pearson Correlation and the results are presented in Table 23.

Table 23. The Relationship between Speaking Anxiety and Motivational Orientations

	Integrative orientation	Instrumental orientation
Speaking anxiety	-.554	-.325

N:102   *Correlation is significant at 0.05 level

The results of the analysis reveal that speaking anxiety is negatively correlated with both instrumental(r=-.325) and integrative(r=-.554) orientations. The

results also show that the levels of correlation between speaking anxiety and motivational orientations are moderate and although there is a statistically significant correlation between foreign language speaking anxiety and motivational orientations, the degree of the relationship between integrative orientation and speaking anxiety is higher than the degree of the relationship between instrumental orientation and speaking anxiety. In other words, assume that there are two students one of whom is highly and integratively motivated and the other student is highly and instrumentally motivated; the student who is motivated integratively tend to have less speaking anxiety level than the other student who is instrumentally motivated.

In order to analize the data more detailed, the data were analised through inferential statistics again to reveal the relationship between the speaking anxiety and motivational orientations of the students in terms of genders and departments were also presented in Tables 24 and 25.

Table 24. The Relationship between Speaking Anxiety and Motivational Orientations in terms of gender

		Integrative orientation	Instrumental orientation
	Male	-.492	-.488
Speaking anxiety	Female	-.617	-.226

N: 102   *Correlation is significant at 0.05 level

As it is seen in the table 24, the correlation coefficient between speaking anxieties and motivational orientations of both genders are negatively correlated. Male participants' anxiety levels are moderately and negatively correlated with both integrative and instrumental orientations, however, female participants' anxiety levels are moderately and negatively correlated with integrative orientation and on the other hand there is a low and negative correlation between the female participants' speaking anxiety levels and instrumental orientation levels.

Table 25. The Relationship between Speaking Anxiety and Motivational Orientations in terms of department

		Integrative orientation	Instrumental orientation
	Language dep.	-.426	-.129
Speaking anxiety	General dep.	-.619	-.308

Correlation is significant at 0.05 level

Table 25 reveals that both of the departments' anxiety levels are negatively correlated with motivational orientations and yet their relationships both with instrumental orientation are lower than with integrative orientation. However both of the departments' anxiety levels have statistically significant relationship with motivational orientations both.

4.3. Analysis and Results of the Student Interviews

Other than the motivation and anxiety scales, a semi-structured interview was conducted in this study to gather in-depth data about the motivation and speaking anxiety of the participants. 10 students were interviewed, 5 from language department and 5 from the general departments. The interviews were conducted in Turkish to let the students express themselves more freely and easily. The interviews were recorded and later trancribed. The transcribed data were translated into English by the researcher to use in the study. The data were analyzed by means of content analysis in which the statements of participants were coded and studied in detail. The results were presented in the following parts.

4.3.1. Question 1: How can you define your level of motivation for learning English?

The aim of the first interview question is to reveal the motivational level of the students. They were asked to define their motivational level and classify it as low, moderate and high. The results were given in Table 26.

Table 26: Motivational levels of students in terms of their answers

Motivational level	Frequency
Low	2
Moderate	5
High	3

As the table presents, half of the students reported that they have a moderate level of motivation to learn English. 3 of 10 students are highly motivated to learn English and 2 students demonstrated a low level of motivation.

When the motivational levels were presented in terms of departments, a parallelism with quantitative data appeared. 3 of 5 language students are highly motivated and the other 2 language students have a moderate level of motivation whereas 3 students from general departments shows moderate level of motivation and 2 of them have a low level of motivation. Table 27 presents the frequency of the students according to departments and motivational levels.

Table 27: Frequency of the Students in terms of Motivational Levels and Departments based on the first question of the interview

	Motivational levels		
	Low	**Moderate**	**High**
Language Department	0	2	3
General Departments	2	3	0

4.3.2. Question 2: Why do you want to learn English?

Question 2 aimed to reveal the reasons of the participants for learning English and thus their motivational orientations. Some participants reported more than one reason for this question. The reasons stated by the participants are: to have a job/better job, to travel in foreign countries and learn their culture, to communicate with foreign people, to have a high degree in the course for their graduation

certificate and to have advantage in job interviews in the future. The frequency of the reasons is presented in Table 28.

Table 28: The reasons of the participants for learning English

Codes	Frequency
To have a job/ better job	9
To have a high degree in the course	8
To travel in foreign countries and learn their culture	3
To communicate with foreign people	2
To have advantage in job interviews	2

The participants reported 24 reasons in total as it is seen in the table 34. The most frequent reason was to have a job/beter job. 9 of 10 participants reported that they learn English to have a better job in the future. 8 students reported that they learn English to have a high degree in the course improve themselves and their cultural level. The least reported reason is to have advantage in the job interviews in the future.

The motivational orientations of the participants were also revealed by the reasons reported by the participants for learning English. Table 29 presents the motivational orientations of the students based on their reasons for learning English.

Table 29: Motivational orientations of participants based on their reasons for learning English

Motivational Orientation	Frequency
Instrumental	19
Integrative	5

Table 29 shows that instrumental reasons were reported 19 times whereas integrative reasons were reported 5 times. It is clear that instrumental reasons are far more frequently reported than integrative reasons and this result shows parallelism with the quantitative data of the study.

4.3.3. Question 3: Do you think speaking English is an anxiety provoking factor in language learning process?

Question 3 was asked to the interviewees to find out whether the thought of speaking English provokes anxiety and they get anxious while they are speaking English. 7 of 10 students reported that speaking English provokes anxiety. Most of these students stated that they got anxious while speaking English in the class and they also reported that this anxiety affect their motivation. On the other hand, 3 students reported that speaking is not an anxiety provoking factor in language learning process. Among the three students, two students stated that speaking was not an anxiety provoking factor, but it sometimes affect their motivation, and the other student reported that speaking English in the class did not provoke anxiety on her; on the contrary, it helped her to overcome anxiety. She reported that at the beginning of the year she felt high anxiety in the class but after she experienced speaking for a few times she felt almost no anxiety. Table 30 presents the results of this interview question.

Table 30: Students' perception of speaking in terms of anxiety

	Frequency
An anxiety provoking factor	7
Not an anxiety provoking factor	3

4.3.4. Question 4: What kinds of situations cause stress or anxiety for you while speaking English?

This interview question was asked to the students in order to get information about the situations in which situations the participants feel the most amount of anxiety while speaking the foreign language. Most of the students reported more than one situation and reason as a cause of their speaking anxiety. Most of the situations reported by the students are related to their English proficiency and competence such as: pronouncing the words incorrectly, not knowing/remembering the appropriate words, not able to make sentences, not being prepared in advance for speaking. The

situations which are related to classroom environment were also reported by the students as a cause of anxiety such as: speaking in front of the class and the fear of being laughed by their classmates. How many times the situations are reported by the students are presented in Table 31.

Table 31: Frequency of situations causing anxiety while speaking English

Codes	Frequency
When I am not prepared in advance for speaking	8
When I cannot pronounce the words correctly	7
When I do not know/cannot remember appropriate words	7
When I speak in front of the class	6
When I feel that my classmates will laugh	5
When I cannot make sentences	5

When it is looked at the table 31 the most frequently reported situations are not being prepared for speaking in advance, not being able to pronounce the worrds correctly and not knowing or remembering appropriate words. It is also seen in the table that speaking in front of the class was reported 6 times and the feeling of being laughed was reported 5 times.

4.3.5. Question 5: What do you think about the role of your teacher on your speaking anxiety? Do his/her behaviors influence your level of anxiety?

This interview question was asked to find out the role of the teacher on speaking anxiety in the classroom environment. The results of the question showed that the teacher has a remarkable role on speaking anxiety. 90 percent of the interviewees reported that their English teachers had remarkable role on their speaking anxiety. 9 of 10 students reported that when their teacher gave them positive feedback after they spoke, they felt more motivated and less anxiety for the next speaking experiences. On the other hand, 3 of 9 students also reported that if

their speaking would be followed by negative evaluation they felt more anxious for the next speaking experience. Only one of ten students reported that his teacher does not have a remarkable role on his speaking anxiety. According to him, his speaking anxiety stems from his lack of English knowledge and self-confidence. Table 32 shows the role of teacher on speaking anxiety.

Table 32: The role of teacher on speaking anxiety

	Codes	Frequency
Teachers have a remarkable role on speaking anxiety	Positive effect	9
	Negative effect	3
Teachers do not have a role on speaking anxiety	Anxiety relates to student himself/herself	1

4.3.6. Question 6: What do you think about the idea that "high motivation decreases speaking anxiety"?

The aim of this interview question is to find out information about the relationship between motivation and speaking anxiety of the participants. The results of the question shows that 9 of 10 interviewees thought that motivation decreases speaking anxiety to some extent. Only one of the participants reported that her high motivation causes her to feel higher speaking anxiety. Table 33 presents the results of the question.

Table 33: Students' thoughts about the effect of motivation on speaking anxiety

Codes	Frequency
Certainly decreases speaking anxiety	7
Decreases speaking anxiety a little	2
Increases speaking anxiety	1

4.3.7. Question 7: In your opinion, what would increase your motivation to learn English and decrease the level of your English speaking anxiety in classroom atmosphere?

The seventh and the last question of the interviews aimed reveal what the students think about for a classroom atmosphere in which their motivation would be enhanced and they would have less speaking anxiety levels. The interviewees reported many ideas and most of them presented more than one idea. The ideas and thoughts of the students are presented in Table 34.

Table 34: A classroom environment motivating to learn English and decreasing English speaking anxiety

The classroom	Frequency
in which all the students have a high level of English	3
in which other students do not give negative reactions when I make a mistake	5
in which the teacher does not give negative reactions when I make a mistake	6
in which all the students participate in the activities frequently	5
in which the students help each other	4
in which my English level is higher than the other students'	3

As it is seen in the table 34, "the class in which the teacher does not give negative reactions when I make a mistake" was reported 6 times as the classroom environment to enhance motivation and decrease speaking anxiety. Besides, "the class in which other students do not give negative reactions when I make a mistake" and "the class in which all the students participate in the activities frequently" were reported 5 times each. In addition, 4 students reported that a class in which the students help each other would enhance their motivation and decrease their speaking anxiety level. Finally, "having a higher English level than the other students" and " a high level of English as a whole in the classroom" were reported 3 times each by the students as an anxiety decreasing and motivating factor in a classroom environment.

CHAPTER 5

5. CONCLUSION

5.1. Overview of the Chapter

This study had three main research questions investigating the foreign language learning motivation and foreign language speaking anxiety from several aspects. The findings for these research questions were obtained through both quantitative and qualitative instruments. The 110 participants from ZÜGAL were administered two questionnaires (MAQ and FLSAS) and the obtained data were analyzed descriptively and inferentially. The qualitative data were obtained from the interviews of ten randomly chosen participants. In this chapter, the results of the analyses are discussed.

5.2. Findings and Discussions

5.2.1. Discussion of the Research Question 1

The first research question of the study aimed to investigate the motivational level of students and their motivational orientations. It also tried to find out whether the motivational levels and orientations differed according to department.

The results of the first research question revealed that students had a moderate level of foreign language learning motivation. This shows that students at Zühtü Günaştı Anatolian High School are quite eager to learn English. However, when the motivatioanal levels of the departments were compared, the students from language department showed higher motivation than the general department students did. This result is in line with Brown's (1980) claim that basic needs such as achievement and autonomy are the source of motivation. The fact that language department students need to learn much may be the reason of their high motivation.

One other aim of this research question was to investigate the motivational orientations of students. According to the results, students at Zühtü Günaştı Anatolian High School have a moderate level of both integrative and instrumental orientations. But when the levels are compared the instrumental orientation is closer to the high level. For the general department students, knowing a foreign language is a distinct advantage in finding a job or for having better job standards, and for the language department students it is a must to have a job. This fact may be the reason for the high level of instrumental orientation.

The motivational orientations of the students of language department were found to be quite different from the general department students'. The integrative orientation of the language students was found to be moderate whereas it was low in general department. As for the instrumental motivation, language department students showed a high level of instrumentality; on the other hand, general department students demonstrated a moderate level of instrumental orientation. This finding supports several studies in the literature. Brown (2000) states that both integrative and instrumental motivations are essential elements of success, and he also states that both integrative and instrumental motivation are not necessarily mutually exclusive. He gives the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country. High level of instrumental orientation and moderate level of integrative orientation of the language department students shows paralellism with Dörnyei's claim. According to Dörnyei (1994) integrative and instrumental orientations are not opposite ends of a continium. Instead, they are positively related and both are affectively loaded goals that can sustain learning.

5.2.2. Discussion of the Research Question 2

According to the results of the second research question, there is a significant difference between motivational levels of students in terms of gender. Female students demonstrated a higher level of motivation than male students. This finding

shows parallelism with several studies (Gardner and Lambert, 1972; Mendi, 2009; Csizer and Dörnyei, 2005) which revealed that female students were more motivated than male students in language learning.

In addition to this, there is a significant difference between female and male students in terms of integrative orientation and female students demonstrated a higher integrative orientation than male students according to the results. This finding is in line with the study conducted by Dörnyei and Clement (2001). They revealed that female students had higher scores than male students in the integrative orientation. This finding also supports the results of the study carried out by Mendi (2009) in a Turkish university context. She found out in her study that female students demonstrated a higher integrative orientation than male students. Finally, the results revealed that there is a significant difference between genders in terms of instrumental orientation and both gender have moderate level of instrumental orientation. However, male students have higher instrumentality than female students. This reason may be explained by the male dominant public in Turkey. Namely, boys are under pressure by the public that they have to find a job in the future whereas it is not thought that it is a must to have a job for the girls. This awareness may cause a low level of instrumentality for the girls.

The second research question of the study also investigated the English speaking anxiety levels and the difference between the anxiety levels of genders of the students at Zühtü Günaştı Anatolian High School. The results of the study revealed that students at ZÜGAL experienced a moderate level of English speaking anxiety. The results put forth that there is not a significant difference between genders in terms of speaking anxiety level. Both genders demonstrated a moderate level of anxiety. However, female students have higher speaking anxiety levels than males. This result supports the study conducted by Balemir (2009). In the study, he investigated the relationship between foreign language speaking anxiety and proficiency level and found that female students experienced a higher level of speaking anxiety than male students. In addition to this, there is a significant difference between the departments in terms of anxiety levels. Language students have a low level of speaking anxiety whereas the general department students have a

moderate level of anxiety. This distinction may be stemmed from the fact that language students have higher levels of motivation.

5.2.3. Discussion of the Research Question 3

The third research question of the study investigated the relationship between foreign language learning motivation and foreign language speaking anxiety of the students at ZÜGAL. The results revealed that speaking anxiety is negatively correlated with motivation and the relationship between these variables is statistically significant. In other words, it can be concluded that students with a higher level of foreign language learning motivation are supposed to experience less speaking anxiety or students who have higher level of anxiety in speaking are supposed to have lower level of motivation or vice versa. This result shows parallelism with the study carried out by Liu and Huang (2011). They investigated the relationship between foreign language anxiety and motivation by administering related questionnaires to 980 undergraduate students. They found out that anxiety and motivation are negatively correlated in a moderate level. In addition to this, this study also supports the study conducted by Huang (2004) in a Taiwanese context. The results of Huang's study showed that there is a moderate negative correlation between foreign language speaking anxiety and foreign language learning motivation.

The relationship between the motivational orientations and speaking anxiety was revealed in the analysis. The correlation between speaking anxiety and integrative orientation was found negative and moderate while the correlation between the instrumental orientation and speaking anxiety was low and negative. This result shows that if the students are motivated highly and integratively, the students are supposed to have low level of speaking anxiety. And if the students are motivated highly but instrumentally, they tend to have higher speaking anxiety than the students with high integrative students.

The result of this study provides with a meaningful explanation to the variables of speaking anxiety and motivation for the teachers and learners. Since negatively correlated, speaking anxiety and motivation, when one of them increases, the other one decreases. In other words, when the motivational level of students increases, it is probable that their level of speaking anxiety will decrease.

5.3. Discussion of the Interview Questions

In order to get in-depth data on the motivational and speaking anxiety levels of students at Zühtü Günaştı Anatolian High School, seven interview questions were prepared and administered to 10 students 5 from language department and 5 from general departments. The interviews were analyzed through content analysis. Since interview questions were asked to get in-depth data on motivation and speaking anxiety, the discussion of them was made under the two headings:

The first interview question tried to find out the motivational levels of the students according to their perceptions. According to the result of the first interview question, 3 of language department students are higly motivated and none of them has a low level of motivation whereas none of the general department students is motivated highly. The result supported the quantitative results of the study. In other words language department students have a higher motivation than the general department students have.

The second interview question was asked to reveal the motivational orientations of the students. According to the answers obtained from the interviewees, the students are generally instrumentally motivated in ZÜGAL. According to Brown (2007), instrumental motive is to "desire to learn a language in order to attain certain career, educational or financial goals". And the reported answers by students such as "to have a good job, to have better life standards, to pass the course, etc." are highly instrumental, therefore, it can be concluded that students at ZÜGAL are instrumentally oriented to learn English. The interviewee 6 stated that:

"I don't really like English course but I have to study a lot because I need to be proficient in English in the future. Almost every kind of job requires a good level of Englis in Turkey. And If I have a high mark in English course, it will contribute to my degree, and it will be advantageous to have a high graduation degree. For this reason, I want to learn English."

It can be concluded from the utterance of the interviewee, the students at Zühtü Günaştı Anatolian High School are instrumentally motivated, which shows a parallelism with quantitative results of the study.

On the other hand, the students reported a few integrative reasons for learning English. Although the students at Zühtü Günaştı Anatolian High School demonstrated a moderate level of integrative orientation as a result of the quantitative data, they reported only few reasons to learn English such as "to travel in foreign countries and learn their culture" which has integrative value. Interviewee 3 stated that "We have to learn English in order to learn about the culture of European Countries because we want to be more modern."

The third interview question showed parallelism with quantitative results of the study. The students at ZÜGAL have a moderate level of speaking anxiety.

The forth question of the interview was asked to get information about the situations causing anxiety while speaking English. The students reported many situations but the most frequent response was "not being prepared for speaking in advance" . Interviewee 1 was one of the students to state this situation. She stated that " I feel very anxious if the teacher asks me a question in the class in front of my friends when I am not prepared for the answer." Depending on the statement of the student, it can be concluded that not being prepared in advance for speaking is a significant cause of speaking anxiety for the students at ZÜGAL. The same statement also includes one of the other significant causes,"speaking in front of my friends". It means that students get anxious if they speak in front of their friends. This result is in line with the study of Young (1990) which demonstrated "speaking in front of the class or peers" as a primary cause for speaking anxiety.

The fifth interview question tried to find out the role of teacher on foreign language speaking anxiety and whether his/her positive or negative behaviors influence the level of speaking anxiety that students experience in class. The results demonstrated that teachers have one of the most crucial roles on foreign language speaking anxiety because ninety percent of the students reported that teachers have a remarkable role on speaking anxiety. Nine of ten interviewees pointed out the positive role of the teacher, interviewee 3 stated that" I think the role of the teacher is very important because when he encourages me and says you can do it, I feel more relaxed and I participate in the lesson." It is understood from the responses to this interview question that, teacher has an important role on the speaking anxiety of the students. On the other hand three students stated about the negative role of the teacher on speaking anxiety, interviewee 7 stated that" I think the teacher has an important role on my speaking anxiety. When my teacher gets angry with my mistakes I feel more anxious and don't want to speak." Depending on the utterance of this interviewee, it can be concluded that the negative behaviours of the teacher may cause or increase speaking anxiety of the students. For this reason, language teachers should always be careful about their attitudes and feedback techniques. Even if students make very important mistakes while speaking, teachers should correct them kindly in order not to cause anxiety for the next speaking performances.

Question 6 investigated the relationship between motivation and speaking anxiety of the students. The interviews strengthened the quantitative results. Ninety percent of the students being interviewed agreed that high motivation dercreases speaking anxiety. In accordance with the results, Interviewee 8 uttered that " when I feel that I can do it, I feel no anxiety and I raise my finger." It can be concluded from this interview question that, the more the students get anxious the less the students have motivation, in other words, if the teacher thinks that the students get anxious to speak, he should motivate the students in order to overcome anxiety.

5.4. Conclusions

This study investigated the relationship between foreign language learning motivation and foreign language speaking anxiety in the light of three research questions in a Turkish Anatolian High school context. Two questionnaires were administered to 110 students of the senior classes at Zühtü Günaştı Anatolian School and the obtained data were analyzed through descriptive and inferential statistics.

The results of the analysis revealed that students at ZÜGAL had a moderate level of foreign language learning motivation. Their instrumental orientation was found to be at the higher level than than their integrative orientation. In addition, it was detected that there was a significant difference between female and male students, and female students demonstrated a higher level of foreign language learning motivation. They were also found to be more integratively motivated than male students. Besides, it was found that language department students had higher level of motivation than the general department students. The results also demonstrated that there is significant difference betveen the language department students and general department students in terms of their motivational orientations. Language department students were found to have a higher instrumental orientation than the general department students. And the distinction between the integrative orientations of the departments was also found to be significant. In a further analysis, it was found that the instrumentality of the language students differed significantly in terms of gender. Namely, female students of language department showed a lower level of istrumental orientation whereas male students demonstrated a lot higher level of instrumentality when compared to the females.

The study also put forward that students at ZÜGAL experienced a moderate level of speaking anxiety in their classroom. According to the results, female students got more anxious than male students while speaking English. However when the anxiety levels of the departments were compaired, it was found that the students at language department experienced low level of speaking anxiety while the students at general departments have moderate level of speaking anxiety.

The relationship between the speaking anxiety and motivation and motivational orientations were also investigated in the study. It was found out that there was a negative moderate correlation between foreign language learning motivation and foreign language speaking anxiety, which means, if the level of one of them increases or decreases, the level of the other will increase or decrease in the opposite way. Foreign language speaking anxiety was also found to be negatively and moderately correlated with instrumental and integrative orientations. The correlation between speaking anxiety and integrative orientation was found negative and moderate while the correlation between the instrumental orientation and speaking anxiety was low and negative. That means that the students with high integrative orientation tend to have lower level of speaking anxiety than the students with high level of instrumental orientation.

This study also benefited from qualitative data. Three of them were related to speaking anxiety, three of them were related to motivation and motivational orientations and one of them was related to the relationship between speaking anxiety and foreign language learning motivation. Ten students having MAQ and FLAQS, were randomly chosen, five from language department and five from general departments, and were interviewed. The aim of the interviews was to get more in-depth data about the focus of this study.

The interview questions examined speaking anxiety and foreign language learning motivation in several aspects; the reasons, dominant factors, relationship between them etc. The questions also provided specific responses for these aspects. One of the most common reasons of anxiety was found in the resulst of the interview questions was that the students got more anxious when they had to speak without being prepared in front of the class. It was also found that the students felt more motivated when their friends and teachers did not give negative reactions in case of a mistake. One other important result of the questions is that ninety percent of the students believed that the teacher has the most remarkable role on their anxiety and motivation.In addition to this, the student claimed that they would experience less speaking anxiety if the other students had lower level of English proficiency. To

conclude, the results of the questions regarding foreign language learning motivation and speaking anxiety showed parallelism with the quantitative results of the study.

5.5. Implications

In the light of the findings of this study, the teachers of English should be aware of the fact that the students suffer from a certain amount of speaking anxiety regardless of their genders and departments. Considering the negative correlation between speaking anxiety and motivation, the teachers should encourage the students participate in the lesson and avoid from the negative reactions. It must always be taken into consideration that the higher the motivation is the lower the speaking anxiety is.

As concluded from both quantitative results and interview results of this study, since the students having higher level of proficiency in English experience lower level of speaking anxiety and higher level of motivation, the curriculum can be revised to increase the proficiency level of the students.

In addition, since the study revealed that the students of language department were instrumentally motivated and had low level of speaking anxiety level, the instrumentality for the students of general departments can be increased by asking English questions in the ÖSYM exams for all of the departments.

Ultimately, in order to increase the language learning motivation and overcome speaking anxiety, the teachers should create a classroom atmosphere in which the students are not afraid of making mistakes, the students know that making a mistake is natural, the students respect each other, the teacher always facilitates learning with positive feedback.

5.6. Suggestions for Further Research

When we consider the findings of the study, I can suggest some ideas for the researchers for further research. First of all, this study investigated the and evaluated the information of the students at the time of the questionnaires and interviews, it did not give ant information about the changes the students may have experienced before or after the study was conducted. For this reason, the study may be done with students in a long period of time by observing the levels of motivation and anxiety.

Secondly, this study ignored the personal differences and did not take the backgrounds of the participants into consideration. Taking these factors into account may contribute to the study.

Finally, since this study was conducted in Anatolian high school context, a larger group of participants in terms of departments, ages, jobs etc. can provide a wide variety of information.

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7. APPENDICES

7.1.APPENDIX A

The Motivation/Attitude Questionnaire					
This questionnaire is prepared to collect information about your motivational level in English Language Learning. After reading each statement, please circle the number which appeals to you most. There are no right or wrong answers for the items in this questionnaire. Thanks for your contribution. '1' : **Strongly disagree.** '2' : **Disagree.** '3' : **Not sure.** '4' : **Agree.** '5' : **Strongly agree.**					
	Strongly Disagree	**Disagree**	**Not Sure**	**Agree**	**Strongly Agree**
1. If I spent a long time abroad, I would make great effort to learn the local language although I could easily get by with what I already know.	1	2	3	4	5
2. I would like to learn as many languages as possible.	1	2	3	4	5
3. After finishing learning English, I'd like to start learning another language.	1	2	3	4	5
4. For me learning a foreign language is a hobby.	1	2	3	4	5
5. Sometimes learning a foreign language is a burden for me.	1	2	3	4	5
6. Learning a foreign language is an exciting activity.	1	2	3	4	5
7. I don't like the process of learning a foreign language and I do it only because I need the language.	1	2	3	4	5
8. Learning a foreign language often gives me a feeling of achievement.	1	2	3	4	5
9. Learning a foreign language often makes me happy.	1	2	3	4	5
10. Studying English is important to me because it	1	2	3	4	5

provides an interesting intellectual activity.					
11. English proficiency is a part of the general culture.	1	2	3	4	5
12. I am learning English to become more educated.	1	2	3	4	5
13. English proficiency is important to me because it allows me to learn about the current intellectual trends of the world, and thus to broaden my view.	1	2	3	4	5
14. English proficiency is indispensable for a Turkish person to be able to live a fulfilling life.	1	2	3	4	5
15. Everybody in Turkey should learn English at least an intermediate level.	1	2	3	4	5
16. The more I learn about the British/Americans, the more I like them.	1	2	3	4	5
17. Most of my favourite artists (e.g., actors, musicians) are either British or American.	1	2	3	4	5
18. Britain and America are among the most exciting countries of the world.	1	2	3	4	5
19. British/American culture is of vital importance in the world nowadays.	1	2	3	4	5
20. If I could speak English well, I could do a more interesting job.	1	2	3	4	5
21. If I could speak English well, I could travel more for official purposes.	1	2	3	4	5
22. I would have financial benefits if I had a good English proficiency.	1	2	3	4	5
23. My colleagues usually know a foreign language at Least at an intermediate level.	1	2	3	4	5
24. My bosses expect me to learn English.	1	2	3	4	5
25. Without knowing English well, I cannot expect a promotion.	1	2	3	4	5
26. The prominent members of my profession	1	2	3	4	5

know English at least at an intermediate level.					
27. English proficiency is important to me because it is indispensable for establishing an international reputation.	1	2	3	4	5
28. English proficiency is important to me because it will allow me to get to know about various cultures and people.	1	2	3	4	5
29. Studying English is important to me because it offers a new challenge in my life, which would otherwise become a bit monotonous.	1	2	3	4	5
30. It is indispensable for me to take the State language exam in order to achieve a specific goal. (scholarship, degree)	1	2	3	4	5

7.2. APPENDIX B

Motivasyon ve Tutum Anketi

Bu anket İngilizce öğreniminizdeki motivasyon seviyeniz hakkında bilgi toplamak için hazırlanmıştır. Lütfen her maddeyi okuduktan sonra size en uygun olan rakamı daire içine alınız. Anketteki soruların doğru veya yanlış cevabı olmadığını unutmayınız. Katkılarınızdan dolayı teşekkürler.

'1' : **Kesinlikle Katılmıyorum.** '2' : **Katılmıyorum.** '3' : **Kararsızım.**

'4' : **Katılıyorum.** '5' : **Kesinlikle Katılıyorum.**

Cinsiyetiniz: Bayan ☐ **Erkek** ☐

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Yurt dışında uzun bir süre yaşamam gerekseydi, İngilizce bilmem yeterli olsa bile bulunduğum ülkede kullanılan ana dili öğrenmeye çalışırdım.	1	2	3	4	5
2. Mümkün olduğunca çok yabancı dil öğrenmek istiyorum.	1	2	3	4	5
3. İngilizce öğrendikten sonra farklı bir dil öğrenmek istiyorum.	1	2	3	4	5
4. Benim için yabancı dil öğrenmek bir hobidir.	1	2	3	4	5
5. Bazen yabancı dil öğrenmenin fazladan bir yük Olduğunu düşünürüm.	1	2	3	4	5
6. Yabancı dil öğrenmek heyecan vericidir.	1	2	3	4	5
7. Yabancı dil öğrenmeyi sevmiyorum ve sadece ihtiyacım olduğu için öğreniyorum.	1	2	3	4	5
8. Yabancı dil öğrenmek bana başarı hissi veriyor.	1	2	3	4	5
9. Yabancı dil öğrenmek beni mutlu ediyor.	1	2	3	4	5
10. Farklı bir zihinsel çalışma olduğu için İngilizce öğrenmek benim için önemlidir.	1	2	3	4	5

11. İngilizce yeterliliğe sahip olmak insanın genel kültürünün bir göstergesidir.	1	2	3	4	5
12. Daha eğitimli olmak için İngilizce öğreniyorum.	1	2	3	4	5
13. İngilizce bilmek benim için önemlidir çünkü dünyadaki güncel entelektüel akımlar hakkında bilgi sahibi olmamı sağlıyor ve böylece bakış açımı genişletiyor.	1	2	3	4	5
14. Kaliteli bir yaşam sürebilmek için Türklerin mutlaka İngilizce yeterliliğine sahip olmaları gerekir.	1	2	3	4	5
15. Türkiye'de herkesin en azından orta seviye İngilizce bilmesi /öğrenmesi gerekir.	1	2	3	4	5
16. İngiliz ve Amerikalılar hakkında bir şeyler öğrendikçe, onları daha fazla seviyorum.	1	2	3	4	5
17. Sevdiğim sanatçıların çoğu (aktör, müzisyen...vb.) İngiliz veya Amerikalı.	1	2	3	4	5
18. İngiltere ve Amerika dünyanın en heyecan verici ülkelerindendir.	1	2	3	4	5
19. İngiliz ve Amerikan kültürü şu günlerde dünyada büyük öneme sahiptir.	1	2	3	4	5
20. İngilizce konuşursam, daha iyi bir iş bulabilirim.	1	2	3	4	5
21. İngilizce konuşursam, daha fazla iş seyahatine çıkabilirim.	1	2	3	4	5
22. İngilizce bilmek bana maddi açıdan fayda sağlar.	1	2	3	4	5
23. Gelecekte iş arkadaşlarım yabancı bir dili en azından orta seviyede konuşuyor olacak.	1	2	3	4	5
24. Gelecekte patronum benim İngilizce bilmemi bekleyecek.	1	2	3	4	5
25. Gelecekte işimde terfi edebilmek için İngilizce biliyor olmam gerekecek.	1	2	3	4	5

26. Benim meslek grubumdaki önemli kişiler en azından orta seviyede İngilizce konuşabiliyor.	1	2	3	4	5
27. Gelecekte uluslararası bir itibara sahip olabilmek için İngilizce bilmek benim için önemlidir.	1	2	3	4	5
28. Çeşitli kültürleri ve insanları tanımamı sağlayacağı için İngilizce yeterliliğe sahip olmanın önemli olduğunu düşünüyorum.	1	2	3	4	5
29. Hayatıma anlam katan bir zorluk oluşturduğu için İngilizce öğrenmek benim için önemlidir, böyle olmasaydı hayatım biraz monoton olurdu.	1	2	3	4	5
30. Belirli bir amaca ulaşmak için (diploma ya da burs alabilmek…vb) kesinlikle devletin yaptığı yabancı dil sınavına girmem gerekiyor.	1	2	3	4	5

EFL Speaking Anxiety Scale– English Version This questionnaire is prepared to collect information about your level of English language speaking anxiety that you experience in classroom atmosphere. After reading each statement, please circle the number which appeals to you most. There are no right or wrong answers for the items in this questionnaire. Thanks for your contribution. '1' : **Strongly disagree.** '2' : **Disagree.** '3' : **Not sure.** '4' : **Agree.** '5' : **Strongly agree.**

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I am never quite sure of myself when I am speaking in English.	1	2	3	4	5
2. I am afraid of making mistakes in English classes.	1	2	3	4	5
3. I tremble when I know that I am going to be called on in English classes.	1	2	3	4	5
4. I get frightened when I don't understand what the teacher is saying in English	1	2	3	4	5
5. I start to panic when I have to speak without preparation in English classes	1	2	3	4	5
6. I get embarrassed to volunteer answers in English classes.	1	2	3	4	5
7. I feel nervous while speaking English with native speakers.	1	2	3	4	5
8. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
9. I don't feel confident when I speak English in classes.	1	2	3	4	5
10. I am afraid that my English teacher is ready to	1	2	3	4	5

correct every mistake I make.					
11. I can feel my heart pounding when I am going to be called on in English classes.	1	2	3	4	5
12. I always feel that the other students speak English better than I do.	1	2	3	4	5
13. I feel very self-conscious about speaking English in front of other students	1	2	3	4	5
14. I get nervous and confused when I am speaking in English classes.	1	2	3	4	5
15. I get nervous when I don't understand every word my English teacher says.	1	2	3	4	5
16. I feel overwhelmed by the number of rules I have to learn to speak English.	1	2	3	4	5
17. I am afraid that the other students will laugh at me when I speak English.	1	2	3	4	5
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

İngilizce Konuşma Kaygısı Anketi					
Bu anket İngilizce konuşurken yaşadığınız kaygı seviyesi hakkında bilgi toplamak için hazırlanmıştır. Lütfen her maddeyi okuduktan sonra size en uygun olan rakamı daire içine alınız. Anketteki soruların doğru veya yanlış cevabı olmadığını unutmayınız. Katkılarınızdan dolayı teşekkürler. '1' : **Kesinlikle Katılmıyorum.** '2' : **Katılmıyorum.** '3' : **Kararsızım.** '4' : **Katılıyorum.** '5' : **Kesinlikle Katılıyorum.** **Cinsiyetiniz: Bayan** ☐ **Erkek** ☐					
	Kesinlikle Katılmıyorum	**Katılmıyorum**	**Kararsızım**	**Katılıyorum**	**Kesinlikle Katılıyorum**
1. İngilizce derslerinde konuşurken asla kendimden emin olamıyorum.	1	2	3	4	5
2. İngilizce derslerinde konuşurken hata yapmaktan korkuyorum	1	2	3	4	5
3. İngilizce derslerinde sıranın bana geleceğini bildiğim zaman çok heyecanlanıyorum.	1	2	3	4	5
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.	1	2	3	4	5
5. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda panikliyorum.	1	2	3	4	5
6.İngilizce derslerinde sorulan sorulara cevap vermekten çekiniyorum.	1	2	3	4	5
7. Ana dili İngilizce olan insanlarla İngilizce konuşurken kendimi gergin hissediyorum.	1	2	3	4	5
8. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.	1	2	3	4	5
9. İngilizce derslerinde konuşurken kendime güvenemiyorum.	1	2	3	4	5

10. İngilizce öğretmenimin yaptığım her hatayı düzeltmeye çalışması beni korkutuyor.	1	2	3	4	5
11. İngilizce derslerinde sıra bana geldiğinde kalbimin daha hızlı attığını hissediyorum.	1	2	3	4	5
12. Diğer öğrencilerin daima benden daha iyi İngilizce konuştuklarını düşünüyorum.	1	2	3	4	5
13. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum	1	2	3	4	5
14. İngilizce derslerinde konuşurken hem heyecanlanıyorum hem de kafam karışıyor.	1	2	3	4	5
15. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman tedirgin oluyorum.	1	2	3	4	5
16. İngilizce konuşmak için öğrenmem gereken kuralların sayısı beni kaygılandırıyor.	1	2	3	4	5
17. İngilizce konuşacağım zaman diğer öğrencilerin bana gülmesinden korkuyorum.	1	2	3	4	5
18. İngilizce öğretmenim cevabına önceden hazırlanmadığım sorular sorduğunda heyecanlanıyorum.	1	2	3	4	5

7.5. APPENDIX E

Interview Questions For EFL Learners

QUESTIONS	PROMPTS
1. Why do you want to learn English?	*to have a good job, to meet foreign people, to pass the eaxams, to go abroad
2. How can you define your level of motivation for learning English?	*High, moderate, low
3. Do you think speaking English is an anxiety provoking factor in language learning process?	*yes, no
4. What kinds of situations cause stress or anxiety for you while speaking English?	* speaking in front of the class, speaking without preperation, classmates' behaviours
5. What do you think about the role of your teacher on your speaking anxiety? Do his/her behaviors influence your level of anxiety?	* positive& negative behaviours of the teacher, positive feedback, error correction
6. What do you think about the idea that "high motivation decreases speaking anxiety"?	*agree completely&to some extent
7. In your opinion, what would decrease the level of the English speaking anxiety in classroom atmosphere?	*teacher's behaviours, friends' behaviours

7.6. APPENDIX F

RÖPORTAJ SORULARI

QUESTIONS	PROMPTS
1. Neden İngilizce öğrenmek istiyorsunuz?	*iyi bir iş sahibi olma, yurt dışına çıkma
2. İngilizce öğrenmede sahip olduğunuz motivasyon düzeyinizi nasıl tanımlayabilirsiniz?	Düşük, orta, yüksek
3. Sizce İngilizce konuşmak İngilizce öğrenme sürecinde kaygı verici bir etken midir?	*evet, hayır
4. İngilizce konuşurken hangi durumlar sizde kaygı veya strese sebep olur?	*Öğretmenin veya sınıfın karşısında konuşmak, Sunum yapmak, Hazırlanmadan konuşmak
5. Sizce İngilizce öğretmeninizin yaşadığınız konuşma kaygısındaki rolü nedir? Onun davranışları yaşadığınız konuşma kaygısının seviyesini etkiliyor mu?	* öğretmenin olumlu-olumsuz davranışları, hataları düzeltme tarzı
6. Yüksek düzeydeki motivasyonun İngilizce konuşma kaygısını azalttığı fikri hakkında ne düşünüyorsunuz?	*tamamen katılıyorum, katılmıyorum çünkü…
7. Sizce sınıf ortamında İngilizce konuşma kaygısının seviyesini neler azaltabilir?	* Hangi durumlarda kaygı yaşamadan İngilizce konuşurdunuz?