

**T.C
KAFKAS ÜNİVERSİTESİ**

**SOSYAL BİLİMLER ENSTİTÜSÜ
BATI DİLLERİ VE EDEBİYATI ANABİLİMDALI
İNGİLİZ DİLİ VE EDEBİYATI BİLİM DALI**

**THE ROLE OF MOTIVATION, ATTITUDE AND ANXIETY IN
LEARNING ENGLISH AS A FOREIGN LANGUAGE**

YÜKSEK LİSANS TEZİ

ASSİYE BURGUCU

**TEZ YÖNETİCİSİ
Yrd. Doç. Dr. Ali Osman ENGİN**

KARS, 2011

**REPUBLIC OF TURKEY
KAFKAS UNIVERSITY INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**THE ROLE OF MOTIVATION, ATTITUDE AND ANXIETY IN
LEARNING ENGLISH AS A FOREIGN LANGUAGE**

A Master's Thesis

ASSIYE BURGUCU

**Advisor
Assist. Prof. Ali Osman ENGİN**

KARS, 2011

KAFKAS ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
BATI DİLLERİ VE EDEBİYATI ANABİLİMDALI
İNGİLİZ DİLİ VE EDEBİYATI BİLİM DALI

**THE ROLE OF MOTIVATION, ATTITUDE AND ANXIETY IN
LEARNING ENGLISH AS A FOREIGN LANGUAGE**

YÜKSEK LİSANS TEZİ

ASSİYE BURGUCU

TEZ YÖNETİCİSİ
Yrd. Doç. Dr. Ali Osman ENGİN

KARS, 2011

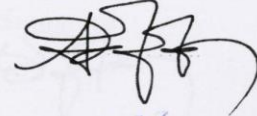
T.C.
KAFKAS ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Assiye BURGUCU'ya ait "The Role of Motivation, Attitude and Anxiety in Learning English as a Foreign Language" konulu çalışma, jürimiz tarafından Batı Dilleri ve Edebiyatı Anabilim/ Anasanat Dalı, İngiliz Dili ve Edebiyatı Bilim Dalında Yüksek Lisans tezi olarak oy birliği ile kabul edilmiştir.

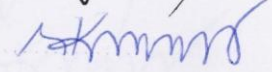
Öğretim Üyesinin Ünvanı, Adı ve Soyadı

İmza

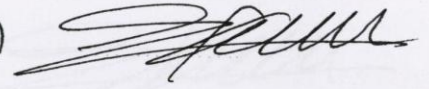
Yrd. Doç. Dr. Ali Osman EUGİLİ (KÜ)



Yrd. Doç. Dr. Şevki KÖMÜR (MÜ)



Yrd. Doç. Dr. Gencer ELKILIÇ (KÜ)



Bu tezin kabulü Sosyal Bilimler Enstitüsü Yönetim Kurulunun 01./08/2011 tarih ve 2011./10... sayılı kararı ile onaylanmıştır.

Approval of the Graduate School of Social Sciences (01/08/2011)

UYGUNDUR

08 08/2011

Doç. Dr. Selçuk URAL

Sosyal Bilimler Enstitü Müdürü

Sosyal Bilimler Enstitü Müdürü

**REPUBLIC OF TURKEY KAFKAS UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES**

This is to certify that we have read Assiye BURGUCU's thesis "The Role of Motivation, Attitude and Anxiety in Learning English as a Foreign Language" and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Examining Committee Members

Signature

Asist. Prof. Dr. Ali Osman ENGİN

.Assist. Prof. Dr. Şevki KÖMÜR

Asist. Prof. Dr. Gencer ELKİLİÇ

Approval of the Graduate School of Social Sciences. 06.06.2011

Assoc. Prof. Dr. Selçuk URAL
Director of Social Sciences Institute

ÖZET

YABANCI DİL İNGİLİZCE ÖĞRENİMİNE KARŞI MOTİVASYON, TUTUM VE KAYGI'NIN ROLÜ

BURGUCU, Assiye

Yüksek Lisans, İngiliz Dili ve Edebiyatı

Tez Yöneticisi: Yrd. Doç. Dr. Ali Osman ENGİN

Bu çalışma İngilizce öğrenimine karşı Türk öğrencilerin motivasyonu, tutumu ve kaygısını araştırmayı amaçlamıştır. Çalışma verilerinin toplanması için, üç ayrı farklı ölçek kullanılmıştır. Hazırlanan motivasyon, tutum ve kaygı ölçekleri öğrencilerin güdümlenme, tutum ve kaygı düzeylerini ölçmek için kullanılmıştır. Çalışmaya, Kafkas Üniversitesi'ndeki farklı bölümlerden 242 birinci sınıf öğrencisi katılmıştır. Araştırmacı, İngilizceye ve öğrenimine karşı öğrencilerin motivasyonun, tutumun ve kaygının rolünü incelemiş ve bu bağımsız değişkenlerin yaş, cinsiyet, bölüm, lisan-ön lisans dereceleri ile ilgili olan muhtemel ilişkisini araştırmıştır. Sayısal analizlerin tamamlanması ile nicel verilere ulaşılmıştır ve nicel verilere betimsel ve açıklayıcı istatistik analizi olan SPSS 16.0 kullanılmıştır. Araştırma bulguları öğrencilerin işlevsel motivasyon seviyesinin entegrasyon türü motivasyon seviyesinden daha yüksek olduğunu göstermiştir. Genel olarak Türk öğrencileri İngilizce bilmenin önemli olduğunun farkında olup, bu dile karşı işlevsel olarak güdümlenmişlerdir. Ayrıca, öğrencilerin motivasyonları, tutumları ve kaygıları ile cinsiyetleri ve yaşları arasındaki ilişki ile ilgili olarak, motivasyon, tutum ve kaygı değişkenlerine ait bütün faktörlerin cinsiyet ile anlamlı olarak bir ilişki göstermemiştir her iki gruptaki öğrencilerin İngilizceye karşı kaygı seviyeleri düşük orandayken motivasyon ve tutumları yüksektir, ayrıca kız öğrencilerin motivasyon ve tutum puanlarının, erkek öğrencilerden biraz daha fazla olduğu tespit edilmiştir. Ayrıca araştırma sonuçları İngilizce ile ilgili daha alakalı bölümlerde (Turist rehberliği gibi) öğrenim gören öğrencilerin motivasyon, tutum seviyelerinin daha yüksek, kaygı

düzeyleininse düşük olduğunu göstermiştir. Diğer açıdan araştırma motivasyon ve kaygı arasındaki ilişkiyi de incelemiştir ve aralarında negatif bir korelasyon olmadığına ulaşmıştır. Sonuç olarak, İngilizce öğretiminde bağımsız değişkenler motivasyon ve tutum öğrencilerde yüksek seviyede tespit edilmişken, öğrencilerin kaygı seviyeleri beklendiğinden çok daha düşük bulunmuştur.

Anahtar sözcükler: Bireysel farklılıklar ve dil öğrenimi, motivasyon, tutum, endişe.

ABSTRACT

THE ROLE OF MOTIVATION, ATTITUDE AND ANXIETY IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

BURGUCU, Assiye

MA, Program in English Language and Literature

Supervisor: Assist. Prof. Dr. Ali Osman ENGİN

June 2011, 125 pages

This study aims at investigating Turkish language learners' motivation, attitudes and language anxiety towards English language. In order to collect data, three different instruments were used for this study. The instruments are motivation questionnaire, attitudes questionnaire and language anxiety questionnaire which are prepared with the goal of collecting information about learners' motivational, attitudinal predispositions and their anxiety level towards language. The study sampled 242 freshman class students in different departments at Kafkas University. In the study researcher tries to find the role of motivation, attitudes and language anxiety towards English language and are they related to educational status, age, gender, and department. Quantitative data will be obtained from questionnaire after all the statistical analyses are completed. After data collection procedure, inferences will be made according to the data obtained from the three questionnaires so as to make quantitative analysis. For quantitative findings of the data were analyzed using descriptive and inferential statistics via SPSS 16.0 (Statistical Package of Social Sciences). The results of this study demonstrated that comparing with integrative motivational tendency, the participants' level of instrumental motivations was found higher than integrative motivation level. In general,

Turkish EFL learners are fully aware of pragmatic benefits of English language knowledge and the importance of it and also are instrumentally oriented towards English, which might have facilitative influences in the acquisition process. It is clear from the research findings of the motivational and attitudinal components that the male and female students are both motivated but female students' motivation and attitude levels are higher than males'. In terms of gender, both groups have less anxiety level and it does not affect their motivational dispositions towards learning English language. The results also showed that in terms of departments, as an overall attitudinal and motivational disposition towards learning English becomes intense on mostly English language related programme and departments, such as tourist guidance or hospitality programme. The age groups of this descriptive survey did not show significant differences in the way of their opinions regarding their integrative, instrumental motivation, attitude and language anxiety. All age groups have a consciousness of the global status English maintains today. On the other hand this study mainly focused on revealing the relationship between motivation and language anxiety, unlike the traditional expected theory, integrative, instrumental motivation and foreign language anxiety, between them, there are not significant differences. However, it can be generally indicated that foreign language anxiety and English learning motivation were negatively correlated with each other.

Keywords: individual differences and language learning, language attitude, motivation, anxiety.

**To my beloved parents, my little nephew “Mert” and
my dear students...**

ACKNOWLEDGEMENTS

First of all, I am grateful to my advisor Assist. Prof. Dr. Ali Osman Engin and my co-advisor Assoc. Prof. Dr. Tozun Issa for their invaluable support, kindness and guidance throughout this study.

I would like to express my deepest gratitude and appreciation to my colleague and friend Turgay Han who approached this study with great care and provided great support and inspiration. The books and articles he offered to me were not only a generous support but also an important source of motivation at the hard times of writing this study. I would like to thank to Elit Aydin whose survey was inspirational to my own research and my dear friend Olcay Sert who gave encouragement and support in times of need.

Besides, I should also thank to Assoc. Prof. Dr. Fatma Hülya Özcan, Assist. Prof. Dr. Ebru Öztürk and Assist. Prof. Dr. İkrım Çınar for their constructive feedback and contribution. I am also thankful to my best friends Nihan Kuzu and İrfan Atav who always help and support me at times, when I think I could not do anything. I also thank to my adorable students who are very important figures for this thesis.

It is a duty for me to thank to Assist. Prof. Dr. Gencer Elkılıç, who inspired me to pursue academic studies, when I was accepted this graduate programme. He was an influential figure in determining my academic interests.

Lastly, I would like to thank my parents, my brother Halit Burgucu, my sister Emine Burgucu Avşar and my sister-in-law Hatice Çalışkan Burgucu who did not withhold their endless love, support and patience whole of my life.

TABLE OF CONTENTS

	<u>Page</u>
JÜRİ VE ENSTİTÜ ONAYI.....	i
ÖZET	iii
ABSTRACT.....	v
ACKNOWLEDGEMENTS	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xv

CHAPTER 1

INTRODUCTION

1.0 Presentation.....	1
1.1 Background to the Study.....	1
1.2 Setting.....	6
1.3 Purpose of the Study.....	6
1.4 Significance of the Study.....	7
1.5 Research questions.....	7
1.6 Definitions and Explanations of Terms Used in This Thesis.....	8
1.7 Organization of the Chapters	10

CHAPTER 2

REVIEW OF THE SELECTED AND EMPIRICAL LITERATURE

2.0 Presentation.....	11
2.1 Affective Factors in Learning.....	11

2.2 Definition and Development of Motivation.....	15
2.2.1 Motivation in Foreign Language Learning	16
2.2.2 Types of Motivation	19
2.2.3 Theories of Motivation.....	23
2.2.3.1 Gardner’s Socio Psychological Theory.....	25
2.2.3.2 Cognitive Situated Period.....	28
2.2.3.2.1 Self-Determination Theory.....	29
2.2.3.2.2 Attribution Theory.....	31
2.2.3.2.3 Expectancy-Value Theories.....	32
2.2.3.2.4 Self-Efficacy Theory.....	34
2.2.3.3 Dörnyei’s Motivational Framework of L2 Motivation.....	35
2.2.3.4 Dörnyei and Otto’s Process Model of L2 Motivation.....	37
2.3 Definition and Development of Attitude.....	40
2.3.1 Types of Attitudes.....	44
2.3.2 The Relation between Motivation and Attitude.....	45
2.4 Definition and Development of Anxiety.....	47
2.4.1 General Anxiety and Types of Anxiety.....	49
2.4.2 Anxiety in Foreign Language Learning.....	51
2.4.3 The Relation between Motivation and Anxiety.....	52
2.4.4 Reasons of Foreign Language Anxiety in Language Learners.....	54

CHAPTER 3

METHODOLOGY

3.0 Presentation.....	56
3.1 Overall Design of the Study.....	56
3.2 Participants.....	56
3.3 Procedure.....	59
3.4 Data Collection Instruments.....	60
3.4.1 Questionnaire 1 (Foreign Language Motivation Questionnaire).....	62
3.4.2 Questionnaire 2 (Foreign Language Attitude Questionnaire).....	62

3.4.3 Questionnaire 3 (Foreign Language Classroom Anxiety Scale).....	63
3.5 Data Collection Procedures.....	63

**CHAPTER 4
DATA ANALYSIS AND RESULTS**

4.0 Presentation.....	65
4.1 Evaluation of the Questionnaire and Analysis of the Students’ Motivations toward Learning English.....	65
4.1.1 Statements to Find out Motivation about the Learning of English.....	67
4.1.1.1 Motivation Across Gender.....	69
4.1.1.2 Motivation Across Age	70
4.1.1.3 Motivation Across Department	71
4.1.1.4 Motivation Across Degree	72
4.2 Evaluation of the Questionnaire and Analysis of the Students’ Attitudes Toward Learning English	73
4.2.1 Statements to Find Out Attitudes about the Learning of English.....	74
4.2.1.1 Attitudes Across Gender.....	76
4.2.1.2 Attitudes Across Age	76
4.2.1.3 Attitudes Across Department	77
4.2.1.4 Attitudes Across Degree	78
4.3 Evaluation of the Questionnaire and Analysis of the Students’ foreign language anxiety and its role.....	79
4.3.1 Attitudes Across Gender.....	81
4.3.2 Attitudes Across Age	81
4.3.3 Attitudes Across Department	82
4.3.4 Attitudes Across Degree	83
4.4 Overall Evaluation between language anxiety and motivation.....	84

**CHAPTER 5
CONCLUSION**

5.0 Presentation.....	86
-----------------------	----

5.1 Summary of the Study.....	86
5.2 Discussion of the Findings.....	87
5.3 Limitations.....	91
5.4 Conclusions and Pedagogical Implications.....	92
5.5 Suggestions for Further Research.....	93
REFERENCES.....	95
APPENDICES.....	112
A1 Motivation, Attitude, Anxiety Questionnaire.....	112
A2 Motivasyon, Tutum, Kaygi Anketi.....	117
CV	125

LIST OF TABLES

Table 1.1: Factors listed as influencing individual learner differences in language learning three surveys.....	2
Table 2.1: Some Findings Concerning Role of Motivation in Second Language Acquisition.....	18
Table 2.2: Motivational Dichotomies.....	21
Table 2.3 Summary of the most well-known contemporary motivation theories in psychology.....	23
Table 2.4 Dörnyei's (1994a) Framework in the Language Classroom.....	36
Table 2.5 Schematic Representation of The Process Model of L2 Motivation.....	39
Table 3.1: Reliability of Motivation Questionnaire.....	63
Table 3.2: Reliability of Attitude Questionnaire.....	64
Table 3.3: Reliability of Language Anxiety Questionnaire.....	64
Table 4.1 Descriptive Statistics of Motivation Questionnaire toward Learning English.....	66
Table 4.2 Integrative Motivation Levels in Descending Order.....	67
Table 4.3 Instrumental Motivation Levels in Descending Order.....	68
Table 4.4 Motivational Intensity Levels in Descending Order.....	69
Table 4.5 Inferential Analysis of Gender Differences for Motivation toward EFL...	70
Table 4.6 t Test Results of the Students' Total Sub-Factor Motivation Results with Respect to their Gender.....	70
Table 4.7 The Differences of Participants' Motivation with respect to Ages.....	71
Table 4.8 Age and Motivation.....	71
Table 4.9 The Differences of Participants' Motivation with respect to Departments	72
Table 4.10 The Differences of Participants' Motivation with respect to Degrees	73
Table 4.11 Descriptive Statistics of the Attitude Questionnaire.....	74
Table 4.12 Attitudes Levels in Descending Order.....	75
Table 4.13 Inferential Analysis of Gender Differences for Attitudes toward EFL.....	76
Table 4.14 The Differences of Participants' attitudes with respect to Age.....	77
Table 4.15 The Differences of Participants' attitudes with respect to Department...	78

Table 4.16 Inferential Analysis of Degree Differences for Attitudes toward EFL ...	78
Table 4.17 Summary Statistics of the Language Anxiety Questionnaire.....	79
Table 4.18 Inferential Analysis of Gender Differences for the role of language anxiety in EFL.....	81
Table 4.19 The Differences of Participants' Language Anxiety level with respect to Age.....	81
Table 4.20 The Differences of Participants' Language Anxiety level with respect to Department.....	82
Table 4.21 Inferential Analysis of Degree Differences for the role of Language Anxiety in EFL.....	83
Table 4. 22 Regression Analysis Summary for Motivational Variables Predicting Foreign Language Anxiety.....	84

LIST OF FIGURES

Figure 2.1 Gardner’s Conceptualization of Integrative Motive.....	26
Figure 2.2 Revised Socio-Educational Model.....	27
Figure 2.3 The Self-determination Continuum Showing Types of Motivation with their Regulatory Styles, Loci of Causality, and Corresponding Processes	32
Figure 2.4 Expectancy-Value Theory, Eccles, Wigfield, and Colleagues’ Expectancy Value Model of Achievement Motivation.....	33
Figure 2.5 Europeans and their Languages.....	43
Figure 3.1 Visual illustration of Age Distribution.....	57
Figure 3.2 Visual illustration of Gender Distribution	58
Figure 3.3 Visual illustration of Departments Distribution.....	59

CHAPTER 1

INTRODUCTION

1.0 Presentation

This introductory chapter compasses the background to the study, the setting, the purpose and the significance of the study and the research questions followed by definitions of terms.

1.1 Background to the Study

Empirical observations and theoretical studies have sustained that each learner is different and retrieves information in a different way according to his/her intelligence, previous experiences, motivation, attitude, perception, cultural and personal background. Gardner (2001) also emphasizes that research has focused on individual difference characteristics of the student such as attitudes and motivation, language anxiety, self-confidence, field independence, personality variables (e.g. risk-taking, empathy and the like), intelligence, language aptitude, and language learning strategies. In line with this view, individual differences in second or foreign language learning have been attributed to both cognitive and affective factors. Initially, scholars were concerned with the study of cognitive factors such as aptitude and intelligence (Henmon, 1929). However, review of English language teaching (ELT) literature illustrates that most of the foreign language studies have focused on the cognitive domain of language teaching and ignored the affective domain; it has only been three decades since its importance was understood deeply and the concept of affective factors has started to be explored to a large extent. Without any doubt, individual differences (IDs) basically have an important role and a long history that pre-dates the beginning of second language acquisition (SLA) and foreign language learning (FLL), (Ellis, 2008). It seems necessary to consider the research literature in the socio-psychological factors in order to understand more fully the role of individual

differences in SLA and FLL. Inasmuch as that the students bring with them to the language learning.

Table 1.1 shows that Skehan's (1989), Robinson's (2002), and Dörnyei's (2005) look insight IDs, such as language aptitude, personality, motivation, anxiety and the other less central IDs.

Table 1.1 Factors Listed as Influencing Individual Learner Differences in Language Learning Three Surveys

Skehan (1989)	Robinson (2002)	Dörnyei (2005)
1- Language aptitude	1- Intelligence	1- Personality
2- Motivation	2- Motivation	2- Language Aptitude
3- Language learning strategies	3- Anxiety	3- Motivation
4- Cognitive and affective factors:	4- Language Aptitude	4- Learning and cognitive strategies
a) extroversion/ introversion	5- Working memory	5- Other learner characteristics
b) risk-taking	6- Age	a) anxiety
c) intelligence		b) creativity
d) field independent		c) willingness to communicate
e) anxiety		d) self-esteem
		e) learners beliefs

(Adapted from Ellis, 2008, p. 644)

Williams (1994) states that learning a foreign language involves far more than simply learning skills, system of rules, grammar, grammatical structures; it covers an alteration in self-image, the adaption of new social and cultural behaviours and ways of being, and therefore has a significant impact on the social nature of learner. The affective factors which the constructs of motivation, attitude and anxiety have been recognized as important predictors of foreign language performance.

When focusing attention on motivation in SLA and FLL. Far and away the most important work done in this area has been by Robert Gardner (1959) (earlier with Wallace Lambert and later with research associates at the University of Western Ontario). Mowrer (1950) states that individual development is important for identification with a valued person (Skehan, 1989) Gardner and Lambert (1959, 1972) built on this idea and want to identify with not merely particular individuals but also foreign peoples. They studied on the motivation of English-speaking Canadians learning French for more than ten years and during the empirical research program, besides aptitude for language, motivation to learn a language was found to be another factor that explains why it takes longer for some to learn a foreign language than others (Gardner & Lambert, 1959). The researchers also found evidence that motivation was a forceful promoter of L2 learning, and they added that the learners who were integratively motivated were more successful than those with instrumental motivation (e.g. Spolsky 1969; Gardner & Lambert, 1972). Clément and Kruidenier (1985) studied to specify further factors that influence motivation. Results showed that there were four different orientations to language study were identified. One of the most important factors was the instrumental orientation, along with reasons, such as travel, finding new friends and acquiring knowledge (Root, 1999). Moreover, Crooks and Schmidt (1991) searched how motivation includes both internal and external factors, beyond the instrumental and integrative motivations. Dörnyei (1994a) also asserted that instrumental motivation would have greater influence on language learners in FLL. To sum up in note from, a number of empirical researches on second or foreign language learners' motivation has been initiated in Canada and actively promoted in this vein in different places of the world (Clément, Smythe and Gardner, 1978; Desrochers and Gardner, 1981; Dörnyei, 1990; Heckhausen, 1991; Root, 1999; Brown, 2000; Cohen & Dörnyei, 2002).

Spolsky (1971) indicates that there are four significant factors related to L2 / FL learning and attitude is one of these factors. Baker (1988) mentions that attitudes are learned propensity and they are not gained by heredity. They are influenced by experiences. Therefore, attitudes toward language learning could be positive, negative

or neutral. An attitude toward a particular language and learning it takes shape and develops through people's reaction towards a language variety reveals their perception about the speakers of that variety in terms of their social, political, cultural and economic backdrop (Üzüm, 2007). This study aims to investigate Turkish learners' attitudes towards EFL learning and also the questionnaire encompasses in terms of the participants' evaluation of the teacher and the course, class.

Second language (L2) and foreign language (FL) learning facilitate better communication and understanding between individuals who speak different languages and come from different cultural, social backgrounds (Yashima, Zenuk-Nishide & Shimizu, 2004).

On the other hand, owing to amount of controversy surrounding the teaching of English as a foreign language, attitudes could be a significant factor influencing the achievement of the English program. The initial step is to evaluate how students feel toward English as a foreign language. Inasmuch as, learners' own cultural background and the background of the L2 /FL culture often influence their attitudes towards language learning. Masgoret and Gardner (2003) define that attitudes toward the learning situation is the individual's reaction to anything associated the immediate context in which the language taught. After accomplished both students' feeling toward English language and the cultural and social point, it is better to look deeper into the attitudinal components of English as a formal subject in the classroom. The underlying reasons pertaining to the expression positive, negative or neutral attitudes are suggested only in reference to the available data from the questionnaire and from the author's personal observations as a teacher of English as a foreign language. As a teacher in the state school system, this author has witnessed many expressions of opinion regarding English within the educational system.

Educational researchers in the field of English as a foreign language (EFL) have also shown interest in the notion of anxiety which is another affective variable. Foreign language learning is, especially in the classroom situation, particularly stressful and full of challenges. Students are hesitant when they participate in the class; they worry

about peers' and teachers' opinions. In an exploration carried out by Gardner (2005) language anxiety could be aroused in many situations (i.e., interpersonal communication, language drills, examinations, etc.). On the other hand, MacIntyre and Gardner (1989) states that learners do not begin the language learning experience with language anxiety. In other words, it is a learned emotional response. Hence, language anxiety drives also from the factors other than the classroom situation. In many cases, one of the most noticeable reasons is the anxiety reaction which typically exists among foreign language learners. Scholars have suspected that anxiety inhibits foreign language learning, in order to determine foreign language (FL) anxiety in English language learners, in a more practical way, a larger number of studies (e.g., Elkhafaif, 2005; Gregersen, 2003; Gregersen & Horwitz, 2002; Horwitz, 1995; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1989, 1991; Young, 1986) are sustained and emphasize the negative effects of anxiety in the classroom. "As long as foreign language learning takes place in a formal school setting where evaluation is inextricably tied to performance, anxiety is likely to continue to flourish" (Horwitz et al., 1986, p.131). On the other hand several studies have investigated the sources of anxiety when learning reading (Aydın, 1999), when learning speaking (Saito, Garza and Horwitz, 1999), when learning writing, (Öztürk and Çeçen, 2007) and while learning foreign language listening (Kimura, 2008). Therefore, researchers have composed that the sources of anxiety may also differ in relation to the language skill being learned. The sources of reading or speaking anxiety may be differing from the anxiety of other skills. Various studies conducted on the area of anxiety and based on the result of these researches, scholars have suggested strategies for reducing anxiety in language learners.

The fact that inconclusive research examining the role of motivation, attitude and anxiety in foreign language learning on learners' differences in FLL prompted this study to examine the role of IDs, motivation, attitude and anxiety toward language learning and the probable correlation among these features, such as participants' age, gender, department, gender, associate degree and bachelor's degree associate degree and bachelor's degree.

1.2 Setting

The study was conducted at the different departments at Kafkas University in the second term of academic year 2009-2010 and targeted young adults who were having their first year of university study. Therefore, the freshman class students were the subjects at Kafkas University, Kars. The subjects took three or four hours of general English lessons in a week from different instructors (five male and four female instructors). This general English lesson was a compulsory course, which aim at enabling the students to become aware and make use of English both their school life and career. The subjects were told that this study was carried out in order to improve the language teaching program. Hence, this study and their participating would be both for their own benefit and for future students' achievement and advantages in language learning. In addition to this, it is possible to claim that they provide a rich profile of learners representing different regions of Turkey, because as some of the subjects are from Kars and others come from different cities of Turkey.

1.3 Purpose of the Study

The title mainly consists of these three words, motivation, attitude and anxiety in language learning; initially, in this study, it will be discussed some of the pedagogical thoughts that these initial explorations bring to mind - the pedagogic and psychological ideas that might be seen as possible solutions to the practical problems involved. Basically, the main purpose of this study is to find out the role of motivation, attitude and anxiety level in learning English as a foreign language.

Should learners are aware of the importance of these three IDs and understand their effects on their learning process; they can improve their language skill and learn better. The study also aims at finding out which kind of motivation (instrumental or integrative motivation) is overriding among the subjects and to reveal the attitudinal

dispositions of learners towards English language, target language culture, as well as teachers and classroom atmosphere, furthermore; it focuses on the effect of gender

differences on the level and type of anxiety together with age, department, associate degree and bachelor's degree influence and relationship between English anxiety level and motivational patterns of the participants.

1.4 Significance of the Study

There are a large number of studies, often claiming to be studying motivation, attitude and anxiety that have shown correlations of these IDs and language learning. As Gardner (1985) states that motivation is a vital issue in second language learning since it affects learners' academic success positively by enhancing learner engagement (Aydin, 2007). Moreover, Gardner (1985) indicates that language teaching without positive attitudes is a futile attempt. Young (1992) states that if language teachers should reduce anxiety level, they create an effective learning environment. It is most probable that accepting the presence of motivation, attitude and anxiety in language learning and teaching would lead to better FL teaching performances, and in return, to better FL learning. In such a case, both FL teachers and FL learners would benefit.

1.5 Research Questions

The study examines and analyzes the freshman class students', who are in different departments at Kafkas University (associate degree or bachelor's degree students), motivation, attitudes and language anxiety toward learning English. In trying to reach goal, according to the participants' gender, ages, educational status-associate degree or undergraduate-, departments, all the assessment is integrated and motivation, attitudes and language anxiety profile of the freshman class students will be drawn up. More specifically, the study seeks answers to the following questions:

1-What are the levels of motivation, attitude and anxiety of EFL learners toward learning English?

2-Do motivation, attitude and language anxiety of the participants differ according to their department, age, gender, associate degree and bachelor's degree?

3-What are the motivational patterns for English learning of Turkish EFL learners?
Which motivations are stronger?

4-Is there a relationship between English anxiety level and motivational patterns of the participants?

1.6 Definitions and Explanations of Terms Used in This Thesis

The researcher of present study has used many terms relating to language, language leaning, language motivation, attitude and anxiety. Here are brief definitions and/or explanations of these terms. In addition, Appendix A contains a glossary of definitions and explanations related to data analysis.

Wilson (2006) has employed the common abbreviations *L1* to mean students' 'mother tongue', *L2* to mean the '(foreign or second) language' they are learning, *EFL* to mean 'English as a Foreign Language', *ESL* to mean 'English as s Second Language' and *FL* to mean 'Foreign Language'.

English as a second language is defined in the Cambridge Dictionaries Online "English as taught to people whose main language is not English and who live in a country where English is an official or main language." English is described as a second language in countries such as Fiji, Singapore and Nigeria" (Richards, Platt & Platt., 1992, p.143).

According to Gardner (2001), it is claimed that a language is a second language for an individual if it is readily available in that individual's environment, and the individual has many opportunities to hear, see, and use it. Similarly, it is proposed that a language is a foreign one for the individual if it is the language of a group with which the individual has little contact, so that there is little opportunity to meet with members of that language group, or to experience the language first hand.

Foreign Language is defined in the Longman Dictionary of Language Teaching and Applied Linguistics (Richards, *et al*, 1992) as "[a] language that is not a native

language in a country. A foreign language is usually either for communication with foreigners who speak the language, or for reading printed materials in the language” (p.142).

Motivation: *Motivation* is defined in the Cambridge Dictionaries Online “enthusiasm for doing something”

Integrativeness: According to Gardner, (2001) *integrativeness* reflects a genuine interest in learning the second language in order to come closer psychologically to the other language community.

Integrative motivation: *Integrative motivation* to a language is defined as “a desire to be like representative members of the other language community” (Gardner & Lambert, 1972, p. 14)

Instrumental motivation: *Instrumental motivation* is characterized by “a desire to gain social recognition or economic advantages through knowledge of a foreign language”. (Gardner & Lambert, 1972, p. 14)

Attitude: An individual’s attitude is “an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinions about the referent.” (Gardner, 1985, p.9).

Language anxiety: It is defined that subjective feelings of apprehension and fear associated with language learning and use. Foreign language anxiety may be a situation-specific anxiety, similar in that respect to public speaking anxiety. Issues in the study of language anxiety include whether anxiety is a cause or an effect of poor achievement, anxiety under specific instructional conditions, and the relationship of general language anxiety to more specific kinds of anxiety associated with speaking, reading, or examinations (Richards, *et al*, 2002, p. 285).

1.7 Organization of the Chapters

The present study consists of five chapters. Chapter 1 introduces the current study and includes the background of the study, statement of the problem, purpose of the study, significance of the study, research questions, definitions and explanations some of terms used in this thesis and organization of chapters.

Chapter 2 presents a review of the selected and empirical literature. Studies conducted on motivation, attitude and anxiety in language learning, teaching in general, and in FL teaching are presented in this chapter.

Chapter 3 explains the methodology of the study. In this chapter, the participants, instruments, data collection procedure, and data analysis are presented.

Chapter 4 presents and discusses the results of the study.

Chapter 5 summarizes the current study and presents the conclusions and implications based on the results of the study. In addition, this chapter provides suggestions for further research.

CHAPTER 2

REVIEW OF THE SELECTED AND EMPIRICAL LITERATURE

2.0 Presentation

This chapter provides an overview regarding language motivation, attitudes and anxiety and these three IDs positions in general, psychological context, and in specific, language learning context. A framework demonstrates the related theoretical and empirical studies and the correlations among them.

2.1 Affective Factors in Learning

Early studies have been to characterize the relationship between language, society and psychology. According to Wardhaugh (1990) society is “a group of people who come together for a certain purpose and purposes”, and language as ‘what the members of a particular society speak’. Sociolinguistics is the study of language in relation to social factors, that is social class, educational level and type of education, age, sex, ethnic origin, etc. (Richards, & Schmidt, 2002). On the other hand, psycholinguistics is defined “a discipline in which the insights of linguistics and psychology are brought to bear on the study of the cognitive aspects of language understanding and production” (Malmkjaer, 2002, p.432). Clearly, the nature of the learning situation will be influenced by learners’ social and psychological situation.

Without any doubt, individual learners differences (IDs) have an important role and a long history that pre-dates the beginning of Second language Acquisition (SLA) (Ellis, 2008). Dörnyei (2005; p. 6) noted about IDs in L2 studies;

the study of IDs has been long observed that there is a particularly wide variation among language learners in terms of their ultimate success in mastering a second language (L2) and therefore the study of IDs, especially that of *language aptitude and language learning motivation*, has been a featured research area in L2 studies since 1960s

Gardner (2005) states that 50 years ago affective variables such as attitudes, motivation, and anxiety were not considered being very important, if at all, as factors related to learning another language. Where interesting changes have occurred in the last five decades is the expansion of affective factors. A number of affective factors exist, and yet they are all in some way related to each other. These include motivation (Dörnyei and Otto, 1998; Gardner and Lambert, 1959, 1972; Keller, 1983; Mowrer, 1950;), anxiety (Dickinson, 1995; Ehrman, 2000; Ehrman and Dörnyei, 1998; Gardner and Lambert, 1959; Heron, 1982; Horwitz and Young, 1991), defence mechanisms (Ehrman, 1996, 1998; Ehrman and Dörnyei, 1998; Vaillant, 1992), internal attitudes (Crookes & Schmidt, 1991), self-esteem (closely related to the self-efficacy factor), activation or the alertness required to act (Reichard et al., 1992), hierarchies of need from safety to self-actualization (Maslow, 1968), self-regulation (Schunk & Zimmerman, 1997), self-management (Mechanic, 1978), beliefs (Tittle, 2000), emotional intelligence (Goleman, 1995), perception (Roberts, 1992; Price & Gascoigne ,2006), self-monitoring- perhaps more a metacognitive variable than an affective one (Krashen, 1982), and others. According to Dörnyei, 2001b; Ehrman, 2000; Ehrman and Dörnyei, 1998; Wenden 1991 (Ehrman, Leaver and Oxford, 2003) all of these factors play an important role in promoting or preventing learner autonomy.

"... I was writing a second quarter quiz. The really amusing thing is that I felt I did okay, for quite a number of reasons" (Root, 1999, p. 82-83).

"I just know I have some kind of disability: I can't learn a foreign language no matter how hard I try."

"When I'm in my Spanish class I just freeze! I can't think of a thing when my teacher calls on me. My mind goes blank. "

"I feel like my French teacher is some kind of Martian death ray. I never know when he'll point at me!"

"It's about time someone studied why some people can't learn languages."
(Horwitz, Horwitz & Cope, 1986, p.125).

The first statement was uttered by a student whose comments pertaining to the language level motivational construct. The other four statements above were collected from different language learners' diaries which are related with language attitudes and anxiety. These sentences are quite familiar to foreign language teachers all around the world. More recent research has sought, although some learners succeed and are motivated in learning a foreign language (FL) more than other learners (Ellis, 2008), many learners express opinions similar to the ones cited above; As Horwitz *et al* (1986) imply that learners claim to have mental blocks against learning an FL.

The various research findings concerning positive effects of motivation and attitudes on foreign language performance (Gardner & Lambert, 1959; 1972) whereas, the other research findings concerning negative effects of anxiety on FL learning (Horwitz *et al*, 1986). As Gardner and Lambert (1972) define, *motivation* is the factor which is responsible for learners' goal, desire and orientation in L2 learning. Dörnyei (2005) emphasizes that motivation has a great importance in SLA; "it provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process [...]" (Dörnyei, 2005, p.65).

English is learned and taught as a foreign language in many countries, including Turkey. In the Turkish educational context, English is neither the second language nor an official one; yet, it is "the most useful foreign language" (König, 2006) and it has an instrumental function in the Turkish educational system. According to Kocaman, (1989) English has a specific situation in the Turkish educational context:

It is possible that countries like Canada with a history of colonization might be successful in using second language-medium instruction in their national education; however, these countries cannot be models for Turkey. Because, in these countries second language is also used in daily communication, whereas Turkey is a monolingual country, and in such countries second-language medium instruction is doomed to failure. Therefore, a better model should be developed, as native language-medium instruction forms the basis of national education systems of many European countries and other developed countries like Japan (Kocaman, 1989, p.61).

The introduction of foreign language instruction in the Turkish educational system dates back to the 1950s. Since then, there is a great demand to learn English both in formal educational institutions and in community courses in Turkey. English instruction starts at the early stages of education. Although it is not a compulsory subject in state schools and universities, almost 95% of the students elect English as a foreign language; learners might well want to learn English as a foreign language for purely practical reasons, such as getting a better job, a higher salary, (Dörnyei, 2001a) or for graduate studies either at home or abroad, or to realize objectives in life. Different types of high school are available after eight years of basic education in Turkey. Regular state high schools offer elective foreign language courses. Anatolian high schools accept students through an entrance exam and offer a compulsory one-year intensive English program to prepare the students for instruction in English in some subjects. Super high schools, to which acceptance are granted on the basis of high academic achievement, offer an English preparatory year as well. Private high schools, which are subject to tuition fees, have an intensive English year with instruction in English in some subjects in the following years (König, 2006). Therefore, there has probably always been a belief that English has a major role in learners both educational and social life context. In order to enable the most learners possible to learn a language as much as they can, language teachers need to give them every advantage, including a program that enables them to start out in a relatively comfortable and stress-free way. Perhaps, language teaching process might come true with methods, which draw on the best, that the multiple methodologies of the past century and new ones to come have to offer, and certainly some nascent models of such learner-centred instruction have been proposed (Aliev and Leaver, 1993; Beyer, 1992; Leaver, 1992; Nunan, 1988). In order to success such a learner-centered learning and teaching context, researchers, teachers should also gain a sense of how much students or learners are both different and similar; how one person differs from another in their styles, strategies, and motivations, attitudes among other attributes, yet succeeds in his or her own way. From this point view, this empirical study is to find out the role of some affective factors -*motivation, attitude and anxiety*- level in learning English as a foreign language and their correlation with gender, age,

departments, associate degree and bachelor's degree and make some suggestions to improve current suggestions.

2.2 Definition and Development of Motivation

Motivation has been of interest in several disciplines that seek to understand human behaviours vis-à-vis learning. ESL/EFL learning is one of these disciplines. In the socio-psychological literature on motivation, it has been defined that is a composite of intensity and orientation that correspond respectively to the effort expended and to the learner's goals. Orientations have been defined as long-range goals which, along with attitudes, sustain students' motivation to learn a second language (L2) (Belmechri and Hummel, 1998). Besides, motivation has been defined in many different ways by different researchers in psychology and also in language learning process. For instance; Keller (1983) states "Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in this respect"(p.389). According to Ellis (1994) motivation affects the extent to which language learners persevere in learning, their actual achievement. Motivation is defined in the Longman Dictionary of Language Teaching and Applied Linguistics (Richards *et al*, 1992) as "the driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second language" (p. 343). Ager (2001) claims that the discussion so far has implied that motivation is complex; consisting of three main elements. These are the seven motives for a specific plan or policy at a general level; the attitudes of policy-makers or planners towards a particular language or variety; and goals which are more specific aim to achieve. (p.12)

<u>Motive</u>	<u>Attitude</u>	<u>Goal</u>
Identity	Knowledge of language	Ideal
Ideology	Emotion towards language	Objective
Image	Desire to take action	<u>Needs</u>
Insecurity		Physiological

Inequality
Integration
Instrumentality

Psychological
Strategies to achieve
these

Many theories in psychology have attempted to define and search the phenomenon of motivation. One of the studies about motivation was Gardner and Lambert's (1959) theory of motivation in second or foreign language. This research instructed many studies in the 60s, 70s and 80s. It was not adequate in investigating different aspects of motivation, researchers developed different theories in order to expand foreign language learning motivation. These theories together with Gardner's are covered in the following sections of the study.

2.2.1 Motivation in Foreign Language Learning

Motivation is, indeed, a kind of internal drive that encourages a learner to pursue a course of action and is responsible for initiating the learning and later the driving force to sustain the learning process over the long and arduous years it takes to learn a language. Dörnyei (2001b) states that without sufficient motivation no other factor on its own can ensure student achievement.

Since the 1950s, L2 motivation research has focused on how to motivate L2 learners and also it has been dominated by a social psychological approach extensively influenced by the work of Robert Gardner, Wallace Lambert, Richard Clément and their associates (Dörnyei 1998). After a series of studies involving Canadian learners of French, socio-psychologist Gardner and Lambert (1972) proposed a theoretical framework which called social-psychology theory, which defined motivation in terms of integrative-orientation and instrumental-orientation. , integrative-orientation means that L2 learner shows interest in learning about the culture and the people in the target language whereas instrumental-orientation suggests that learner has more pragmatic consideration in his/her mind learning the target language, such as obtaining a job, earning more money, passing an examination (Csilla, 1999). The researchers found evidence that motivation was a forceful promoter of L2 learning, and also the learners who were integratively motivated were more successful than those with instrumental motivation. (Spolsky 1969; Gardner & Lambert, 1972). However, Gardner and

Lambert (1972) received criticism for focusing on too much on the integrative motivation and studies just were held only in Canada, where two official languages (French and English) are spoken. Researchers believe and claim that attitudes toward a community within the same nation are likely to be more positive than attitudes toward an foreign culture, language and community (Xavier, 2005). Samimy and Tabuse's (1992) study supported the prominence of instrumental motivation in a foreign language (FL) context and apparently an instrumental motivation, determined by an instrumental orientation, is generally prominent in FL contexts.

By the early 1990s the study of motivation took a turning point by Crookes & Schmidt (1991) to explore various directions in which the social psychological construct of L2 motivation could be further developed. Their suggestion for an L2 motivational framework encompasses four dimensions. One is *micro level*, the other is *classroom level*, the third and four levels concern the *syllabus* and *extracurricular* activities and long-term learning respectively (Xavier, 2005). Among some of the researchers who have made an invaluable contribution to our understanding of L2 motivation are Clément, Dörnyei & Noels, 1994; Crookes & Schmidt, 1991; Dörnyei, 1994a; Williams & Burden, 1997, These authors reviewed a substantial number of general motivational theories as well as some recent research on L2 motivation. Furthermore, Dörnyei (1994a) focused on the components that would be applicable to foreign language learning contexts as opposed to second language learning contexts. "The nature and effect of certain motivation components might vary as a function of the environment in which the learning takes place". (Dörnyei, 1990, p. 48). One finding that is fairly common in his theory, Gardner (1988) also admitted that it would be too simplistic just to assume that the role of motivation should be consistent and universal in language learning in different settings .Gardner (2005) states that there are a large number of studies, often claiming to be studying motivation, that have presented individual language learners with reasons for studying a second language. Some have shown correlations of these reasons with measures of achievement, some have not.

According to Dörnyei (2001b), even though a great deal has been written in the past about *what* motivation is, describing its components and dimensions and how these

affect learning, very little has been said about *how* this theoretical knowledge can be applied in the actual classroom. He submitted that there is an impressive array of motivational strategies that have been found to be effective in living up classroom learning. (Dörnyei, 2001b, p.73)

- breaking the monotony of learning
- making the tasks more interesting
- increasing the involvement of the students

Table 2.1 shows a brief summary of some findings that have been obtained relatively consistently after 1980s, and in each case reference is made to a study obtaining such results. (Gardner, 2001)

Table 2.1: Some Findings Concerning Role of Motivation in Second Language Acquisition

Finding	
Gardner & Smythe (1981)	Integrativeness, Attitudes toward the Learning Situation, and Motivation are separate but correlated constructs, and Motivation has a direct effect on second language achievement.
Clément, Smythe & Gardner (1978)	Differences in integrative motivation help to explain who will drop out and who will continue with language study in future years.
Gliksman, Gardner, & Smythe (1982)	Differences in integrative motivation account for differences in activity in the language classroom.
Desrochers & Gardner (1981)	Differences in motivation are related to whether or not children will participate in school-planned excursions to the other language community.
Gardner & Lysynchuk (1990)	Motivation promotes the retention of second language skills after study ends, largely because motivated individuals will tend to use the language during the subsequent period.

Tremblay, Goldberg	Levels of trait (i.e., long lasting) motivation & Gardner (1995) to learn second languages influence levels of state (i.e., at the moment) motivation which in turn influence the rate of learning second-language vocabulary.
Gardner & MacIntyre (1991)	Both integrative and instrumental motivation influence the rate of learning second language vocabulary.

(Adapted from Gardner, 2001, p. 11-12)

2.2.2 Types of Motivation

One of the most important goals of second language (L2) and foreign language (FL) learning is to facilitate better communication and understanding between individuals who come from different cultural backgrounds and speak different languages. Yet, some specific reasons or goals may drive learners or students to learn the target language. Wlodowski (1985) explained motivation as “the processes that can

- (a) arouse and instigate behaviour,
- (b) give direction or purpose to behaviour,
- (c) continue to allow behaviour to persist
- (d) lead to choosing or preferring a particular behaviour” (p. 2).

According to Wlodowski (1985) motivation gives direction to learners’ aim or behaviour; it might be consciously or unconsciously and it can lead to choosing or preferring a particular behaviour. There are many different reasons and responses when someone asks to an L2 / FL learners why they want to learn it.

Gardner and various colleagues proposed the Socio-educational model of language learning (Gardner, 1985, 1988, 2000). In the original versions of this model, there were two kinds of motivation: *integrative* (positive disposition toward the foreign culture or L2 group and interact with and a desire to participate as a member of it) and *instrumental* (goal of acquiring language in order to use it for a specific purpose, such

as getting a better job, career advancement, a higher salary, passing an examination or entry to post secondary education). Gardner's socio-educational model of motivation focused on the integrative motive (Root, 1999). Gardner (1985, p. 153) stated: "The concept of the *integrative motive* is indicated as comprising the tripartite division of integrativeness, attitudes toward the learning situation and motivation."

Gardner and his colleague MacIntyre added (1995) something about integrativeness in their further researches and claimed that "Integrativeness, reflects the individual's willingness and interest in social interaction with members of other groups. It is assessed by three scales, Attitudes Toward the Language Group, Interest in Foreign Languages, and an Integrative Orientation to Language Study" (p. 159). Gardner and his associates' proposition of the integrative-instrumental duality has not gone without criticism, Clément and Kruidenier, 1983; Dörnyei, 1998, Gillette, 1987, those criticism which will be dealt with in detail in chapter 2.2.3.1. Gardner (2005) gave this explanation about *integrative motivation* "We never integrativeness (integrative orientation or integrative motive) to mean one wanted to become a member of the other cultural community, but rather an individual's openness to taking on characteristics of another cultural/linguistic group. (p.7). In addition to this, Gardner (2005) stated that they consistently proposed that the words, pronunciation, grammar, and the like prominent characteristics of another culture group, and therefore the individual's openness to other cultures (i.e. integrativeness) will affect his/her motivation to learn the language. Gardner and Lambert (1972) suggested that individuals with an integrative orientation would demonstrate greater motivational effort in learning an L2, and, thus, success greater L2 competence.

The model proposed by Deci and Ryan (1985) and generally used in educational psychology distinguishes between *intrinsic* and *extrinsic* motivations. L2 intrinsic motivation involves enjoyment and pleasure of learning a second or foreign language for its own sake without any external pressure (Wu, 2003). Extrinsically motivated actions, on the other hand, are controlled in order to achieve "an instrumental end" (Noels, Clément & Pelletier, 1999). Those actions or behaviours are not performed because of inherent interest in the activity, but in order to arrive or achieve at some instrumental end. As we mention above, English is taught and learnt as a foreign

language some countries, and Turkey is one of them. Language learners have hardly any chance to integrate with native speakers of the target language. Therefore, most of the language learners learn a foreign language, widely English; in order to find a good, better job, graduate from school, pass an examination etc. This present empirical study investigates the relevance of motivation types for language learning such as intensity of motivation, which type has a higher level, anxiety experienced in both classroom and learning process.

Table 2.2: Motivational Dichotomies

	Intrinsic	Extrinsic
Integrative	L2 learner wishes to integrate with the L2 culture (e.g., for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (i.e., Japanese parents send kids to Japanese- language school)
Instrumental	L2 learner wishes to achieve goals utilizing L2 (e.g., for a career).	External power wants L2 learner to learn L2 (e.g., corporation sends Japanese businessman to U.S. for language training).

(Adapted from Bailey, 1983; cited in Brown, 2000, p.166)

The connection between intrinsic / extrinsic and integrative / instrumental motivation types are given in the table above. Learners' or students' desire to learn an L2 / FL does not come only from some inner sources but probably the other outer sources affect it or vice versa. It can be seen that it is possible to conclude that a learner who wants to achieve a goal such as career instrumentally, s/he is also intrinsically motivated if s/he wants to integrate with the culture and interact with the people of the target language.

Crookes and Schmidt (1991) searched how motivation includes both internal and external factors, beyond the instrumental and integrative motivations. Dörnyei (1994a) also asserted that instrumental motivation would have greater influence on language learners in FLL. In Dörnyei's first level model is the language level, in there, both instrumental and integrative motivation focused on reactions and attitudes toward the target language. He drew up an extended motivational framework which was similar

in nature but broader to that of Crookes & Schmidt's (1991) approach. Some other criticisms have also been raised against some of the hypotheses constructed by Gardner. Brown (2001) obviously summarizes the contradictory claims; "integrative orientation (desire to learn language stemming from a positive affect towards a community of its speakers) was more strongly linked to success in language learning than an instrumental orientation (desire to learn a second language in order to attain certain career, educational or financial goals), later studies showed that both orientations could be associated with success" (p. 75). Brown (2000) also cites the sample 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. Moreover, it can be clearly seen that it is possible to see the learners / students who are instrumentally and integratively motivated or who have intrinsic and extrinsic motivation to learn a foreign language in this learning process. Particularly, some predominantly monoculture societies, and countries such as Turkey, Hungary, Japan etc. using target language as a daily means of communication is relatively restricted because learners are exposed to their mother-tongue in their daily life. However, it does not mean that it is impossible for those societies or countries' students to be motivated integratively or intrinsically, but they tend to have only instrumental motivation toward learning English. In this day and age, it is so normal for learners to be integrated to another culture or language thanks to mass media and technology, because they can easily reach the information and dig up further information about everything, including languages and this curiosity stimulate their motivation. These factors might be influential in students' formation of all motivation types.

2.2.3 Theories of Motivation

Table 2.3 Summary of the Most Well-Known Contemporary Motivation Theories in Psychology.

	GOOD SUMMARIES	MAIN MOTIVATIONAL COMPONENTS	MAIN MOTIVATIONAL TENETS AND PRINCIPLES
<i>Expectancy Value Theories</i>	Brophy(1998) Eccles and Wigfield(1995)	Expectancy of success; the value attached to success on task	Motivation to perform various tasks is the product of two key factors the individual's expectancy of success in a given task and the value the individual attaches to success on that task. The greater

			the perceived likelihood of success and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation.
<i>Achievement motivation theory</i>	Atkinson and Raynor (1974)	Expectancy of success; incentive values; need for achievement; fear of failure	Achievement motivation is determined by conflicting approach and avoidance tendencies. The positive influences are expectancy of success, the incentive value of successful task fulfilments and need for achievement. The negative influences involve fear of failure, the incentive to avoid failure and the probability of failure.
<i>Self-efficacy</i>	Bandura(1997)	Perceived self-efficacy	Self-efficacy refers to people's judgments of their capabilities to carry out certain specific tasks, and, accordingly, their sense of efficacy will determine their choice of the activities attempted, the amount of effort exerted and persistence displayed.
<i>Attribution theory</i>	Weiner(1992)	Attributions about past successes and failures	The individual's explanations of why past successes and failures have occurred have consequences on the person's motivation to initiate future action.
<i>Self-worth theory</i>	Covington(1998)	Perceived self-worth	People are highly motivated to behave in ways that enhance their sense of personal value and worth. When these perceptions are threatened, They struggle desperately to protect them, which results in a number of unique patterns of face-saving behaviours in school setting.
<i>Goal setting theory</i>	Locke and Latham(1990)	Goal properties: specificity, difficulty and commitment	Human actions is caused by purpose, and for action to take place, goals have to be set and pursued by choice. Goals are both specific and difficult lead to the highest performance provided the individual shows goal commitments.
<i>Goal orientation theory</i>	Ames(1992)	Mastery goals and performance goals	Mastery goals (focusing on learning the content)are superior to performance goals (focusing on demonstrating ability and getting good grades) in that they are associated with a preference for challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning.

<i>Self-determination theory</i>	Deci and Ryan (1985) Vallerand(1997)	Intrinsic motivation and extrinsic motivation	Intrinsic motivation concerns behaviour performed for its own sake in order to experience pleasure and satisfaction such as joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing a behaviour as a means to end , that is, to receive some extrinsic reward or to avoid punishment.
<i>Social motivation theory</i>	Weiner (1994) Wentzel(1999)	Environmental influences	A great deal of human motivation stems from the sociocultural context rather than from individual.
<i>Theory of planned behaviour</i>	Ajzen(1988), Eagly and chaiken(1993)	Attitudes; subjective norms; perceived behavioral control	Attitudes exert a directive influence on behaviour, because someone's attitude towards a target influences the overall pattern of the person's responses to the target. Their impact is modified by the person's subjective norms and perceived behavioural control.

(Adapted from Dörnyei, 2001b, p.10-11)

Looking at the above table, it shortly explains main motivational tenets and principles of all those theories. For example, according to Brophy (1999), Eccles and Wigfield (1995), they states that expectancy of success is the value attached to success on task and the greater the perceived likelihood of success and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation. It is possible to say that there are some contemporary theories which have been searched about motivation in psychology and in this process of researching motivation, many scholars and theorists have also attempted to propose theories in foreign and second language settings. The most familiar theories are Gardner's Socio Psychological Theory (Gardner, 1985), Cognitive Situated Period (Crookes & Schmidt's (1991), Self-Determination Theory (Deci & Ryan, 1985; Vallerand, 1997), Attribution Theory (McDonough, 1989; Weiner, 1992), Expectancy-Value Theories (Brophy, 1999; Eccles & Wigfield, 1995; Oxford & Shearin, 1994), Self-Efficacy Theory (Bandura, 1997; Mills, Pajares & Herron, 2007). Dörnyei (2001a) states that all the different theories make a lot of sense; the only problem with them is the ignorance each other and they do not even try to achieve a synthesis very often.

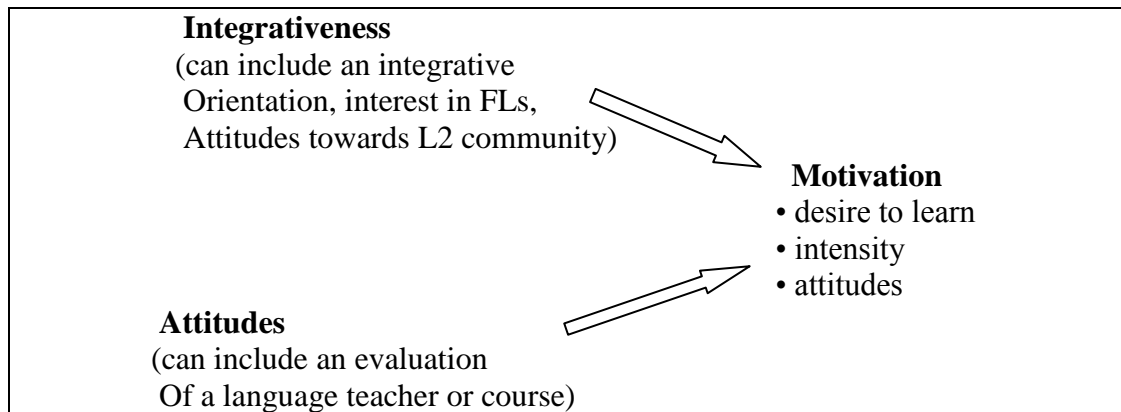
2.2.3.1 Gardner's Socio Psychological Theory

The author of this study mentioned the other parts of chapter 2 and chapter 1, motivation is multifaceted, and it has been defined in many different ways by different researchers in psychology, language education and learning and other scientific disciplines. Kleinginna and Kleinginna (1981) present 102 statements referring to the concept. Motivated individuals display many different characteristics. They are mostly goal-directed. These individuals are aroused in seeking their goals, they have expectancies about their achievements, successes and failures, and when they are achieving some degree of success they demonstrate self-efficacy; they are self-confident about their achievements. Finally, they have reasons for their behaviour, and these reasons are often called motive and also if a learner is motivated, s/he has reasons (motives) for engaging in the relevant activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities and exercises Gardner (2005). Gardner also states that in his fundamental model which is related to difference variables involved in language learning with ability (both intelligence and language aptitude) and motivation. Many educational psychologists such as Carroll (1963), Bruner, (1966), and Glazer (1976) have propounded that ability and motivation are two important factors associated with achievement. Gardner (1985), in his socio-educational model, defined a number of factors which are interrelated when learning a second language. Williams (1994) also states and agrees that learning a foreign language is different from other school subjects because "language, after all, belongs to a person's whole social being: it is part of one's identity, and is used to convey this identity" (p. 77).

According to Dörnyei (2001b, p. 68), Gardner's motivation theory has four areas:

1. the construct of the *integrative motive*;
2. a general learning model, labeled the *socio-educational model*, which integrates motivation as a cornerstone;
3. the *Attitude/Motivation Test Battery* (AMTB);
4. a recent *extended L2 motivation construct* developed together with Paul Tremblay (Tremblay and Gardner, 1995).

Figure 2.1 Gardner’s Conceptualization of Integrative Motive

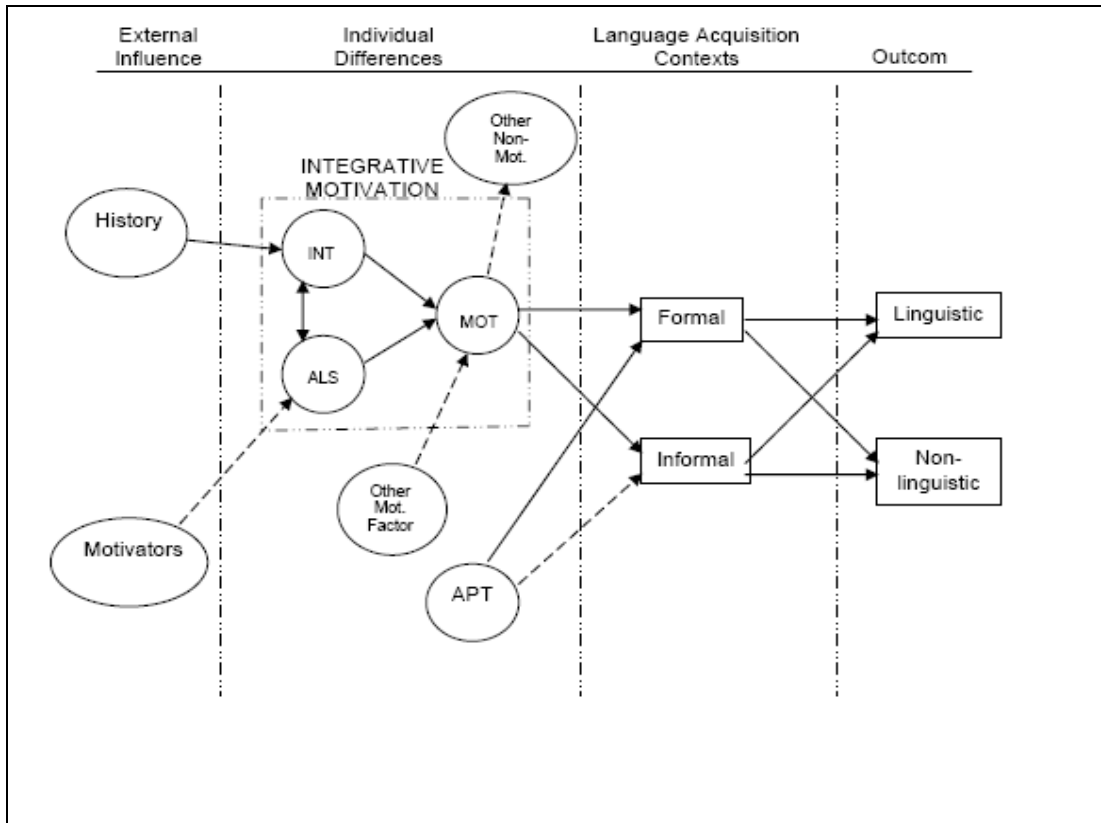


(Adapted from Dörnyei, Z., 2001b, p.50)

As we can see from the figure above, three main components compose this complex construct; *integrativeness*, *attitudes toward the learning situation* and *motivation*. Yet, Gardner’s model focused on the *integrative motive* which is explained as a “motivation to learn a second language because of positive feelings toward the community that speaks that language” (Gardner, 1985, p. 82-3) and the broader concept of it. *Motivation* is the central concept of the complex construct, but there are also some factors which affected this, such as *integrativeness*, which includes integrative orientation, interest in foreign languages, and attitudes towards the target group or community, which show the learner’s willingness and interest in interacting with the people of the other communities (Gardner, Tremblay & Masgoret, 1997) and *attitudes* toward the learning situation (to teacher and course) (Gardner, 2005; Dörnyei, 2001b).

In *the socio-educational model*, Gardner (2005) defines the model; it is proposed that the individual’s motivation to learn a second language is related to two classes of variables. One is Attitudes toward the Learning Situation and the other one is integrativeness.

Figure 2.2 Revised Socio-Educational Model



(Adapted from Gardner, 2001, p.5)

Dörnyei (2001b, p. 52) states that vital importance of this revised socio-educational theory distinguishes the four separate characteristics of the second language acquisition process:

1. antecedent factors (which can be biological or experiential such as gender, age or learning history)
2. individual difference (i.e. learner) variables such as intelligence, language aptitude, motivation, and language anxiety
3. language acquisition contexts
4. learning outcomes

The third area of Gardner's motivation theory is *the Attitude Motivation Test Battery* (AMTB) (Gardner, 1985,). It is a multicomponent motivation test made up of over 130 items and composes very good psychometric properties, including construct and predictive validity. (Dörnyei, 2001b). The model will be studied in detail while analyzing in section Data Collection Instruments 3.4.

The last model is Tremblay and Gardner's revised model; it offers a synthesis of Gardner's earlier socially grounded construct and recent cognitive motivational theories and illustrates that additional variables to Gardner's socio-educational model of L2 learning. Shortly, Tremblay and Gardner revised and extended Gardner's motivation construct without damaging its integrity and added three new elements which are mediating variables between attitudes and behaviour, *goal*, *valence* and *self-efficacy* (Dörnyei, 2001b).

Some criticisms have been increased against some of the hypotheses constructed by Gardner. However, since 1985, interest has continued to grow, more models have been proposed, and new directions have been suggested and tried. Gardner (2005) claims that other researchers have proposed similar constructs more appropriate to their contexts, labelling them differently. For example, Yashima, Zenuke-Nishide, and Shimizu (2004) have demonstrated that a construct labelled "International Posture" which is defined "as a general attitude toward the international community that influences English learning and communication among Japanese learners" (Yashima, 2002, p. 62-63). This study is measured interest in international activities, and interest in foreign affairs. Another study by Kraemer (1993) also considers a different socially relevant construct. Her study involves Israeli students learning Arabic. She demonstrates that a socially relevant construct, identified as Social/Political Attitudes, had an indirect effect on motivation, and these attitudes reflected close social distance, equal civil rights, and optimism about peace in the future. Like integrativeness in the socio-educational model, these reflect openness to the other community.

2.2.3.2 Cognitive Situated Period

Crookes and Schmidt (1991), Oxford and Shearin (1994), and Dörnyei (1994a) all acknowledge the great foundational value of the socio-educational model. This call is interestingly for an expansion of *parameters*, not strictly for a radical change of perspective. With this understanding, Cognitive situated period characterized by work drawing on cognitive theories in educational psychology and it can be seen as a concurrent intertwining and narrowing of theories. Researchers (Clément *et al.*, 1994;

Crookes & Schmidt (1991) aim to explore and define the actual domains at which L2 motivation was shaped (i.e., cognitive, classroom, syllabus, and outside of the classroom), as well as the internal factors determining what shape a language learner's motivation would take (Gardner, 2010).

2.2.3.2.1 Self-Determination Theory

According to self-determination theory, there are two general and well-known types of motivation, one based on intrinsic interest in the activity per se and the other based on rewards extrinsic to the activity itself. Learners or people's motivated action can be either self-determined or controlled. There is not any external coercion or pressure in L2 /FL learning process. The first type of motivation is *intrinsic motivation* (IM) which deals with behaviour performed for its own sake in order to experience pleasure and satisfaction such as the pleasure of doing a specific activity or satisfying one's curiosity (cited in Dörnyei, 2001b). Deci and Ryan (1985), state that IM is founded upon innate needs for competence and self-determination. These researchers hypothesize that when learners are free to choose to perform an activity, they will seek interesting situations where they can rise to the challenges that the activity presents.

Noels, Pelletier, Clement, & Vallerand, (2000) categorize L2 intrinsic motivation into three types based on Self-Determination Theory (SDT) (Deci and Ryan, 1985) and the empirical studies by Vallerand (1997) and Vallerand et al. (1992, 1993). *IM-Knowledge* is the motivation for learning an L2 for the feelings associated with exploring new ideas and developing knowledge; *IM-Accomplishment* refers to the sensations related to the attempt to master a task or to achieve a goal; *IM-Stimulation* is related to motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation, joy or excitement (Wu, 2003).

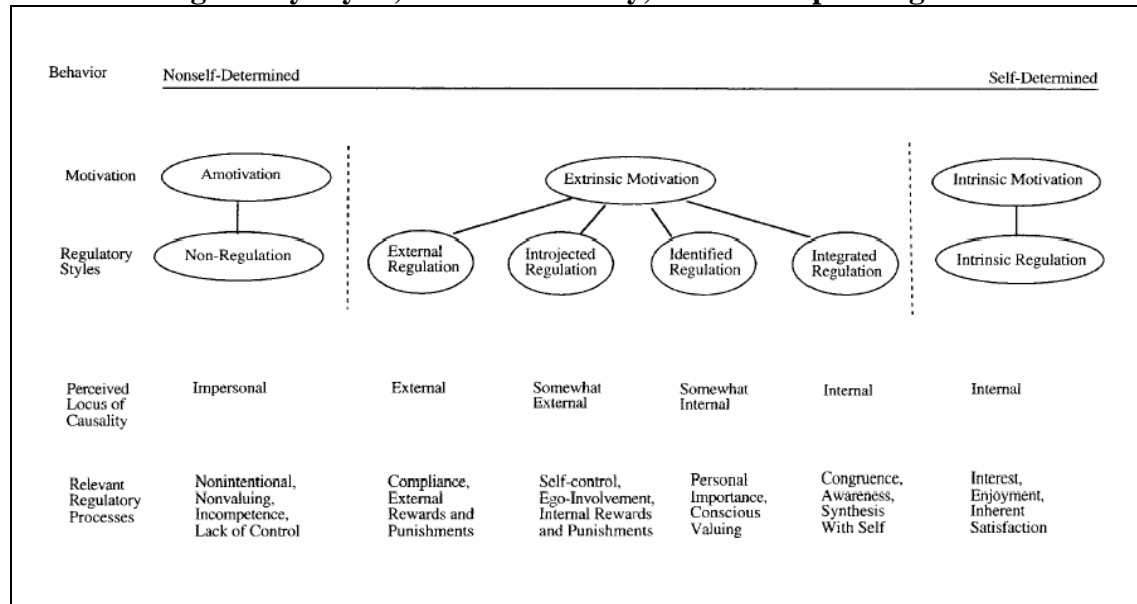
Extrinsic motivation extrinsically motivated behaviours are those actions carried out to achieve some instrumental goals, such as earning a reward, passing an examination or avoiding a punishment. This type of motivation does not necessarily imply a lack of self-determination in the behaviours performed (Wu, 2003). Dörnyei's (2001b)

explanation about it, although extrinsic motivation has traditionally been seen as something that can undermine IM: even several studies have confirmed that some students may lose their natural intrinsic interest if they have to do it, some other studies and researches have not found the expected negative relationship between these two types of taxonomy, which led to Deci and Ryan (1985) to replace the intrinsic / extrinsic dichotomy with more elaborate construct following the main tenets of what the theorists called *self-determination theory*.

Finally, Deci and Ryan (Dörnyei, 2001b) report on consistent findings and results that people will be more self-determined in performing a particular behaviour to the extent they have the opportunity to experience *autonomy* “experiencing oneself as the origin of one’s behaviour” , *competence* “having a sense of accomplishment”, and *relatedness* “feeling close to and connected to other individuals. They build up these fundamental human needs for individual who seek to satisfy.

Figure 2.3 shows the different types of motivation, arranged from left to right in terms of the extent to which the motivation is autonomous or self-determined. Researches claim that intrinsically motivated behaviours are the prototype of autonomous or individuals expose self-determined behaviour, because these behaviours are interesting and enjoyable and are performed volitionally (Wæge, 2007).

Figure 2.3 The Self-Determination Continuum Showing Types of Motivation with their Regulatory Styles, Loci of Causality, and Corresponding Processes



(Adapted from Ryan & Deci, 2000, p. 72).

2.2.3.2.2 Attribution Theory

The other cognitive theory is which McDonough (1989) claims to be “the most cognitive and non-mechanistic theory” is attribution theory (p.147). It was first developed by Weiner in 1950s as a psychological theory of attribution. In the 1980s, Weiner developed his own version of attribution theory and analyzed it with three segments: *locus of control* (the cause of the success or failure can be internal or external), *stability*, (uncontrolled), *controllability* (unstable).

Dörnyei (2001b, 2005) explains attribution theory; it relates learners’ past failures and successes affect the future goal and expectancy of language learning, its main tenet is that the causal attributions one makes of past successes and failures have consequences on future achievements professions. Therefore, the references of learners are important, inasmuch as they could be different causes such as luck, lack of ability or achievement, intention, situation etc. Dörnyei (1994a) explains it with this sample, failure that is ascribed to low ability or to the difficulty of a task decreases the expectation of future success more than failure that is ascribed to bad luck or to a lack of effort. Perhaps, we could utter this sentence: ‘If I am stupid I am more disappointed

by failure than if I did not prepare well' Graham (2004) summarizes the most common attributions in school environments are those to

- ability
- effort
- task difficulty
- luck
- mood
- family background
- help or hindrance from others

Skehan (1989) suggests that it could be better and desirable if more attribution theory research were carried out in the language field. In spite of a great number of theoretical significance of attributions in L2 motivation in the literature, there is surprisingly little actual research has been conducted in this area (Dörnyei, 2001b).

Given the attribution findings in two qualitative studies have been carried out by Ushioda (1996) and Williams & Burden (1999). Ushioda's research composes of two-stage interview study; he studied with Irish learners of French and found that sustaining a positive self-concept and a belief in personal potential against negative experiences based on to attributional patterns, the first one tend to attribute L2 achievements to personal ability or other internal factors such as effort, perfectionist approach and the second one is attributing L2 failure or lack of achievement involved unstable deficiencies such as lack of opportunity to spend time in an L2 environment or lack of effort which could be overcome.

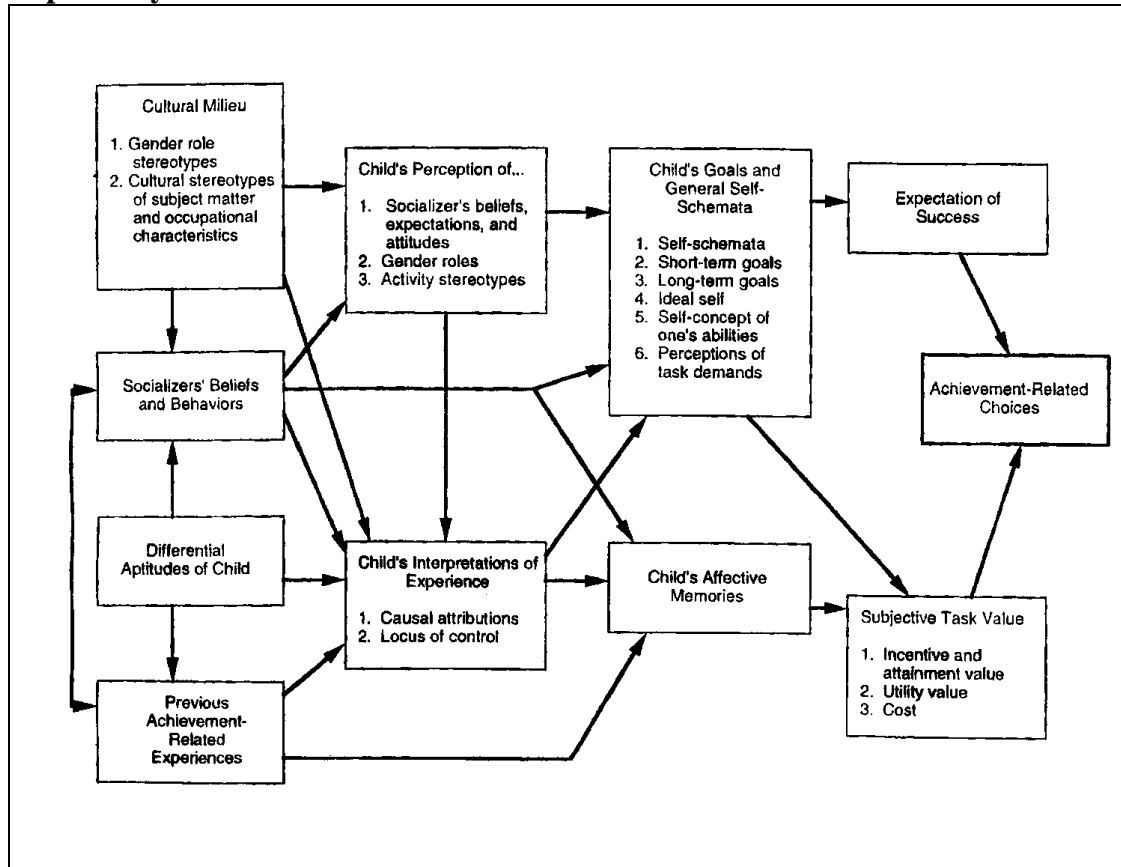
William and Burden's (1999) study reveals obvious differences between different age groups, deals with aspects of the development of learner attributions in L2 studies. While the former group (10-12 year-old) attains success due to listening and concentrating, the other group (older children) demonstrates many more attributions which comprised ability, level of work, circumstances, and the influence of others.

2.2.3.2.3 Expectancy-Value Theories

Dörnyei (2001b) indicates that since 1990s, the *expectancy-value theories* have been the most influential concept in motivational psychology and the expectancy-value

model of motivation distinguishes between valuing something and expecting to be able to do it. Tollefson (2000) claims that learners' interests and willingness to expend effort on a task is closely related to whether or not they expect themselves to be able to perform the task successfully.

Figure 2.4 Expectancy-Value Theory, Eccles, Wigfield, and Colleagues' Expectancy-Value Model of Achievement Motivation.



(Adapted from Wigfield & Eccles, 2000, p. 69)

The most recent statement of this model is presented in Figure 2.4; the overall model is illustrated to provide a sense of its scope. As it can be clearly seen in the figure, expectancies and values are assumed to influence directly achievement choices. They also affect performance, effort, and persistence.

Expectancy-value theories are the individual expects to attain a valued reward; it is different from need theories, because in need theories there is an element, tension (Oxford & Shearin, 1994). On the other side, Bandura (1997) included expectancies in his discussion of self-efficacy. He distinguished between efficacy expectations, or the individual's belief that s/he can achieve a goal, and outcome expectancies, or the

belief that a given action will lead to a given outcome (Wigfield & Eccles, 2000). In his studies Bandura (1997) claims that historically, expectancy–value theorists have focused on outcome expectations in their models, and stated further that efficacy expectations are more predictive of performance and choice than are outcome expectations.

To sum up, the greater the chances of attaining the goal, and the greater the value of the goal, the more encourage the students have, which means the higher the degree of motivation (Çolak, 2008). Ability and expectancy beliefs are crucial to the expectancy–value theory of motivation and are present in other major theories as well (Wigfield & Eccles, 2000).

2.2.3.3.4 Self-Efficacy Theory

Self-efficacy is known a theory constructed under the social cognitive theory of Bandura. Bandura (1997) published his seminal work “Self-Efficacy: Toward a Unifying Theory of Behavioural Change”, since his publishing, a large number of studies in the fields of psychology and education have examined the concept of self-efficacy (Tilfarlıoğlu & Cinkara,2008). According to Dörnyei (1994a) “self-efficacy refers to an individual's judgement of his or her ability to perform a specific action”(p.227). Experience of accomplishment can play an important role on self-efficacy; moreover the observation of how the individual performs a task has compared to others, such as by observing peers; also from persuasion, reinforcement, and evaluation by others, especially teachers or parents “You can do it!” or “You are doing fine!” (Dörnyei, 1994a). He also adds, if learners gain a strong sense of efficacy and develop it, a failure may not have much impact. Oxford and Shearin (1994) indicate that many students do not have an initial belief in their self- efficacy and "feel lost in the language class” (p. 21). In addition, students with low self-efficacy tend to achieve or carry out simple academic tasks, they expend minimum effort and perseverance, and they may even avoid completing the task at all (Mills, Pajares and Herron, 2007). On the other hand, learners who have a high level of academic efficacy are willing to take difficult tasks, exert energy, show persistence in spite of deficiency,

have lower anxiety, demonstrate more flexibility in learning strategies, and evaluate and judge their academic performance themselves (Çolak, 2008).

Even though the relationship between success in learning and self-efficacy is clear, the number of studies dealing with language learning self-efficacy language learning success is limited. Duman (2007, p. 3) indicates that there have been very few studies about self-efficacy which is thought to have an important effect on academic success and motivation in social sciences and in the field of language learning, And in Turkey, a similar study has been carried out by Tılfarlıoğlu and Cinkara (2008) at a state University. The researchers aimed to explore EFL self-efficacy level of the students in relation to their academic success in English and found that language learners had high sense of self-efficacy in language learning tasks. In sum, self-efficacy was disclosed to be an influential aspect in students' success in English language learning.

2.2.3.3 Dörnyei's Motivational Framework of L2 Motivation

A general framework developed by Dörnyei (1994a) after Clement, Dörnyei, and Noels's (1994) classroom study-in which a tripartite L2 motivation construct had emerged comprising integrative motivation, self-confidence, and the appraisal of the teaching environment. In table 2.4, the framework consists of three levels: the Language Level (the L2), the Learner Level (the L2 learner), and the Learning Situation Level (the L2 learning environment); It also reflects the three different aspects of language which are the social dimension, the personal dimension, and the educational subject matter dimension (Dörnyei, 1994a).

The first level which emphasizes orientations and motives related to various aspects of the L2 is the *language level*. These various aspects are the culture it conveys, the community in which it is spoken, and the potential usefulness of proficiency in it. This dimension of the framework is in accordance with Gardnerian approach, there are two broad motivational subsystems. One of them is integrative motivational subsystem, which is “centred on the individual's L2-related affective predispositions, including social, cultural, and ethno linguistic components, as well as a general interest in

foreignness and foreign languages”. The other one is the instrumental motivational subsystem consists of well-internalised extrinsic motives (identified and integrated regulation) centred on the individual's future career endeavours” (Dörnyei, 1994a, p.279).

The second level is the *learner level*. Dörnyei (1994a) states that learner level part can identify two motivational components underlie the motivational processes, need for success and self-confidence, the latter encompassing various aspects of language anxiety, perceived L2 competence, attributions about past experiences, and self-efficacy.

Table 2.4 Dörnyei’s (1994a) Framework in the Language Classroom

Language Level	Integrative motivational subsystem Instrumental motivation subsystem
Learner Level	Needs for achievement Self-confidence <ul style="list-style-type: none"> ➤ -Language use anxiety ➤ -Perceived L2 competence ➤ -Causal attributions ➤ -Self-efficiency
Learning situation level	
<i>Course-specific motivational components</i>	Interest (in the course) Relevance (of the course to one’s needs) Expectancy (of success) Satisfaction (one has in the out come)
<i>Teacher-specific motivational components</i>	Affiliative motive (to please the teacher Authority type (controlling vs. autonomy supporting) Direct socialisation of motivation <ul style="list-style-type: none"> ➤ -Modelling ➤ -Task presentation ➤ -Feedback
<i>Group-specific motivational Components</i>	Goal-orientedness Norm and reward system

Group cohesiveness
Classroom goal structure (cooperative,
competitive or individualistic.

(Adapted from Dörnyei, 2001a, p.18)

The last level of this motivational framework is *learning situation level*. It made up of intrinsic and extrinsic motives. 1) Course-specific motivational components are related to the syllabus, the teaching materials, the teaching method, and the learning tasks. 2) Teacher- specific motivational components include the affiliative drive to please the teacher, authority type, and direct socialization of student motivation (modelling, task presentation, and feedback). 3) Group- specific motivational components are made up of four main components: goal-orientedness, norm and reward system, group cohesion, and classroom goal structure (Dörnyei, 1994a).

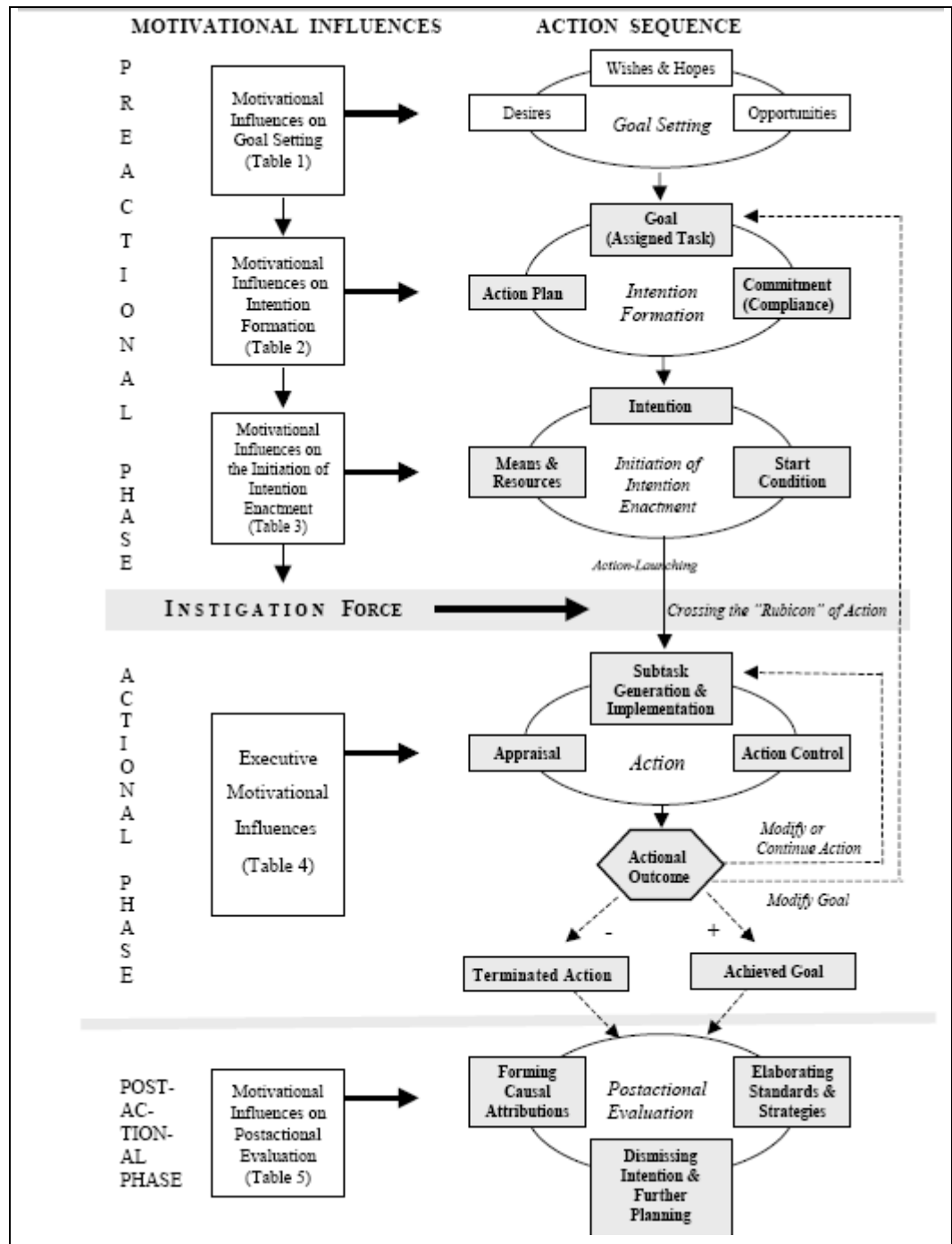
2.2.3.4 Dörnyei and Otto's Process Model of L2 Motivation

The process model of L2 motivation composed of by Dörnyei and Otto, 1998. It organises the motivational influences of L2 learning along a sequence of discrete actional events within the chain of initiating and enacting motivated behaviour also the researchers aims on the process model, the first aim is to introduce a process-oriented perspective of motivation and the secondary goal is to synthesise a number of different lines of research in unified framework (Dörnyei, 2001b). Dörnyei and Otto (1998) express that students' degree of motivation fluctuates over time. They claim that if this fluctuation spreads to the whole year, it might lead to failure or other problems in class such as classroom management and they produced this theory which focuses on explaining the dynamic feature of motivation. They also indicates that motivation can be associated with a dynamic mental process whereby the individual undergoes a number of stages such as initial planning and goal-setting, intention formation, the generation of concrete subtasks to be taken, prioritising between multiple tasks, the enactment of intentions, and the appraise of the outcomes.

As can be seen in table 2.5 below, the Process model contains two dimensions: *Action Sequence* and *Motivational Influences*. The former dimension of model shows the “behavioural process” which includes initial wishes, hopes, and desires are first

transformed into aims, and then into intentions, leading eventually to action and, hopefully, to the accomplishment of the goals. In the model, the behavioural process contains three main phases: “pre-actional phase”, “actional phase” and “post-actional phase”. The pre-actional stage illustrates choosing a course of action to be carried out. The actional phase contains three basic processes: First, *subtask generation and implementation* which represents “learning proper”, second a *complex ongoing appraisal process* referring to evaluating stimuli coming from the environment and the final one *the application of a variety of action control mechanisms* (Aydın, 2007).

Table 2.5 Schematic Representation of The Process Model of L2 Motivation



(Adapted from Dörnyei & Otto, 1998,p.48)

The last stage, post actional phase, can begin under two conditions: one is the accomplishment of the goal and the other the termination of the action. Dörnyei and Otto (1998) state that the main processes of this stage are to entail evaluating the accomplished action outcome and contemplating possible inferences to be drawn for future actions. The second dimension, motivational influences, includes all the energy sources and motivational forces that underlie and fuel the “behavioural process” (Dörnyei, 1998).

2.3 Definition and Development of Attitude

The concept of attitude is complex, and many definitions have been explained to describe its essence. According to Allport (1954) “an attitude is a mental and neutral state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.” (p.45). Attitudes are said to have *cognitive* (individual’s belief structure), *affective* (emotional reactions), and *conative components* (behaves toward the attitude object) (Harding, Kutner, Proshansky and Chein, 1954). In psychology, *attitude* is defined “both as an orientation toward or away from some object, concept or situation and a readiness to respond in a predetermined manner to these related objects, concepts and situations and a readiness to respond in a predetermined manner to these or related objects, concepts or situations. Both orientation and readiness to respond have emotional, motivational and intellectual aspects, and they may in part be unconscious” (Hilgard & Atkinson 1975, p.523). Attitudes of individuals derive from their beliefs and, at a deeper level, from the sets of values that they hold and Edwards (1994) states that an attitude can simply be a state of mind, a disposition to react favourably or unfavourably to a class of objects. According to Gardner, (1985, p.9). “an individual’s attitude is an evaluative reaction to some referent or attitude object on the basis of the individual’s beliefs or opinions about the referent” he also claims and illustrates the relations between attitude and achievement with some relevant samples, there are considerably fewer reasons why one would anticipate a relationship between attitudes toward French Canadians and French achievement, yet one might expect that those with favourable attitudes would be more attentive, serious, rewarded than those

with negative attitudes, but nevertheless, although an individual could hold positive attitudes, s/he prefer not to study the language in school, maybe, for example, because of a dislike for the teacher or a negative feeling to the classroom atmosphere.

Attitudes are widely learned tendencies by one's indirect exposure to a culture, community or group through technology, television, movies, news, media, books, radio and other sources that may not be reliable. Herr indicates that some certain features that may have a role in attitude formation, such as students' own cultural background, family (emotionally toned ideas very early in life); parents, (Gardner, 1968, parents' role actively and consciously monitors the child's progress in FLL, monitors his/her performance and guides him/her to learn the language); school (fostering attitudes to respect for law and order) and the press (powerful tools for creating and controlling attitudes) (Üzüm, 2007). The most extensive research on the role of attitudes as well as motivation, in language learning, have been carried out by Gardner and associates (1959, 1972, 1981, 1985, 1988, 1990, 1991 etc.) They investigated the attitudes of many different sides and viewpoints on English-speaking Canadians learning French.

Researchers have also carried out different aspects of language attitudes studies, such as the relation between attitudes and motivation (Donitsa-Schmidt *et al.* 2004, Bernaus *et al.* 2004, Williams *et al.* 2002), the relationship between attitudes and learning strategies (Gan 2004), the relationship between attitudes and level of achievement (Graham 2004), beliefs and attitudes about target language use, first language use and Anxiety (Levine 2003), attitudes to language and language learning at secondary and tertiary levels (Yang and Lau 2003), attitudes towards English-language usage among peers (White 2002), attitudes towards debatable usages between teachers and their students (Lee 2001), language attitudes of Turkish students towards the English language (Karahan, 2007). To receive other relevant researches about attitudes toward languages see; Aydin, 2007; Clément & Kruidenier, 1985; Çolak, 2008; Dörnyei, Csizer, & Nemeth, 2006; Gardner, 1959, 1968; Obeidat, 2005; Shaw, 1983; Yashima, Zenuke-Nishide & Shimizu, 2004. In sum, the relationship between attitudes towards ideology, culture, people, language and factors affecting

attitude (Flaitz 1988) and it is clear that learning a language is closely related to the attitudes towards the languages (Starks & Paltridge, 1996).

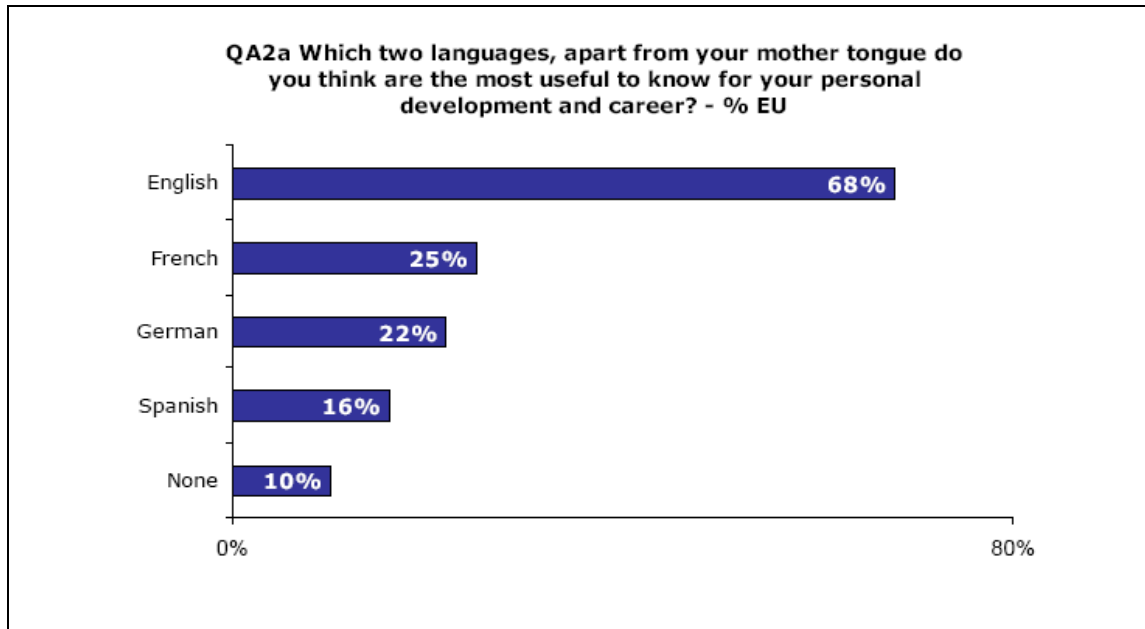
Attitude studies in Turkey generally targeted trends towards English as a medium of instruction. One of the most extensive studies investigating attitudes towards English medium of instruction is that of Tarhan (2003). Tarhan studied on 982 students, 383 teachers and 988 parents in 42 Anatolian high schools across 32 provinces in Turkey. Her research findings show that though all groups perceive English positively as a foreign language, teachers and parents do not favor English-medium instruction in secondary education.

Another study which is approaching students' perspective at higher education is that of Aydın (2007). The study was conducted as a quantitative analysis, a small-scale survey of 310 English Preparatory School students' attitudes toward EFL context and or foreign language community (British and American) at a private University. The researcher investigated three different IDs, motivation, attitude and perception through Attitude and Motivation Test Battery the AMTB (Gardner, 1985) and The Beliefs about Language Learning Inventory (BALLI) Horwitz (1985, 1988). The research findings about attitudes towards both language and culture of target group indicate that participants demonstrated a narrow range of attitude levels toward learning English and participants have low level of attitude toward foreign language community. On the other hand, the findings, whether the attitudes of the students toward learning English differ in their gender, showed that girls proved to have significantly higher scores than boys did, while there were no differences between genders' attitudes toward target language community (British-American).

At present, most Turkish people spend money, time, and effort on learning English, they trend to learn it and have an increasing positive attitude toward learning it. Inasmuch as they regard it as a good investment, therefore they have come to believe that the ability to compete on the global scene, and more prosaically on the national educational scene and job market, requires qualifications in English. The research, was carried out by European Commission about "Europeans and their

language”(2006) shows that English is perceived by Europeans to be by far the most useful language to know –personal development and career– English (68%), French (25%) and German (22%) (figure 2.5). Therefore, learners tend to prompt positive attitudes toward languages, especially to English. In Turkey, the weight of English becomes more apparent in many different aims and reasons.

Figure 2.5 Europeans and their Languages



(Adapted from European Commission, 2006)

Attitudinal studies in the world have not reached a consensus yet, as societies in different contexts attribute a mixture of feelings to the growing supremacy of English and its speakers. However, they tend to share some common points. The major factors that researchers tend to agree on could be summarized as follows: (Üzüm, p.21)

1. Integrative motivation has been proven to enhance second language acquisition but it is inappropriate to claim that it is the 'sine qua non' of this process (Chimezie, 1973; Shaw, 1983).

2. Instrumental motivation has also proven to increase achievement in language acquisition (Chimezie, 1973; Shaw, 1983).

3. Instrumental motivation along with integrative motivation could be claimed to make the best effect (Cooper and Fishman, 1977, Dörnyei, 2005).

4. Ethnocentric approach and linguistic nationalism may trigger negative attitudes towards English (Fishman, 1977)

5. *Learners from different contexts may have unfavourable and dismissive attitudes towards English and perceive it as a threat to their national identity.*

2.3.1 Types of Attitudes

According to Wenden (1991) proposed a broader definition of the concept “attitudes”. He states that the term attitudes includes three components namely, cognitive, affective and behavioural (Al-Tamimi & Shui, 2009). A *cognitive* component is made up of the beliefs and ideas or opinions about the object of the attitude. The *affective* one refers to the feeling and emotions that one has towards an object, ‘likes’ or ‘dislikes’, ‘for’ or ‘against’. Finally, the *behavioural* component refers to one's consisting actions or behavioural intentions towards the object. Hohental (1998) states that attitudes are likely to be relatively stable; learners have a tendency to persist and are learned predispositions, not inherited. Every language student has positive or negative attitude and it can be modified in a desired way (Şeker, 2003). As the researcher mentions above about Gardner’s socio-educational model, which is about not only integrativeness (integrative and instrumental motivations) it also contains learners’ attitudes toward language learning situation, Gardner and Lambert (1972) divide language attitudes into two main parts. First one is attitude towards *learning the language*, which is defined as *specific attitudes*, individual’s reaction to anything associated with the immediate context in which language is thought and second one is attitude towards the *target language community*, which is explained *social attitudes*. In this research, substantially, attitudes towards learning the language, more specifically in learning English context have been investigated and partially *educational attitudes* (Gardner, 1985) have been analyzed in a variety of context, such as attitudes towards to course, lessons, teacher and class atmosphere. Although many studies, such as Mualler and Miller (1970), also supports the belief that there is a positive correlation between the language learning achievement and attitude toward the second/ foreign language community, the present emprical research aims to find participants’ specific and educational attitudes towards English as a second language.

To sum up, according to Gardner, (1985) there are two significant kinds of attitudes, the first one is “attitudes to the people who speak the target language – *social*

attitudes- and the second one is attitudes to practical use to which learner assumes he or she can put the language being learned- *specific, general and educational attitudes*. Shortly, we can say that the former one is related to relations and the latter represents a fairly consistently concern with achievement.

2.3.2 The Relation between Motivation and Attitude

Gardner and Lambert (1959) claim that there is a strong relationship between motivation and attitude, these IDs pairs play important role learning second language learning / foreign language learning (SLL / FLL) as supporter for achievement. If a language learner has negative attitudes towards a language, they cannot be motivated. Gardner (1985) also comments that attitudes towards the second language may affect the learners' motivation to learn. He also states the strong connection of attitudes with motivation. Furthermore, for Gardner and Lambert (1972) motivation comes from attitude. On the other hand, Spolsky (1989), for example, claims that attitudes do not have direct influence on learning, but they lead to motivation. Perhaps it may be explained that attitude has an indirect influence rather a direct effect on language learning.

From Gardner's and associates' (1985) studies, it can be summarized that the measures most relevant to French proficiency are attitudes learning French and interest in foreign languages; the least relevant are evaluation of the French teacher and attitudes towards French Canadians. Gardner (1985, p.50) claims that " it seems clearthat attitude measures account a significant and meaningful proportion of variance in second language achievement and that some attitude variables are more relevant than others."

Mantle-Bromley(1995) carried out a study, to see if a 9-week Foreign Language Exploratory program would increase and support to tendencies the participants' attitudes towards French and Spanish speakers; the researcher correlated to social attitudes toward learning a language and its results. She found that there was a statistically significant difference in students' attitudes. She also found that students'

misconceptions of language learning may impede their learning motivation. She concluded that teachers of foreign language can change students' attitudes towards the cultures, the target group and language especially in cases where students come to class with certain negative attitudes, beliefs or expectations.

Obeidat (2005) investigated Malaysian students' attitudes toward Arabic and the effect it has on their first language and cultural identity. 105 participants attended the study and the results showed that they have positive attitudes toward the Arabic courses with two motivational dimensions (integrative and instrumental) related to gender, parents' proficiency in Arabic and level of study.

Benson (1991) surveyed over 300 freshmen to assess their motivation towards learning English in Japan. The results demonstrated the importance of integrative and personal goals as factors in motivation among Japanese college students as he stated, "integrative and personal reasons for learning English were preferred over instrumental ones" (Benson, 1991, p. 34).

In Turkey, learners' motivation and attitudes towards the English language were also of concern for many researchers. Karahan (2007) investigated relationship between language attitudes towards the English language and its use in Turkey. The sample included 190 eighth grade students of a private primary school, where English is intensively taught. The findings of the study showed that in spite of the fact that the participants are exposed to English in a school environment more frequently than other students at public schools, they have only mildly positive attitudes; especially female students have higher rates and have slightly positive attitudes towards target culture. Another study, related to motivation and attitudes toward language learning in terms of gender, grade level and department variables was carried out by Gömleksiz

(2010), regarding Turkish learning context in which elicited the views of 1275 students enrolled at a public university, results showed that statistically significant differences were found between the attitudes of students in terms of gender, grade level and department variables. While female students had more positive attitudes in

interest, usefulness and teacher subscales, male participants had less. As to department variable, students' attitudes vary from one department to another and the researcher states that the role of the teacher is an important factor to develop positive attitude towards learning English and it is a significant figure for motivation.

A better understanding of students' motivation and attitudes may assist ESL/EFL curriculum and instruction designers to devise language teaching programs that generate the attitudes and motivation most conducive to the production of more successful ESL/EFL learners (Gardner & Lambert, 1972; Midraj, 1998, 2003).

2.4 Definition and Development of Anxiety

“Why can't I speak what to think a lot in English? I'm so bitter, trying hard. I'd like to speak a lot, however, I can't. Finally, I think my basic abilities of English ran short. I'm disgusted with myself.” (Foss & Reitzel, 1988, p.437).

I am a shy person, even if I know the answer I can't say it, then I blame myself. This is completely my fault. I have to solve this problem (Aydın, 1999, p.67).

The sentences above are quite familiar to foreign language learners all around the world and perhaps many learners could express their opinions and feelings similar to the ones cited above, which is widely known term 'anxiety'. The field, anxiety is dealing with is huge, such as anxiety and learning, anxiety and cognition, anxiety and personality, the anxieties of everyday life (Levitt, 1967).

Anxiety has been defined by many researchers. Rachman, (1998, p.2) defined it “the tense anticipation of threatening but vague event; a feeling of uneasy suspense”. Spielberger (1966 cited in Horwitz, Horwitz & Cope 1986, and p.125) defines anxiety as “subjective, consciously perceived feelings of apprehension and tension, accompanied by and associated with activation or arousal of the autonomic nervous system.” On the other hand, Samimy and Tabuse (1992) explain anxiety is “a state of being uneasy apprehensive or worried about what may happen; being concerned about

possible future event” (p.379). And in general term in psychology, anxiety is “a state of apprehension, a vague fear that is only indirectly associated with an object” (Scovel, 1991, p.125). According to Daly and Bush, (1984); situations that generate anxiety in people are suggested to have the following characteristics:

- Evaluation,
- Novelty,
- Ambiguity,
- Conspicuousness (Daly, 1991).

These characteristics are said to lead to foreign language anxiety as well. A short explanation of these characteristics follows below.

1. *Evaluation*: “The greater the degree of evaluation in a setting, the greater the situational apprehension.”
2. *Novelty*: “The less familiar the situation and the people involved, the greater situational apprehension. In language study, much of the nervousness associated with taking a language could be due to the novelty. When people conquer the sense that the language they are learning is new and become familiar with its culture, people, and literature, anxiety is likely to decrease.”
3. *Ambiguity*: “When people don't know what they are being judged on, or what is going to happen, they are likely to become more reticent than in the opposite sort of setting. In second language learning this often happens, leading in turn, to greater anxiety.”
4. *Conspicuousness*: “The sense of conspicuousness is heightened when people feel they are making mistakes - a likely event as one struggles through the pronunciation, grammar, and vocabulary of a new language.”

These situations and characteristics can lead to feelings of anxiety, such as situations in which learners feel ambiguity and situations in which the conspicuousness of a person etc. Shortly, people might face with anxiety in a certain time in their life. This factor affects some part of it and causes some undesirable results. Scholars and researchers think that it is always thought as a complex, multi-faceted construct which is difficult to define and measure and they have begun to tend search and measure specifically related to anxiety, particularly anxiety and learning, as more specific,

language anxiety. Some researches which carried out on anxiety has been conducted by MacDonald, (1970), revised scale for ambiguity tolerance; MacIntyre and Gardner, (1989), anxiety and second language learning; MacIntyre, and Gardner, (1991), language anxiety; Horwitz *et al*,(1986), FL classroom anxiety, Oxford, (1999), anxiety and the language learner and etc.

2.4.1 General Anxiety and Types of Anxiety

Darwin (1872) thought of anxiety as an emotional reaction that aroused when an organism feels physically under threat. For nearly a century, clinical studies of anxiety appeared in the psychiatric and psychoanalytic literature with increasing regularity (Spielberger, 1966). After 1950s, research on human anxiety has been facilitated on two fronts: the theoretic construct, clarified the nature of anxiety, and a number of scales have been created for measuring this construct. Based on Cattell's (1966) research, there are two related, but logically quite different, anxiety constructs. One is related to an unpleasant emotional state or condition, the other one is relatively stable individual differences in anxiety proneness as a personality trait. The concept of anxiety as an emotional state is comparable in many respects to the conceptions of fear and objective anxiety that was formulated originally by Darwin; 1872 and Freud; 1936 (Spielberger & Sydeman, 1993). At the beginning of twentieth century, Freud (1920) claimed that anxiety was similar to "fear" or "fright". He defined anxiety as the "fundamental phenomenon and the central problem of neurosis" (Freud, 1936, p. 85). For him, anxiety was "something felt" an emotional state that included feelings of apprehension, tension, nervousness, and worry accompanied by physiological arousal. Spielberger (1976) made the distinction between anxiety and fear, for him, while fear is caused by a "real objective danger in the environment" (p.6), the reasons that are behind anxiety may not be known to him/her. Cattell (1966) emphasized the importance of distinguishing between anxiety as an emotional state and individual differences in anxiety as a personality trait. The term anxiety is used to refer to at least two related, yet logically quite different constructs. Empirically, anxiety is perhaps most often used to describe an unpleasant emotional state or

condition and is also used to describe relatively stable individual differences in anxiety-proneness as a personality trait (Kuper & Kuper, 1996).

According to Albert and Haber (1960), there are two kind of anxiety, one of them is *facilitating anxiety* and the other one is *debilitating anxiety*. The former may enhance performance, yet Horwitz (1986) indicates that it can only be helpful for very simple learning task, not for language learning involving more complicated tasks. In spite of the fact that facilitating anxiety has a positive effect on learning and motives the learner to “fight” the new learning task; it only facilitates on tasks that require conscious learning, not on language acquisition (Scovel, 1991; Young 1992). Krashen (1982) claimed that language acquisition works best when anxiety is zero, when it is directed somewhere else, not on language. The latter one, debilitating anxiety, may hinder performance. According to Scarcella and Oxford (1992) debilitating anxiety harms learners’ performance both indirectly through worry and self-doubt and directly by reducing participation. Therefore, it is called the bad type of anxiety.

To provide and be guaranteed learning in successfully, learners should minimize the sources of debilitating anxiety and optimize the sources of facilitating anxiety. The other two general types of anxiety are *trait anxiety* and *state anxiety* (Spielberger, 1983). Scovel (1978) defined trait anxiety “a more permanent predisposition to be anxious” (Ellis, 2008, p. 691). In other words, trait anxiety is an individual, personality tendency to be aware of various situations as dangerous and threatening (Lufi, Okasha & Kohen, 2004). And the second one, state anxiety, is explained as anticipation that is experienced at a particular moment in time as a response to a define situation (Spielberger, 1983). We can say that it is not a long-lasting personality feature, a reaction to a particular situation. In literature, it has been claimed that, the correlation between them, high levels of trait anxiety will cause higher levels of state anxiety. Nonetheless in general, the role of language anxiety could not be showed these types of anxiety, they stimulate, and lead to studies and the measurement of anxiety led the researchers toward finding out the effects of anxiety.

2.4.2 Anxiety in Foreign Language Learning

Anxiety plays a very important role in language learning (Horwitz, *et al* 1986). They define foreign language anxiety “a distinct complex of self-perceptions, beliefs,

feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). Krashen (1982) also highlights that language acquisition appears to work best when anxiety is zero. Language learning anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz *et al.*, 1986, p.128). According to Brown (2000), foreign language anxiety identified in three components; (p.151).

1. Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas;

2. Fear of negative social evaluation, arising from a learner's need to make a Positive social impression on others;

3. Test anxiety or apprehension over academic evaluation.

These three components may be defined sources of language anxiety. Language teachers or researchers know the importance of language anxiety and role of it in teaching process. However, it is an undoubted truth that they should know what the sources of it. Due to the fact that “a substantial amount of research has suggested, language anxiety has a great effect on second language acquisition” (Wei, 2007. p.2).

To date, the relations between anxiety and language learning on performance in general has been searched in anxiety studies, however the literature specifically focused on significant negative correlations between anxiety and learners' performance on language skills, especially speaking and then reading, writing and listening (Aydın, 1999). According to MacIntyre and Gardner (1991), anxiety affects second language activities, such as listening and learning comprehension. For example, anxious learners may worry about misunderstanding linguistic structures and vocabulary, because of the potential for embarrassing errors and apprehension of attend the situation or atmosphere.

Vancı (1996) indicates about anxiety in-class activities, Turkish students were aware of the importance of participation in classroom activities; they were quite self-conscious and nervous inside the class atmosphere. Aydın (1999) designs and carries out a study, in her study; she conducted a diary study on the sources of FL anxiety in speaking and writing classes. The results deducted and supported the categories

suggested in the literature and revealed that the sources of anxiety can be different in FL speaking from the sources of anxiety in FL writing, each skill revealed three main sources of foreign language anxiety, *personal reasons*, negative self-assessment of ability, self-comparison to other students, high personal expectations and their irrational beliefs about language learning-; *the teachers' manner*, towards learners and their errors-; *the teaching procedures*, speaking in front of the classroom. Moreover, the other specific researches have been done about FL anxiety, such as test anxiety in FLL. Aydın (2009) studies sources and effects of test anxiety among foreign language learners and at the end of the study, the results showed that test anxiety considerably affect students' levels of achievement, performance, proficiency and language skills, teachers and examiners should also receive training to improve their insight into the effects of test anxiety on learning process. The present study was designed in order to find out the role of anxiety while learning English as a foreign language and considering the answers of the questionnaire, Foreign Language Classroom Anxiety Scale (FLCAS), details in 3.4.3, was assigned to one of three anxiety levels, high, medium, low.

2.4.3 The Relation between Motivation and Anxiety

A review of the literature above has shown that while foreign language anxiety is negatively related to foreign language learning, motivation is admitted one of the main determinants of second or foreign language learning achievement. Several studies (e.g., Brown et al., 2001; Gardner, et al., 2004) have simultaneously investigated language anxiety and motivation. The effects that motivation and anxiety can have on language learning have been well covered in research, although few studies are available on the direct relationship between motivation and anxiety. Researchers search the relations of these two IDs, students who are strongly motivated

tend to feel less anxiety or not, or the known motivation types have an effect to predict the students' foreign language anxiety, and more research is carried out for in this area to determine how and to what extent foreign language anxiety and motivation interact with each other to affect language learning outcomes etc. Studies indicates that motivation, especially integrative or intrinsic motivation, boosts SL/FL learning and maintains learners' efforts to learn the language, and interacts with self-confidence, language anxiety, self-efficacy, causal attributions, L2 competence, and other variables. Spolsky (1989) determines that anxious learners write, speak, and attend less than relaxed and motivated learners in language classes. He studied anxiety in Japanese learners and their performance in oral tasks.

High level of anxiety is an obstacle to a person's success in language learning and has a negative correlation with a person's low level of motivation to learn a language (Kwan, 2004). He examines the sources of anxiety (communication apprehension, fear of negative evaluation and general anxiety towards English) and its relation with the motivational intensity. The results indicate that students have moderate levels of language anxiety and motivational intensity of English learning negatively correlated and for students non-threatening learning environment has to be provided to boost effective language learning. Lui and Huang (2011) investigate the relationship between foreign language anxiety and motivation in relation to their interactive effect on performance in English. They state that, in China, EFL learners have little use of English in their daily life despite that increasing importance has been attached to the language, in Turkey, similar cases are experienced by Turkish EFL learners. The results of this study showed that both foreign language anxiety and English learning motivation were significantly correlated with students' performance in English. The researchers, also, claim that a better knowledge of the language and its culture, the learners may not feel so foreign and strange when using the language and it is less likely for them to become anxious and fidgeted then.

MacIntyre and Gardner (1991) language anxiety is not a stable factor in EFL context, yet it needs to research how to reduce the effect of anxiety. And motivation is along

with learners' effort and desire, it affects their performance and achievement and is affected high level of anxiety.

2.4.4 Reasons of Foreign Language Anxiety in Language Learners

What causes language anxiety, what are the reasons? As the researcher referred the previous sections, considering anxiety as a highly influential construct in language learning, language researchers have tried to investigate the sources or reasons that language anxiety can stem from within both academic and social contexts, and have suggested a variety of strategies to cope with it. Though it most likely stems from the learner's own 'self', i.e., as an intrinsic motivator, within social contexts, language anxiety may be experienced due to extrinsic motivators (Scovel, 1991), such as different social and cultural environments, particularly the environments where L1 and L2/FL learning takes place (Tanveer, 2007). Environmental or social factors; learners' individual proximity with classroom atmosphere, and the interlocutor such as teachers and peers; social status of the learner, a sense of power relations between them and gender could also be important factors in causing language anxiety for L2/FL speakers. Considering this kind of potential sources of anxiety experienced by these FL learners, Horwitz and Cope (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS) which consists of 33 items and measures the degree of FL anxiety experienced by students in the language classroom.

Anxiety can manifest itself in different forms due to individual differences. In general terms, anxiety-related behaviours are stated as a quivering or tense voice, lack of volume, heavy breathing, lack of eye contact or extraneous eye movements, rigidity or tension, fidgeting or motionless arms (İpek, 2006). The major negative effects that FL anxiety can have on the language learner can be listed as follows (Bailey, 1983, Daly, 1991; Horwitz & Young, 1991; Scovel, 1991),

- difficulty in concentrating
- skipping class or postponing homework to avoid the language
- avoiding studying
- avoiding speaking in class, therefore, avoiding being evaluated by the teacher or peers

- avoiding difficult or personal messages in the target language
- “freezing” in a role-play situation or when speaking in front of the class
- performing poorly on tests
- careless errors in spelling or syntax during tests
- avoiding structures that contrast the most with the target language
- writing shorter paragraphs (İpek, 2006).

To reduce and decline of the anxiety rates, Allwright and Bailey (1991) emphasize that rather than to remove anxiety, learners need to minimize the sources of debilitating anxiety and optimize the sources of facilitating anxiety to be able to work with a relaxed concentration

CHAPTER 3

METHODOLOGY

3.0 Presentation

This chapter presents the overall design of the study including the research questions, the participants, data collection instruments, questionnaires and procedure as well as the preliminary findings of the study.

3.1 Overall Design of the Study

The present research is an empirical study. This study aims to analyze language learners' motivation, attitudes and language anxiety toward English language as a foreign language using a survey research design. It consists of quantitative data collection methods. The data for the present study were collected from freshman class students in different departments at a public university using a five-point Likert Scale fashion scales. It is aimed to make inferences according to the data obtained from two different questionnaires. One of them is the Attitude / Motivation Test Battery (AMTB) which was developed by Gardner (1985) and the other is the Foreign Language Classroom Anxiety Scale (FLCAS), (Horwitz *et al*, 1986).

3.2 Participants

The study was conducted at the different departments at Kafkas University in the second term of academic year 2009-2010. (117) students were from Kars Vocational Training School and Vocational School of Social Sciences, (24) Hospitality Services Programme, (39) Business Management Programme, (34) Tourist Guidance Programme, (20) Computer Science and Programming. (125) students were sample from Faculty of Science and Letters, Faculty of Education, (12) department of Chemistry, (41) department of Turkish Philology, (36) department of Mathematics, (n=36) department of Class Teacher Training. 125 female and 117 male students

participated in this study. Totally, (242) freshman class students formed the sample of the study at Kafkas University. The demographic information of students regarding their age, gender and the departments they are studying at is given in Figures 3.1, 3.2 and 3.3 respectively.

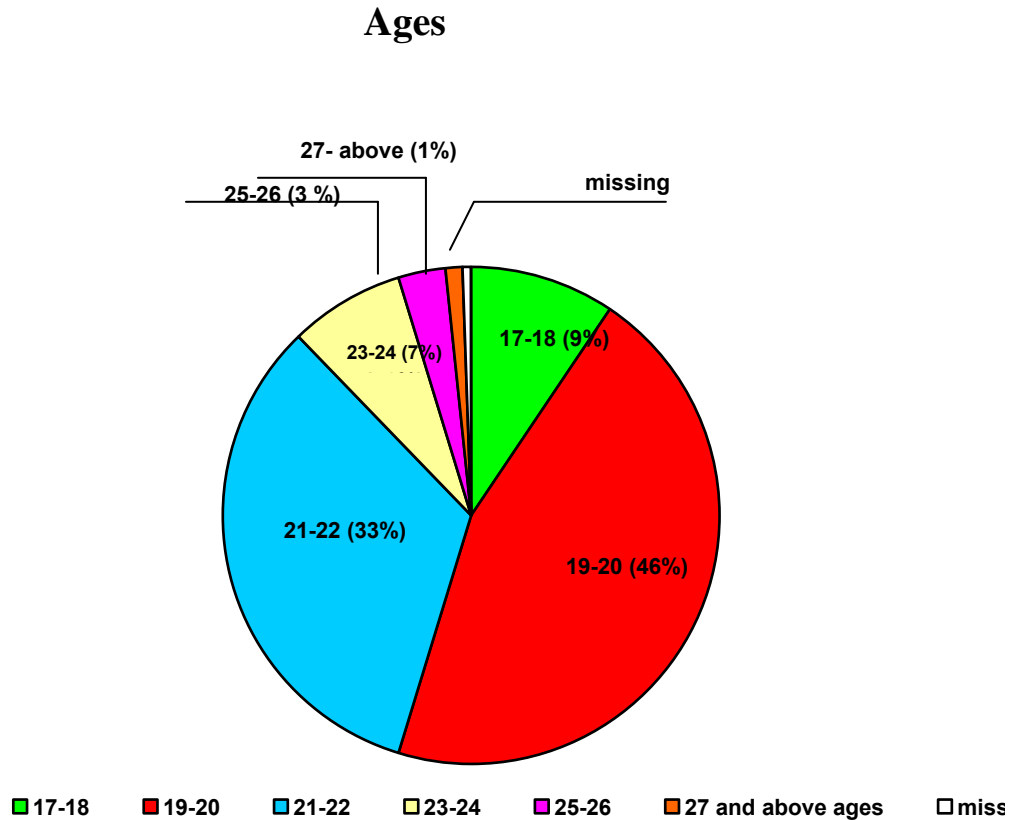


Figure 3.1 Visual illustration of Age Distribution

As Figure 3.1 shows, almost half of the total population (46 %) is from the 19-20 age group, while the other half is mainly from 21-22 (33%) , 17-18(9 %) , 23-24 (7 %) , 25-26 (3 %) groups and 1 percent is from the 27 and above ages. Missing data refer to those who did not specify their ages in the questionnaire. This study targeted young adults who were having their first year of university study.

Gender

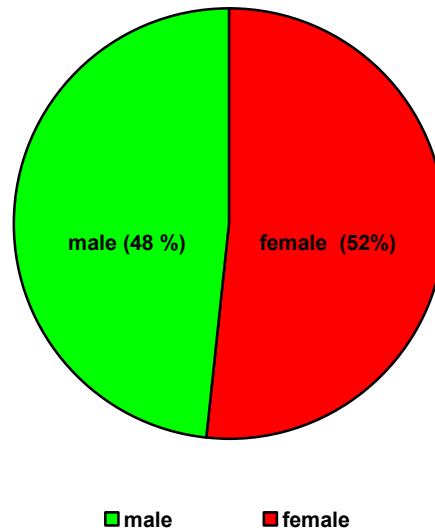


Figure 3.2 Visual illustration of Gender Distribution

Figure 3.2 shows the gender distribution of the respondents. There is an almost equal distribution among the respondents in terms of gender. While a half (52 %) of the respondents are male, the remaining 48 % are female students. Having analyzed and achieved a homogenous sample regarding gender, this study aimed to explore whether female and male students possess similar language motivation, attitudes and language anxiety.

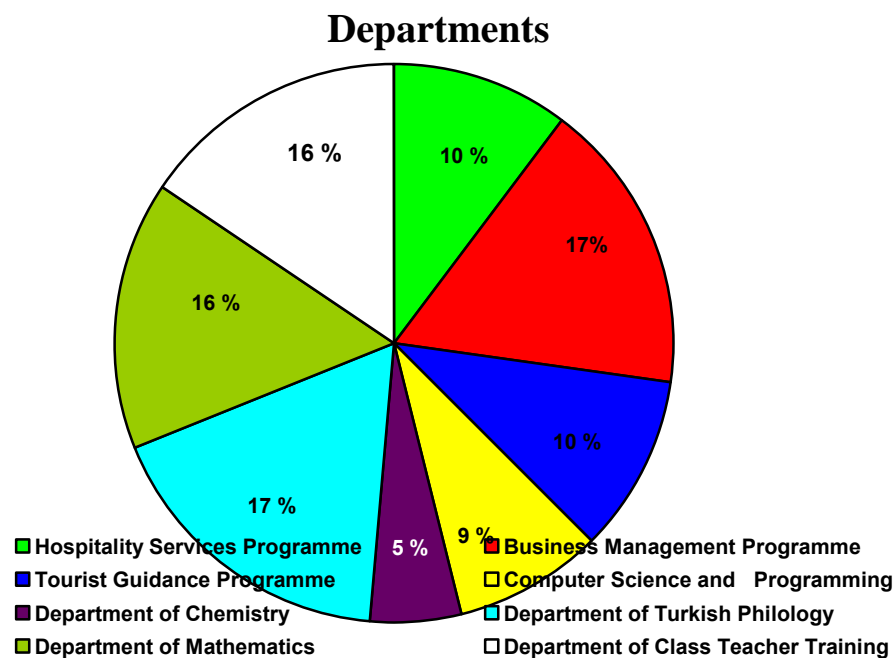


Figure 3.3 Visual illustration of Departments Distribution

Figure 3.3 shows the distribution of the departments. Students at Hospitality services programme make up 10%, computer science and programming 9 %, department of mathematics 16 %, business management programme 17 %, department of chemistry 5 %, department of class teacher training 16 %, tourist guidance programme 10 %, department of Turkish philology 17 %, of the total population. In general, all the departments have almost similar percentage. Having achieved a homogenous sample regarding departments, this study aimed to explore whether departments possess similar language motivation, attitudes and Anxiety.

3.3 Procedure

The participants took three or four hours of general English lessons in a week from different instructors (four male and four female instructors). This general English lesson was a compulsory course, which aim at enabling the students to become aware and make use of English both their school life and career.

The questionnaires of the study were administered in the subjects' classroom at their regular scheduled class time. The participants were told that this study was carried out in order to improve the language teaching programme. Therefore, this study and their participating would be both for their own benefit and for future students' achievement and advantages in language learning.

3.4 Data Collection Instruments

The data for the study were collected via quantitative and (qualitative data for following studies) collection instruments. As the instruments of this study, three different questionnaires were used: The first questionnaire which was about motivation toward learning English had three sub-parts (factors) 1) This part comprised of some questions which is about *integrative motivation*, “ stems from desire to understand the language and culture of another group for the purpose of interaction” (Gardner, Day & MacIntyre, 1992, p. 198). 2) The second part is about *instrumental motivation*, these questions included obtaining a job, earning more money, getting good marks. 3) Motivation intensity and the questions of this part are about speaking and understanding a language and importance of it. The second questionnaire was about general attitudes toward learning English. And the last questionnaire is language anxiety which was about specific anxiety reaction of a learner to language learning. At the questionnaires, students were asked whether they agree or disagree with the statements by showing the degree of agreement or disagreement. In order to prevent comprehension problems, the questionnaire was administered in Turkish- the native language of the respondents.

The options were prepared in a five-point Likert Scale fashion:

	<u>Value</u>
Strongly Disagree..... Kesinlikle Katılmıyorum	1
Disagree Katılmıyorum	2
Neutral Kararsızım	3
Agree Katılıyorum	4
Strongly Agree Kesinlikle Katılıyorum	5

Before finalizing the instruments for data collection, the first two questionnaires Attitude and Motivation Test Battery (AMTB) are originally adapted from Gardner (1985) and the last questionnaire which is about language anxiety is adapted Foreign

Language Classroom Anxiety Scale (FLCAS) which was developed by Horwitz *et al* (1986). However, motivation and attitudes questionnaires were used and translated by Aydın (2007) for her MA thesis and anxiety questionnaire was used and translated by Aydın, (1999). In order to prevent any effect because of foreign language proficiency, such as misunderstanding the statements, or not understanding at all, all questionnaires (Appendix A2) were translated by Aydın (1999) and Aydın (2007). They translate into Turkish by using back translation technique. The questionnaires were checked by bilingual speakers. The quantitative findings of the data analyzed using SPSS 16.0 (Statistical Package of Social Sciences) and interpreted using descriptive and inferential statistics.

The researcher of the present study got relevant permission to use these questionnaires in their MA and PhD theses from the writers. Due to the fact that, items in the questionnaire were reviewed by experts and validity and reliability issues were verified. However, at the first questionnaire, some modifications were made and two items, which were developed by the researcher herself, avoided, inasmuch as, and these items, were so specific. For example, “I learn English to complete a foreign language requirement to graduate from TOBB ETU”. At the second questionnaire, normally, consisting of 26 items, 9, 10, 12, 14, 20, and 26 were developed by researcher herself. However, at the present study only 14 items were used, these items are related general attitudes toward learning English. The second part of questionnaire aimed to measure the students’ attitudes toward the foreign language community (British and American). The items were not suitable for participants, for instance these two items: “I appreciate the Americans” or “The more I learn about the British, the more I like them”. These items deleted, because at the lessons, the students do not learn so many things about foreign language culture or community. The last questionnaire, in the Turkish version, the negative items were made positive by Aydın (1999) since negative phases might block the understanding of the items. In addition

to this, for this study one item was eliminated by Aydın (1999) since the item was not appropriate for the situation.

3.4.1 Questionnaire 1 (Foreign Language Motivation Questionnaire)

It consists of 16 items, originally the items in the first questionnaire were based on Gardner's (1985) AMTB, but as it has been mentioned above the writer of the present study got relevant permission to use this questionnaire, which was used and translated by Aydın (2007). And the researcher adapted motivation questionnaire according to substantial condition in her study.

The foreign language motivation questionnaire (Appendix A1-part I) had been supposed to have two sub-parts to assess participants' *integrative* and *instrumental* motivation 1, 2, 3, 4, 5, 6, these items aimed to find role of integrative motivation in learning English and participants' view. 7th, 8th, 9th, 10th items were related to instrumental motivation of participants toward learning English. The rest items surveyed and quantified general motivation intensity learning English as a foreign language. The reliability of the Questionnaire one-Foreign Language motivation questionnaire or AMTB was assessed using Cronbach's alpha model, and Cronbach's alpha showed the internal consistency of .840 (Table 3.1) which indicated a high level of reliability.

Table 3.1: Reliability of motivation questionnaire

Cronbach's Alpha	No. of Items
0.840	16

3.4.2 Questionnaire 2 (Foreign Language Attitude Questionnaire)

The second questionnaire (Appendix A1-part II) was also taken and adapted from Gardner's (1985) AMTB and Aydın's (2007) research. It consists of 14 items which surveyed participants' attitudes toward only learning English not to find out attitudes of participants toward the target group, community or culture. Since the writer of present research is aware of the students do not learn so many things about foreign language culture or community at the lessons, probably most of the learners roughly know British or American culture or society via mass media and technology, but it

was not found rational and coherent in this study by researcher. Foreign language attitude questionnaire just aimed to measure the students' general attitude toward learning English and included 14 items. The reliability of the Questionnaire two- Foreign Language attitude questionnaire or AMTB was assessed using Cronbach's alpha model, and Cronbach's alpha showed the internal consistency of .814 (Table 3.2) which indicated a high level of reliability.

Table 3.2: Reliability of attitude questionnaire

Cronbach's Alpha	No. of Items
0.814	14

3.4.3 Questionnaire 3 (Foreign Language Classroom Anxiety Scale)

The last questionnaire was adapted Foreign Language Classroom Anxiety Scale (FLCAS) (Appendix A1-part III) which was developed by Horwitz *et al* (1986), and it was used and translated by Aydin, (1999) in her doctoral thesis, which was related to anxiety in speaking and writing. The writer, likewise the first two questionnaires, got the relevant permission and adapted it according to her research. The third questionnaire, final version, consists of 32 items. All relates to language anxiety and role of it in language learning process. . The reliability of the Questionnaire three- FLCAS was assessed using Cronbach's alpha model, and Cronbach's alpha showed the internal consistency of .939 (Table 3.3) which indicated a high level of reliability.

Table 3.3: Reliability of anxiety questionnaire

Cronbach's Alpha	No. of Items
0.939	32

3.5 Data Collection Procedures

The data collection procedure started with a permission e-mail written to the writers who used these three questionnaires in their MA and PhD theses to get allowance for conducting the study. Thereby, the searching process started. The major data collection instruments are three different questionnaires (MQ, AQ, and LAQ) which

comprise Likert scale items in that study. The instruments of this study were administered to 289 freshman class students who are in different departments at Kafkas University. The researcher visited the classes for three weeks and actively participated and explained how the students fill in all the questionnaires items. Special attention was paid to assure the students that all information concerning them would be kept confidential and at the end of the study they would not take grades or their course grades would not be influenced by that study. The students were given half an hour to complete the questionnaires and were told to pay attention to respond to all of the items in the questionnaires by circling the appropriate number (1-5) representing their opinion about the statements and reminded not to leave any items unattended.

According to the principles Dörnyei (2003,p.26) maintains, “what the study is about, why it is important or socially useful, the organization responsible for administering the study, emphasizing that there are not right or wrong answers, requesting sincere answers, promising confidentiality and saying thank you”.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.0 Presentation

In this chapter, analyses of the data gathered through “Foreign Language Motivation Questionnaire (MQ) and Foreign Language Attitude Questionnaire” (AQ) adapted from *Attitude and Motivation Test Battery (AMTB)* (Gardner, 1985) and “Foreign Language Anxiety Questionnaire” (LAQ) adapted from *Foreign Language Classroom Anxiety Scale (FLCAS)* (Horwitz *et al*, 1986) and The quantitative data were analyzed using Statistical Package of Social Sciences (SPSS 16.0),

4.1. Evaluation of the Questionnaire and Analysis of the Students’ Motivations toward Learning English

In this part, responses gathered from the motivation questionnaire confirm the statistical findings in the way that respondents are of the opinion that which motivational patterns (integrative or instrumental motivation) have more affective role toward learning EFL and to what extent motivation intensity encourage learning English language. Table 4.1, below demonstrates the descriptive statistics related to Kafkas University students’ motivation toward learning English which includes three sub factors; namely, motivation types (integrative and instrumental) and motivational intensity.

Table 4.1 Descriptive Statistics of Motivation Questionnaire toward Learning English

	N	Minimum	Maximum	Mean	Std.Deviation
Integrative motivation	242	6.00	30.00	19.42	4.78
Instrumental Motivation	242	4.00	20.00	14.65	3.43
Motivational intensity	242	6.00	30.00	20.57	5.51
Total	242	16.00	80.00	54.64	10.88
Valid N (Listwise)	242				

Based on the statistical findings from table 4.1, the mean of the students' integrative motivation was found to be $M=19.42$. The highest score that the participants obtained from this sub-part was 30 while the lowest one was 6. These scores were obtained by taking the number of the items in two sub-part (*integrative motivation and motivational intensity*) of (6) and the five point scale into account and in one sub-part (*instrumental motivation*) of (4) and the five point scale into account. The scores are taken into account, for two sub-factors (integrative motivation and motivational intensity) *low* level of motivation can be defined as a score between 6-14; *moderate* level, between 14-22; and *high* level, between 22-30 and for another sub-factor (instrumental motivation) *low* level of motivation can be defined as a score between 4-10; *moderate* level, between 10-15; and *high* level, between 15-20. As it was seen table 4.1, the means of the integrative motivation (IM) and motivational intensity (MI) of the students are (IM) 19.42 and (MI) 20.57, both of them are in moderate level. It seems that students at Kafkas University are quite motivated toward English language and have a medium level of integrative motivation according to the results of descriptive analysis demonstrated in Table 4.1. Additionally, students' instrumental motivation level is also in moderate level, yet little less than high level. It means that the students at Kafkas University have fairly high instrumental motivation level.

In addition to the overall motivational trends and results toward EFL obtained from the descriptive analyses, the mean of each item that loaded on these three factors, *integrative motivation, instrumental motivation and motivational intensity*, were calculated in order to reach more detailed findings (see more: Table 4.2, 4.3, 4.4).

4.1.1 Statements to Find out Motivation about the Learning of English

The statements in this cluster (descriptive statistics of items 1-6) are related to participants' integrative motivation. Table 4.2 shows that the items ranged from 4.04 to 2.56. The top integrative motivation statement was: "Learning English is important to me in order to be at ease with English speaking foreigners in Turkey or abroad." while the bottom reason was "I learn English because I am interested in English speaking people and their cultures." This reveals the fact that respondents show participants moderate level of integrative motivation. It can also clearly seen that the mean value was found 3.30 over five-point Scale.

Table 4.2 Integrative Motivation Levels in Descending Order

ITEM		N	Mean	Std. Deviation
M1	Learning English is important to me in order to be at ease with English speaking foreigners in Turkey or abroad.	242	4.04	1.24
M5	Learning English is important to me to get to know various cultures and people.	242	4.01	1.16
M6	I'm learning English so that I can meet foreigners with whom I can speak English.	242	3.37	1.26
M4	Out of my love of English songs/movies. I have developed a great interest in the language.	242	2.82	1.38
M3	Learning English is important to me in order to better understand and appreciate English or/and American art and literature.	242	2.60	1.32
M2	I learn English because I am interested in English speaking people and their cultures.	242	2.56	1.29
Total Mean			3.30	

When the second sub-factor of the motivation questionnaire is analyzed, it is seen that the mean of the instrumental motivation of the students is $M: 14.65$. The highest score that the students obtained from this sub-part was 20 while the lowest one was 6. Table 4.3 represents that when the mean of each instrumental motivation item was calculated, descriptive analysis indicated a roughly akin result to that of the integrative motivation analysis, but instrumental motivation has much more trigger, simultaneous

effect on learners. It is clearly seen that instrumental motivations are significantly higher, while the average of instrumental motivation shows 3.66; the total average of integrative motivations is 3.30 over five-point scale. Table 4.3 represents that participants did not vary much in their ratings, even so similar which ranged from 4.07 to 3.12. The top item of the instrumental motivation was “Only with good English skills I can find a good job in Turkey.” The bottom item was: “I learn English so as to catch up with economic and technological developments in the world. Demanding learning English as a foreign language instrumentally has a direct proportion with have a job and better education.

Table 4.3 Instrumental Motivation Levels in Descending Order

ITEM		N	Mean	Std. Deviation
M7	Only with good English skills I can find a good job in Turkey.	242	4.07	1.15
M8	Learning English makes me a better educated person.	242	3.97	1.17
M9	I learn English in order to find better education and job opportunities abroad.	242	3.46	1.37
M10	I learn English so as to catch up with economic and technological developments in the world.	242	3.14	1.21
Total Mean			3.66	

The average mean of the last sub-part of the motivation questionnaire, (*motivational intensity*) is M: 20.57. The highest score that the students obtained from this sub-part (sub-factor) was 30 while the lowest one was 6. As the write referred above (section 4.1) participants have a moderate level of motivational intensity.

The results of descriptive statistics for each item indicate that participants’ enthusiasm toward learning English. Over five point scale the mean average for their motivational intensity was found 3.42. The most scored statement was “If English weren’t taught in school, I would try to obtain lessons in English somewhere else.” And the bottom statement was “If I find the chance to watch a local English TV, I never miss it. Therefore, it is obviously assumed that these items of motivational intensity and the other AMTB items reflect a moderate level of motivation toward learning English at Kafkas University.

Table 4.4 Motivational Intensity Levels in Descending Order

ITEM		N	Mean	Std. Deviation
M11	If English weren't taught in school, I would try to obtain lessons in English somewhere else.	242	3.70	1.24
M12	When I have a problem understanding something we are learning in English class, I immediately ask the teacher for help.	242	3.57	1.13
M15	When I'm in English class I volunteer as much as possible..	242	3.51	1.29
M13	I make a lot of effort to learn English.	242	3.44	1.15
M14	After I get my English assignments back, I always revise them.	242	3.21	1.19
M16	If I find the chance to watch a local English TV, I never miss it.	242	3.11	1.38
Total Mean			3.42	

4.1.1.1. Motivation across Gender

The Independent Samples t test was used check whether the difference is statistically significant. As shown in Table 4.5 there was statistically significant difference between female and male participants ($p= 0.3 < 0.5$). It is indicated in the table that the motivation level of the students differs in their gender. The mean of the motivation questionnaire score of female students is 3.50 out of 5 points and mean of the test anxiety scale score of male is 3.32. When these two means are compared through an independent samples t-test as shown in Table 4.5, the difference does appear significant at a confidence level of .05. It means that girls' motivations toward learning English are higher than those of boys.

Table 4.5 Inferential Analysis of Gender Differences for Motivation toward EFL (Results of the Independent Samples t-test)

	N	Mean	Std. deviation	t	df	p
Female	125	3.50	.612	2.12	240	.03*
Male	117	3.32	.737			

***p<.05**

Despite the fact that t value of the total score of MQ indicates the mean of responses for the female and male students yield a significant difference, (female participants have slightly higher motivation level toward EFL), the first two sub-factors results shows that (see table 4.6) basically there is not a significant difference between genders in terms of integratively and instrumentally toward EFL. ($p = .318 > .05$ and $p = .241 > .05$). On the contrary, motivational intensity indicates that they differ in their gender, the girls proved to have higher motivational intensity compared to those of boys. ($p = 0.1 < .05$). To sum up, there is not a significant difference between male and female participants, but girls are more motivated in English language motivation intensity.

Table 4.6 t Test Results of the Students' Total Sub-Factor Motivation Results with Respect to their Gender

Sub-factors	Gender	N	Mean	Std. deviation	T	p
Integrative Motivation	Female	125	3.28	.734	1.00	.318*
	Male	117	3.18	.857		
Instrumental Motivation	Female	125	3.72	.770	1.17	.241**
	Male	117	3.59	.940		
Motivational Intensity	Female	125	3.57	.811	2.60	.01***
	Male	117	3.27	1.00		

* $p > .05$ / ** $p > .05$ / *** $p < .05$

4.1.1.2. Motivation across Age

In order to see if there is a difference between the students' ages and their motivational levels, a one-way analysis of variance was conducted. The findings, illustrated in Table 4.7, did not demonstrate any statistically significant results, [$F(5.236) = .979$ $p > .05$].

Table 4.7 The Differences of Participants' Motivation with respect to Ages (ANOVA)

	Sum of Squares	df	Squares Mean	F	P
Between Groups	2.268	5	.454	.979	.431*
Within Groups	109.359	236	.463		
Total	111.627	241			

***p>.05**

ANOVA results for mean ages revealed that the students' motivation level increased slightly from 17 to 27 and roughly all the age groups' interest toward English tends to rise and this situation has reinforced, supported to their motivation level. As it is seen in table 4.8, ($p=.940 > .05$), Overall motivation trend shows that there exist no remarkable differences between the age groups toward EFL.

Table 4.8 Age and motivation (ANOVA)

Age	Mean	St.D	F	P
17-18	54.74	9.85		
19-20	53.25	10.58		
21-22	55.69	11.69		
23-24	57.31	11.76	.973	.940*
25-26	57.70	9.86		
27-...	60.50	6.36		
Total	54.64	10.89		

***p>.05**

4.1.1.3. Motivation across Department

In this part, one way ANOVA findings showing whether there are significant differences between motivations of students with respect department variables. As it is seen in table 4.9, the result of ANOVA revealed statistically significant differences between the students' attitudes in terms of self-confidence subscale. The significant [$F(7.234) = 2.750, p < .05$] obtained for department variable demonstrated that the students of hospitality services programme, tourist guidance programme more

motivated than department of class teacher training, computer science and programming, department of Turkish philology and department of mathematics. The other two departments, Business management programme, department of chemistry students expose average motivation trend toward learning English as a foreign language. The students of hospitality services programme and tourist guidance programme felt much more motivated toward English language, because these programmes and the students' job opportunities at these programmes are much more related to English than the other departments or programmes. Therefore, these participants' high motivational levels are an unavoidable result.

Table 4.9 The Differences of Participants' Motivation with respect to Departments (ANOVA)

Scale	Department	N	x	Sd	Source of variance	Sum of squares	df	Mean square	F	p	Scheffe	
Motivation	Hospitality services programme	24	3.65	.532	Between Groups	8.537	7	1.220	2.750	.009	1-2,6,8	
	Computer science and programming	20	3.34	.682								
	Department of mathematics	36	3.41	.646								
	Business management programme	39	3.47	.498	Within Groups	103.090	234	.441			4-5,6,7	
	Department of chemistry	12	3.48	.738							6,2	
	Department of class teacher training	36	3.07	.730	Total	111.627	241					
	Tourist guidance programme	34	3.67	.726								
	Department of Turkish philology	41	3.32	.733								
	Total		242	3.41	.680							

*p<.05

As the writer have mentioned above, statistical results indicate that for motivation level toward EFL in table 4.9 shows that there is a significant difference in students' motivational terms of department variable [F(7.234) = 2.750]; p<.05].

4.1.1.4 Motivation across Degree

As it was seen the other chapters and parts, generally students have good motivation feeling toward learning English language, there were some significant and some negligible differences between age, gender, department groups. When we look at the motivation across degree, as it was indicated the table 4.10, while both degree groups, associate and bachelor's, had high level of motivational and highly motivated

integratively and intensity (two sub-factors integrative motivation and motivation intensity), students' instrumental motivation towards learning English did not differ significantly in terms of degree.

Table 4.10 The Differences of Participants' Motivation with respect to Degrees (Results of the Independent Samples t-test)

Sub-factors	Degree	N	Mean	Std. deviation	T	Df	p
Integrative Motivation	Associate degree	117	20.29	4.19	2.77	240	.006*
	Bachelor's degree	125	18.61	5.15			
Instrumental Motivation	Associate degree	117	14.52	3.20	-.576	240	.565**
	Bachelor's degree	125	14.77	3.63			
Motivation Intensity	Associate degree	117	21.96	4.85	3.88	240	.000***
	Bachelor's degree	125	19.28	5.79			

* $p < .05$ / ** $p > .05$ / *** $p < .05$

The integrative motivation of students of bachelor's programme ($M = 18.61$, $SD = 5.15$) is lower than that of associate degree ($M = 20.29$, $SD = 4.19$; $t(242) = 2.77$, $p < .05$). As for the instrumental motivation of the associate degree students' motivation intensity ($M = 14.52$, $SD = 3.20$) was found similar as the other group ($M = 14.77$, $SD = 3.63$; $t(242) = -.576$, $p > .05$). Finally, the motivational intensity of the students proved to differ in their degree, as well as the associate students' motivational intensity ($M = 21.96$, $SD = 4.85$) is higher than that of bachelor's students ($M = 19.28$, $SD = 5.79$; $t(308) = 5.79$, $p < 0.05$). The results of the students' motivations including integrative and motivational intensity sub-factors indicate that they differed in their degree, however instrumental motivation results shows that there was not a significant difference between the groups. Both group members are instrumentally motivated toward learning English language.

4.2 Evaluation of the Questionnaire and Analysis of the Students' Attitudes toward Learning English

As it was previously emphasized, the questionnaire consists of 14 items which surveyed participants' attitudes toward only learning English not to find out attitudes

of participants toward the target group, community or culture. Since the writer of present research is aware of the students do not learn so many things about foreign language culture or community at the lessons, probably most of the learners roughly know British or American culture or society via mass media and technology, but it was not found rational and coherent in this study by researcher.

Table 4.11 Descriptive Statistics of the Attitude Questionnaire

	N	Minimum	Maximum	Mean	Std.Deviation
Toward learning English language	242	14	64.00	47.34	8.99
Valid N(listwise)	242				

As it is seen in table 4.11, statistical results show that the mean of the students' attitudes toward English was found to be $M=47.34$. The highest score that the participants obtained from this sub-part was 64 while the lowest one was 14. When the highest and the lowest scores that can be obtained from the AQ is taken into account, *low* level of positive attitude toward learning English can be defined as a score between 14-31; *moderate* level, between 31-47 and *high* level, between 47-64. As a result, it can be clearly seen the students' attitudes toward learning English seem to be at high level ($M= 47.34$). More detailed results was presented in table 4.12, the mean of each item that loaded on the factor, *attitude toward learning English language*, was calculated in order to reach more detailed findings.

4.2.1 Statements to Find Out Attitudes about the Learning of English

Given responses about attitudes toward EFL at Kafkas University inform us that the students are highly enthusiastic to learn English language and have generally positive attitudes toward it. When the mean of each item is scanned, the average ratings for the 14 statements ranged from 1.89 to 4.15 and over the five point scale, the mean average of the students' scores concerning their attitudes toward learning English was found 3.37. It is just between moderate and high level. The top statement reflecting the highest rating was "Learning English is important to me." and the bottom item

“Learning English is a waste of time.” was the lowest rating statements. Therefore, it can be claimed that the students at Kafkas University have positive and emphatic attitudes toward EFL.

Table 4.12 Attitudes Levels in Descending Order

ITEM		N	Mean	Std. Deviation
A10	Learning English is important to me.	242	4.15	1.00
A14	To be successful in English is important to me.	242	3.99	1.14
A8	In the future, if I planned to stay in a country where both English and my native language are spoken, I would still make an effort to learn English.	242	3.90	1.11
A7	I would study English at school even if it were not required.	242	3.89	1.22
A3	I'd like to learn more about English.	242	3.88	1.21
A1	Learning English is fun.	242	3.80	1.21
A2	I really enjoy learning English.	242	3.75	1.25
A12	English is one of my favourite subjects.	242	3.54	1.27
A13	Kafkas University should save more time for English courses.	242	3.51	1.36
A9	Learning English is one of the most important things to me	242	3.39	1.25
A11	I like discussing the subjects related to English.	242	3.05	1.25
A4	I would rather spend my time on subjects rather than English.	242	2.64	1.20
A6	When I graduate from university, I will give up the study of English.	242	1.95	1.05
A5	Learning English is a waste of time.	242	1.83	0.98
Total mean			3.37	

4.2.1.1 Attitudes across Gender

There are slight differences between the genders' attitudes toward English language. In this table, 4.13, the variances are different and, consequently the standard t (240) test, $t = (3.25)$, $p = .001$, and the t test for unequal variances, $t (209) = (3.22)$, $p = .001$ yield identical results. As shown in this analysis, there is a significant difference ($p = .001 < .05$) between girls and boys regarding their level of attitude toward EFL. The analysis demonstrated that girls had highly positive attitudes toward English language at Kafkas University. However, we can state that both group participants' attitudes are significantly higher. Moreover, they indicated that they will not give up learning English after graduation. Female and male students responded item 6 and signed *strongly don't agree* option; "When I graduate from university, I will give up the study of English." The mean of the average of the statement is 1.7 (female), 2.1 (male) over five-point scale, it can be claimed that their attitudes are not limited only school, they tend to continue this feeling after graduation.

Table 4.13 Inferential Analysis of Gender Differences for Attitudes toward EFL (Results of the Independent Samples t-test)

	N	Mean	Std. deviation	t	df	p
Female	125	3.50	.523	3.25	240	.001*
Male	117	3.24	.726			

***p<.05**

Finally, in spite of the fact that all students have positive attitude toward learning English, according to statistical data, the girls proved to have higher motivational levels compared to those of boys.

4.2.1.2 Attitudes across Age

The researcher formed the table below to find whether there are significant differences between attitudes of students with respect age variables.

Table 4.14 The Differences of Participants' Attitudes with respect to Age (ANOVA)

Scale	Age	N	X	sd	Source of variance	Sum of squares	Df	Mean square	F	p
Attitudes	17-18	27	3.38	.794	Between Groups	1.788	7	310.02		
	19-20	116	3.31	.607						
	21-22	71	3.42	.635						
	23-24				Within Groups					
			3.49	.757						
		16				97.613	234	112.72		*
		25-26	10	3.67	.450					
	27-....				Total		241			
		2	3.42	.000				99.401		
Total		242	3.38	.642						

***p>.05**

As it is seen in Table 4.14, roughly similar results were found like in motivation statistic, overall students' attitude toward learning English shows that there exist no remarkable differences between the age groups toward EFL. ANOVA revealed no significant differences in attitude scale [$F(7.234) = .864; p > .05$] between the age groups.

4.2.1.3 Attitudes across Department

As shown in Table 4.15, ANOVA results indicate significant differences between the attitudes of the students in terms of departments [$F(7-234) = 4.66; p < 0, 05$]. Scheffe results show that tourist guidance programme, hospitality services programme, business management programme and department of mathematics students have greater interest and positive attitudes towards learning English than the students of Department of class teacher training, computer science and programming, department of Turkish philology. As an overall trend toward learning English becomes intense on mostly English related programme and departments, such as tourist guidance or hospitality programme, additionally department of mathematic students also had enthusiasm toward learning English, we can claim that language learning and mathematic have a positive connection.

Table 4.15 The Differences of Participants' Attitudes with respect to Department (ANOVA)

Scale	Department	N	x	sd	Source of variance	Sum of squares	df	Mean square	F	p	Scheffe
Attitudes towards EFL	Hospitality services programme	24	3.52	.517	Between Groups	12.182	7	1.740	4.669	.000*	1-2,6,8
	Computer science and programming Department of mathematics	20	3.21	.729							
	Business management programme	39	3.57	.473							
	Department of chemistry	12	3.42	.526	Within Groups	87.219	234	.373			
	Department of class teacher training	36	2.96	.667	Total	99.401	241				
	Tourist guidance programme	34	3.65	.618							
	Department of Turkish philology	41	3.25	.669							
	Total	242	3.38	.642							

***p<.05**

4.2.1.4 Attitudes across Degree

Another important point was also inspected in the study, which was whether there was a relationship between participants' degree and their attitude toward EFL. When we look at the attitudes across degree, as it was indicated the table 4.16, t-test results indicate significant differences between the attitudes of two groups. Unexpectedly, an unprecedented result showed that associate degree students had higher level of attitudes toward learning English than bachelor's degree students.

Table 4.16 Inferential Analysis of Degree Differences for Attitudes toward EFL (Results of the Independent Samples t-test)

	N	Mean	Std. deviation	T	Df	p
Associate degree	117	3.52	.587	3.481	240	.001*
Bachelor's degree	125	3.24	.663			

***p<.05**

4.3 Evaluation of the Questionnaire and Analysis of the Students' Foreign Language Anxiety and its Role

The main purpose of the study about anxiety is to find out the role of foreign language anxiety in learning as experienced by freshman students at Kafkas University. The subjects' answer to the FLCAS items were demonstrated the descriptive statistics in table 4.17 and indicated that the distributions of all the items were reasonably normal with skewness and kurtosis within ± 2 . The questionnaire also presented students' self-assessment of ability awareness (FLCAS items 1/2/6/11/12/17/22/27/30); self comparison to others (FLCAS items 7/22/25); learners beliefs about using L1 in the classroom (FLCAS items 4/28); learners' beliefs about the native speakers (FLCAS 14/31); and some other belief and worries about English language learning (FLCAS items 3/5/8/9/10/13/15/16/18/19/20/21/23/24/26/29/32).

Table 4.17 Summary Statistics of the Language Anxiety Questionnaire

Item	Mean	SD	Skewness	Kurtosis	Item	Mean	SD	Skewness	Kurtosis
AQ1	2.94	1.09	.088	-.428	AQ19	2.87	1.42	.132	-1.315
AQ2	2.87	1.38	.053	-1.287	AQ20	2.64	1.45	.327	-1.273
AQ3	2.55	1.49	.457	-1.227	AQ21	2.57	1.44	.417	-1.193
AQ4	2.62	1.42	.347	-1.181	AQ22	2.86	1.38	.125	-1.177
AQ5	2.95	1.51	.063	-1.432	AQ23	2.78	1.29	.217	-.942
AQ6	2.37	1.23	.532	-.676	AQ24	2.66	1.39	.274	-1.221
AQ7	2.80	1.28	.214	-.932	AQ25	2.08	1.28	.963	-.198
AQ8	2.98	1.46	.045	-1.344	AQ26	2.18	1.32	.845	-.491
AQ9	3.03	1.44	-.033	-1.320	AQ27	2.07	1.31	.969	-.269
AQ10	3.01	1.40	-.058	-1.267	AQ28	2.28	1.27	.675	-.643
AQ11	3.38	1.24	-.354	-.813	AQ29	2.80	1.38	.193	-1.224
AQ12	2.44	1.26	.527	-.758	AQ30	2.25	1.35	.710	-.786
AQ13	2.33	1.42	.666	-.886	AQ31	2.54	1.38	.382	-1.076
AQ14	3.30	1.47	-.281	-1.292	AQ32	2.66	1.39	.320	-1.124
AQ15	2.61	1.26	.385	-.820					
AQ16	2.35	1.36	.630	-.867					
AQ17	1.98	1.28	1.179	.284					
AQ18	2.61	1.29	.258	-1.005					

All the items remained for the subsequent analyses. The statistical analysis, Table 4.17, shows that the majority of the participants' level of anxiety is towards low anxious trend, it means that students generally feel confident and relaxed towards learning English language. Table 4.17 also demonstrates the mean of each of 32 items comprising the AQ. The mean of total average score was assessed by five-point scale. The explanations included percentage referring to the number of participants who agreed or strongly agreed, neither agreed nor disagreed, and disagreed or strongly disagreed. The percentage was rounded to the nearest whole number; therefore they may not to add to 100. Moreover, all the answers of the participants were presented in the appendices (see Appendix A1 part III) for the participants' answer to each FLCAS item. The highest anxiety provoking items were item 11 and item 14. Item 11 ($x=3.38$) "*I can understand why some people get so upset over English classes*" concerned with confidence and anxious learners agreed with this item, it is dealing with anxious and worried students' empathy in a learning process. Item 14 ($x=3.30$) "*I feel so nervous speaking English with native speakers*" revealed the participants' emotional states about using their foreign language with the native speakers. A majority of the subjects agreed with this item and they would feel anxious speaking English with native speakers. On the other hand, statement 17 and 27 represent that students feel quite confident and untroubled in the classroom atmosphere and in learning process.

1. Item 17 ($x=1.98$): I often feel like not going to English classes
2. Item 10 ($x=2.07$): When I am on my way to English classes, I feel very tense and nervous.

To sum up, unlike the researcher expectation about participants' anxiety level, the results showed that majority of the subjects are low anxious learners in learning English language and exhibit a positive reaction to learn English in the classroom atmosphere.

4.3.1 Anxiety across Gender

As motivation and attitudes results, freshman female students' anxiety level was found higher than male at Kafkas University. In table, 4.18, statistical data shows that the variances are different and, consequently the standard t (240) test, $t = (2.19)$, $p = .02$, and the t test for unequal variances, $t (209) = (2.20)$, $p = .02$ yield identical results. As shown in this analysis, there is a significant difference ($p = .02 < .05$) between girls and boys regarding their level of anxiety toward EFL. The analysis demonstrated, even though the girls were highly motivated and positive attitude toward EFL, they felt anxious and worried a little toward EFL.

Table 4.18 Inferential Analysis of Gender Differences for the Role of language Anxiety in EFL (Results of the Independent Samples t-test)

	N	Mean	Std. deviation	T	Df	P
Female	125	2.74	.824	2.19	240	.02*
Male	117	2.52	.765			

*** $p < .05$**

4.3.2 Anxiety across Age

In this part, anxiety across age, the researcher formed the table below to find whether there are significant differences between of students' language anxiety level in language learning with respect age variables.

Table 4.19 The Differences of Participants' Language Anxiety Level with respect to Age (ANOVA)

Scale	Age	N	X	sd	Source of variance	Sum of squares	Df	Mean square	F	P
Language anxiety	17-18	27	2.92	.720	Between Groups	3.308	5	.662	1.027	.403*
	19-20	116	2.58	.792						
	21-22	71	2.64	.848						
	23-24	16	2.69	.789	Within Groups	152.080	236	.644		
	25-26									
	27-....	2	2.17	.287	Total		241			
Total		242	2.64	.802		155.387				

*** $p > .05$**

As it is seen in table 4.19, there are not significant differences between the age groups and students' level of anxiety. In spite of the fact that 17-18 age group students felt more anxious than the other age groups, their anxiety level was not exaggerated as expected.

4.3.3 Anxiety across Department

In this section, the one way ANOVA findings showing whether there are significant differences between anxiety of students with respect departments. As it is clearly seen in table 4.20, there are slight differences among students' anxiety level in different departments at Kafkas University.

Table 4.20 The Differences of Participants' Language Anxiety Level with respect to Department (ANOVA)

Scale	Department	N	x	sd	Source of variance	Sum of squares	df	Mn. Square	F	p	Sch effe			
Language anxiety	Hospitality services programme	24	2.59	.725	Between Groups	10.012	7	1.430	2.302	.02*	2-5-3,4,1,8			
	Computer science and programming	20	2.97	.575										
	Department of mathematics	36	2.31	.693										
	Business management programme	39	2.50	.719	Within Groups	145.375	234	.621						
	Department of chemistry	12	2.96	.738	Total	155.387	241							
	Department of class teacher training	36	2.86	.763										
	Tourist guidance programme	34	2.65	1.05										
	Department of Turkish philology	41	2.61	.822										
	Total		242	2.64	.802									

*p<.05

The results indicate significant differences between the anxiety level of the students in terms of departments [F(7-234)=2.302; p<0,05]. Scheffe results show that students of

computer science and programming, department of chemistry, department of class teacher training feel more anxious than the other student groups. As we can remember the statistical results of the motivation and attitudes level, these students of the departments are less motivated and roughly have on an average attitude toward English language, therefore, it can be claimed that less motivated students have more anxious feeling toward learning. Section 4.4 represent whether language anxiety and motivation have a correlation (positive or negative) and giving in detail the necessary information about their relationships.

4.3.4 Anxiety across Degree

When we look at the anxiety across degree, as it was indicated in table 4.21, t-test results indicate significant differences between the attitudes of two groups. Students' language anxiety level of the both groups did not differ significantly. The average of students of associate degree language anxiety level shows 2.64; the average of other students group is 2.63 over five-point scale. As it can be seen, ($p = .867 > .05$), overall anxiety trend shows that they have almost similar and less anxiety level.

Table 4.21 Inferential Analysis of Degree Differences for the Role of Language Anxiety in EFL (Results of the Independent Samples t-test)

	N	Mean	Std. deviation	t	Df	p
Associate degree	117	2.64	.820	.167	240	.867*
Bachelor's degree	125	2.63	.789			

* $p > .05$

4.4 Overall Evaluation between Language Anxiety and Motivation

As reviewed previous chapters and parts, both anxiety and motivation play an important role in affecting language learning outcomes; meanwhile, they are closely related to each other in FLL. Therefore, studies on language anxiety and motivation simultaneously in a language learning context seem to be relatively scant so far. Thus, more research is called for in this area to determine how and to what extent foreign

language anxiety and motivation interact with each other to affect language learning outcomes. The final analysis attempted to determine how well the three sub-factors of motivation (*integrative motivation, instrumental motivation and motivation intensity*) would predict a students' strength of anxiety on freshman students at Kafkas University. A multiple regression analysis was used to determine the unique contribution of motivation to foreign language anxiety. Multiple-regression is a statistical method in which scores on one or more variables (independent variable) are used to predict scores on another variable (dependent variable). In the present study, the English learning motivation factors were used as independent variables, and foreign language anxiety (total score) was used as the dependent variable.

Table 4. 22 Regression Analysis Summary for Motivational Variables Predicting Foreign Language Anxiety

Variable	<i>B</i>	<i>SEB</i>	<i>B</i>	<i>p</i>
Integrative Motivation	-0.03	.012	-.018	.805
Instrumental Motivation	.016	.017	.068	.351
Motivation intensity	-.039	.011	-.265	.000

Note. $R^2 = .064$ ($N = 242$, $p < .05$).

The majority of the participants were moderately or even strongly motivated to learn English. They reported to have strong motivation intensity and be strongly instrumentally motivated, they interested in foreign languages integratively; however, moderately interacting with people from target culture. Shortly, the participants are highly motivated towards EFL and most of them are less anxious. As it is known and accepted, language requirement do not constitute a great motivation for learners to learn English, but it has strong effect on learners and a kind of trigger to learn. Results from the procedure generally indicate that the overall model accounted for a significant amount (64%) of the variance in the anxiety level scores. Of the three predictors, ‘motivation intensity’ resulted in the highest, and only statistically significant. On the other hand, integrative, instrumental motivation and foreign language anxiety, between them, there are not significant differences, however generally it can be indicated that foreign language anxiety and English learning motivation were significantly negatively correlated with each other. For example, a

more anxious respondent tended to be less intrinsically motivated but more motivated by language requirement.

CHAPTER 5

CONCLUSION

5.0 Presentation

This chapter presents the summary of the study, discussion of the findings along with pedagogical implications and recommendations for further studies.

5.1 Summary of the Study

The main aim of the study is to reveal the role of motivation, attitude and language anxiety in learning English as a foreign language. In order to collect data, were designed three questionnaires (MQ, AQ, LAQ) adapting two different questionnaires (AMTB and FLCAS) which were prepared with the goal of collecting information about learners' motivational, attitudinal and language anxiety level predispositions towards language and target language culture. The study sampled 242 students studying at a state University in Kars. The quantitative research methods were used in this descriptive survey, the quantitative data obtained from the questionnaires. This research method has overall produced significant advances in the understanding of participants' motivation, attitude and language anxiety level towards English language and it gave a holistic notion to relevant researchers or readers about this subject. After the data collection procedure, inferences were made according to the data obtained from the questionnaires so as to make quantitative analysis and the quantitative findings of the data were analyzed using SPSS 16.0 (Statistical Package of Social Sciences).

Summary of the findings are provided for motivation, three sub- factors were formed, “integrative motivation, instrumental motivation and motivation intensity”. To evaluate students' attitudes only “the attitudes towards EFL” were taken into consideration and in language anxiety section, the survey obtained “general anxiety level, students' self-assessment of ability awareness, self comparison to others,

learners beliefs about using L1 in the classroom, learners' beliefs about the native speakers and some other beliefs and worries about English language".

5.2 Discussion of the Findings

The first component of the questionnaire was 'motivation level' which included the statements exploring the opinions of the respondents of their integrative motivation (to target culture and society), instrumental motivation (to find a better job or education in Turkey or abroad) and motivation intensity (to learning English language). The statements in this cluster were similar in that they most of them claimed that learning English is important to find a good job and to be better educated person, they were mostly instrumentally motivated toward English language. It can be clearly claimed that Turkish EFL learners at Kafkas University had higher instrumental motivation than integrative motivation.

It is clear from the research findings of the first component that the male and female students are both motivated but female students' motivation level is higher than males'. The most popular reason to learn English is to have a good job, and to communicate with a wider community. The most significant point most of the respondents agreed upon about three sub-factors and the peak statements were:

- Learning English is important to me in order to be at ease with English speaking foreigners in Turkey or abroad. (*integrative motivation*) (x=4.04)
- Only with good English skills I can find a good job in Turkey. (*instrumental motivation*) (x=4.07)
- If English weren't taught in school, I would try to obtain lessons in English somewhere else. (*motivation intensity*) (x=3.70)

As Üzümlü (2007) mentioned his research about pragmatic benefits of English language, such as a good job, career opportunities, scientific developments and academic studies were frequently mentioned. They maintain that English language knowledge will make them more knowledgeable, and enable them to access a wider community and motivate Turkish EFL learners towards learning English.

In terms of age differences, age groups do not show significant differences in the way of their opinions regarding their integrative, instrumental motivation. All age groups have a consciousness of the global status English maintains today.

There were significant differences among departments and between degrees. The previous one is participants' motivation, in terms of departments, the students of hospitality services programme, tourist guidance programme more motivated than department of class teacher training, computer science and programming, department of Turkish philology and department of mathematics. Particularly, the students of hospitality services programme and tourist guidance programme felt much more motivated towards English language, because these programmes and the students' job opportunities at these programmes are much more related to English than the other departments or programmes. Therefore, these participants' high motivational levels are an unavoidable result.

Another significant finding is the differences between degrees, although instrumental motivations results showed that both group members are highly instrumentally motivated toward learning English language, students of bachelor's degree were slightly less motivated than others. To sum up, all of the participants, generally, motivated toward EFL.

The second component of the questionnaire was 'attitude level' which included the statements exploring the opinions of the respondents of their attitudinal disposition toward EFL. It aimed at investigating learners' attitudes, and reaching descriptive findings of learners' attitudes towards English language. Mostly, the participants have positive attitude towards English language and they have agreed with that learning English is important for them, the most popular and signed statement:

- Learning English is important to me. ($x=4.15$)

In terms of gender across attitude, there are slight differences between the genders' attitudes toward English language. Girls had highly positive attitudes toward English

language at Kafkas University; however, we can state that both group participants' attitudes are significantly high. The mean average of the students' scores concerning their attitudes toward learning English was found 3.37. Moreover, they indicated that they will not give up learning English after graduation.

The researcher deduced that there are no remarkable differences between the age groups' attitudinal disposition towards EFL, roughly similar results was find as in motivation statistic data, as an overall trend, they are aware of that learning English is important for their both educational and career.

In terms of departments, as an overall attitudinal dispositions towards learning English becomes intense on mostly English language related programme and departments, such as tourist guidance or hospitality programme, additionally department of mathematic students also had enthusiasm towards learning English, we can claim that language learning and mathematic have a positive connection. The researcher investigated attitude across degree and the differences between degrees, unexpectedly; an unprecedented result showed that associate degree students at Kafkas University had higher level of attitudes toward learning English than bachelor's degree students.

The last component of the questionnaire was 'language anxiety level' and the correlation language anxiety and its role on learning (positive or negative). The language anxiety questionnaire results showed that language anxiety played a less important role in the reality of language learning than in researcher's expectation before this survey. However, the high anxious EFL learners claimed that they can understand why some people get so upset over English classes and they feel so nervous speaking English with native speakers. The most significant point most of the high worried respondents agreed upon these two statements:

- I can understand why some people get so upset over English classes (x= 3.38)
- I feel so nervous speaking English with native speakers (x= 3.30)

On the other hand, most of the students feel quite confident and untroubled in the classroom atmosphere and in EFL learning process. They are enthusiastic about English language and often feel like attending English classes. There are not significant differences between the age, the degree groups and their anxiety level towards EFL.

In terms of gender, even though the girls were highly motivated and had positive attitude toward EFL, they felt a bit more anxious and worried than boys toward EFL in some various.

Language anxiety in the way of departments, students of computer science and programming, department of chemistry, department of class teacher training feel more anxious than the other student groups. As we can remember the statistical results of the motivation and attitudes level, these students of the departments are less motivated and roughly have on an average attitude toward English language, therefore, it can be claimed that less motivated students have more anxious feeling toward learning.

The final analysis and also the fourth research question attempted to determine how well the three sub-factors of motivation (*integrative motivation, instrumental motivation and motivation intensity*) would predict a students' strength of anxiety on freshman students at Kafkas University. Motivation has strong effect on learners and a kind of trigger to learn whereas foreign language anxiety is negatively related to foreign language learning (e.g., Aida, 1994). Of the three predictors, 'motivation intensity' resulted in the highest, and the only statistically significant. On the other hand, unlike the traditional expected theory, integrative, instrumental motivation and foreign language anxiety, between them, there are not significant differences. However, it can be generally indicated that foreign language anxiety and English learning motivation were significantly negatively correlated with each other.

In conclusion, the learners in the study believe that to learn and improve English language is important to have a good job, academic and career purposes in Turkey and they report their desire to understand English language, but students, mostly, are not interested in the target culture and society, it is not requisite for them while learning a

language. It is clear from statistical analysis that students emphasize the pragmatic value of English language knowledge thanks to its global status and prevailing influence on various aspects of life. Based upon the research findings about language anxiety, some of the learners in the study expressed the anxiety they felt while speaking with a native speakers and speaking without preparation in English class or presenting was due to unfamiliarity of the activity. As it was mentioned previous parts and section, mostly the participants do not feel tense and nervous in English language classes.

5.3 Limitations

There are a number of limitations about the study. To begin with, this research, despite making a great contribution understanding some individual differences and participants' feeling toward learning English language, is specific to the region and can not be generalized to the all learners in Turkey. The number of participants (N=242) was small, and this has restricted the generalisability of findings to larger populations.

The second limitation is that in data collection mainly quantitative data is used in this representative sample. In spite of the fact that the quantitative research methods have overall produced significant advances in the understanding of test anxiety, it gives a holistic notion to relevant researchers or readers. On the other hand the present research is a preliminarily study for the prospective qualitative/interpretive survey; tend to define analytic categories of motivation, attitude and language anxiety. The researcher will take the most significant differences between or among the groups from this emprical study and combine it with the new survey, related to motivation, attitude and language anxiety, it would be more specific by using qualitative data, such as interviews and open-ended questions and present more analytic data about this field.

One more limitation is the use of this study because of the fact that direct questionnaires allow the participants to “disguise their ‘real’, attitudes,” (Spolsky, 2000; p. 161) and also “disguise their ‘real’ motivation and language anxiety.

However, it is also claimed that research studies eliminate the chances of manipulation of the situation by the researcher (Cohen & Manion, 1985), which means that the researcher did not do anything to influence the participants while they had the freedom to give their own perspectives.

5.4 Conclusions and Pedagogical Implications

As a conclusion this study investigated Turkish EFL learners' motivational, attitudinal and language anxiety predispositions towards learning English language at a state university in Turkey. It could be argued with the other individual differences but the researcher studied and searched those three components in this psycholinguistics perspective. When we have a general look at the results of the independent t-test and ANOVA, Turkish EFL learners are fully aware of pragmatic benefits of English language knowledge and the importance of it and also are instrumentally oriented towards English, which might have facilitative influences in the acquisition process. Additionally, Turkish EFL learners' instrumental motivation level is fairly high. Most of the students want to guarantee their future and career and this reason increases their language learning demand and desire. To sum up, Turkish EFL learners in this survey have less anxiety level and it does not affect their motivational dispositions towards learning English language. About the participants' overall attitudinal trends, students claimed that English language is important and fun for them.

From a pedagogical perspective, learners' favourable motivations and attitudes towards English language and the target societies could be used for the benefit of foreign language teaching. In terms of the Turkish educational context, both higher education and secondary education, as English is taught in an EFL (English as a foreign language) setting; that is, neither is English the mother tongue, (native) nor the second language; learners do not have the chance to use English in the streets. On the other hand, except educational context, schools, classrooms, books etc. EFL as a "lingua franca" has the most available sources, which are press, cultural products and experiences of international friends in most cases. Therefore, should do English language use in both contexts together, learners could have a chance to get and

improve positive attitudes towards English language and culture; they could increase their motivational levels and decrease language anxiety levels.

Universities, institutions and teachers of English in Turkey could be encouraged and helped to join trips to English speaking societies, where they could gather first hand observations and experiences that could be shared with the students in the form of direct anecdotes or European Commission - Education & Training - *lifelong learning* programme could be another supportive activity for Turkish EFL individual students and learners or all others involved in education and training and their motivational, attitudinal and language anxiety levels. Shortly, thanks to this kind of organizations, possible solutions could be found and increased learners' motivations and positive attitudes and also to contact with native speakers and learn more information about with target language culture could be easier via them. As a result of this attempts learners could be motivated about different languages and cultures, could be stimulated to use English not only in limited area such as classroom or school, it also be used in their daily life.

5.5 Suggestions for Further Research

In this research data were collected from 242 participants for 2 weeks and used three different questionnaires which evaluated motivational, attitudinal and language anxiety level of Turkish EFL learners at various departments at Kafkas University. For further research, researchers might improve the instruments, except questionnaires, including some qualitative data instruments could be used such as interviews, open-ended questions with the students to obtain a clearer and more complete understanding of students' motivations, attitudes and language anxiety level toward learning English.

To reach learners motivational level towards English language, it might be possible to investigate extrinsic and intrinsic motivations and their relations with integrative and instrumental motivation. A number of possible studies may be carried out with the

teachers and could be developed an open-ended question instrument how they motivate their students towards learning a language, which motivation types they use while teaching. And both researches results could be compared and got more efficient results.

Moreover, this study limited its scope to role of language anxiety in learning, it is preliminary study of future iterations of research in this field, it could be investigated with different types of performance assessment, such as role plays or student interviews or the effect of additional psychological factors like extraversion and Willingness to Communicate. Moreover, future studies should explore a possible link between motivation and anxiety from different perspectives. This study might also be expanded to examine the students' other anxiety types, state anxiety and trait anxiety that are mentioned in Chapter 2, but not covered in this study.

Another study could be carried out with different state universities, related researchers or associates. The similarities and differences could be compared with in order to find out whether different universities students' responses to the questionnaires (MQ, AQ, and LAQ) reflect their actual feeling towards learning a foreign language in general. It could help to understand general motivation, attitude and language anxiety level towards English language not only one university it could be also searched together with more than one university in Turkey.

REFERENCES

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78, (11), 155-68.
- Alpert, R., & Haber, R.N. (1960). Anxiety in academic achievement situations. *Journal of Abnormal and Social Psychology*, 61, 207— 215.
- Aliev, N.N., & Leaver, B.L. (1993). A new age in two lands: the individual and individualism in foreign language instruction. In: Leaver, B.L. (ed.), *Learner-Centered Instruction. The AGSI Press, Salinas, CA*, pp. 1–21.
- Allport, G.W. (1954). The historical background of modern social psychology. In Lidzey, G.(ed) *Handbook of social psychology*. Cambridge, Mass. : Addison-Wesley).
- Allwright, D., & Bailey, K. M. (1991) *Focus on the Language Classroom*. Great Britain: CUP.
- Al-Tamimi, A., & Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of sciences and technology. *GEMA Online Journal of Language Studies*, 9(2), 29-55.
- Ager, D. (2001). *Motivation in language planning and language policy*. Clevedon, UK: Multilingual Matters.
- Au, S.Y. 1988. A critical appraisal of Gardner's socio-psychological theory of second-language (L2) Learning. *Language Learning* 38, 75–100.
- Aydın, B. (1999). *A study of sources of foreign language anxiety in speaking and Writing classes*. Unpublished doctoral thesis. Anadolu University, Eskişehir.
- Aydın, E. (2008). *An analysis of motivations, attitudes, and perceptions of the students at TOBB University of Economics and Technology toward learning English as a foreign language*. Unpublished master's thesis, Bilkent University, Ankara.
- Aydın, S. (2009). Test anxiety among foreign language learners: A review of literature. *The Journal of Language and Linguistic Studies*. 5(1), 127-137.

- Baker, C. (1988). *Key issues in bilingualism and bilingual education*. Clevedon, Avon: Multilingual Matters.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W.H. Freeman and Company.
- Bailey, K M. (1983). Competitiveness and anxiety in adult second language learning: looking at and through the diary studies, *Classroom oriented research in second language acquisition*. (eds): Herbert W. Seliger and Michael H. Long. USA: Newbury House Publishers INC.
- Belmechri, F., & Hummel, K. (1998). Orientations and motivation in the acquisition of English as a second language among high school students in Quebec city. *Language Learning*, 48(2), 219-244.
- Benson, M. J. (1991). Attitudes and motivation towards English: A survey of Japanese freshmen. *RELC Journal*, 22(1), 34-48.
- Bernaus, M., Masgoret, A.M., Gardner, R.C., & Reyes, E. (2004). Motivation and attitudes towards learning languages in multicultural classrooms, *The International Journal of Multilingualism*, 1(2),75–89.
- Beyer, T.(1992). *Comprehensive and inclusive: The salad-bar approach*. In: Cuykendall, (pp. 60–64).D., Parrot, R. (ed.), *Vision 2020. AATSEEL, Tucson, AZ*.
- Brown,H.D.(1989). *A practical Guide to Language Learning: A fifteen-week program of strategies for success*. Boston, MA: McGraw-Hill.
- Brown, H. D. (2000). *Personality Factors. Principles of Language Learning and Teaching*. New York: Pearson Education Company.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. NY: Pearson Education.
- Brown, J.D., Robson, G., & Rosenkjar, P.R. (2001). Personality, motivation, anxiety, strategies, and language proficiency of Japanese students. In Z. Dörnyei & R. Schmidt (ed.), *Motivation and second language acquisition*. (pp. 361-398). Honolulu, HI: University of Hawai'i Press.
- Brophy, J. (1998). *Motivating students to learn*. Boston: McGraw-Hill.
- Bruner, J. S. (1966). *Toward a Theory of Instruction*. New York: Horton.
- Carroll, J. B. (1963). A model of school learning. *Teachers College Record*, 64, 723-33.

- Cattell, R. B. (1966). *Anxiety and motivation: Theory and crucial experiments*. In C. B. Spielberger (ed.), *Anxiety and behaviour*. New York: Academic Press.
- Chimezie, A. (1973). Attitude of Nigerians toward English: Implications for Black American-African Relations. *Journal of Black Studies*, 4 (2), 215-19.
- Clément, R., Dörnyei, Z. & Noels, K. A. (1994). Motivation, self-confidence and group cohesion in the foreign language classroom. *Language Learning*, 44(3), 417-48.
- Clément, R., & Kruidenier, B.G. (1983). Orientations in second language acquisition: the effects of ethnicity, milieu, and target language on their emergence. *Language Learning*, 33, 273-91.
- Clément, R., & Kruidenier, B.G. (1985), Aptitude, attitude and motivation in second language proficiency: a test of Clément's model, *Journal of Language and Social Psychology*, 4, 21-38.
- Clément, R., Smythe, P. C., & Gardner, R. C. (1978). Persistence in second language study: Motivational considerations. *Canadian Modern Language Review*, 34, 688-94.
- Cohen, A.D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles, and strategies. In N. Schmitt(ed.), *An introduction to applied linguistics* (pp. 170-190). London: Arnold.
- Cohen, L., & Manion, L. (1985). *Research Methods in Education*. London: Croom Helm.
- Cooper, R. L., & Fishman, J. A. (1977). A Study of Language Attitudes. In Fishman, J., Cooper, R. and Conrad, A. (Ed.), *The Spread of English* (pp. 239-273). Rowley, MA: Newbury House Publishers.
- Crookes, G., & Schmidt, R. (1991). Motivation: reopening the research agenda. *Language Learning*, 41, 469-12.
- Csilla, S. (1999). Theory and Practice in applied linguistics: *Working papers, the role of motivation in language 2 learning*. (Retrieved March 3, 2011, from <http://mek.oszk.hu/01600/01687/01687.html>)
- Çolak, A. (2008). *Attitudes, motivation and study habits of English language learners: The case of Baskent University second-year students*. Unpublished master thesis. Ankara: Middle East Technical University.

- Daly, J. (1991). Understanding communication apprehension: an introduction for language educators. *Language anxiety*. (ed): Elaine K. Horwitz and Dolly J. Young. USA: Prentice Hall.
- Daly, J.A. & Buss, A. (1984). The transitory causes of audience anxiety. In J.A. Daly & J.C. McCroskey (Eds.), *Avoiding communication: shyness, reticence, and communication apprehension* (pp. 67-80). Beverly Hills, CA: SAGE
- Darwin, C. (1872). *The expression of the emotions in man and animals with photographic and other illustrations*. London: J. Murray.
- Deci, E.L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.
- Desrochers, A., & Gardner, R. C. (1981). *Second-language acquisition: An investigation of a bicultural excursion experience*. Quebec: International Centre for Research on Bilingualism.
- Dickinson, L. (1995). Autonomy and motivation: a literature review. *System* 23, 165–174.
- Donitsa-Schmidt, Inbar, S. O., & Shohamy, E. (2004). The effects of teaching spoken Arabic on students' attitudes and motivation in Israel', *The Modern Language Journal*, 88 (2), 217–28.
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning*, 40, 46-78.
- Dörnyei, Z. (1994a). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273-84.
- Dörnyei, Z. (1994b). Understanding L2 motivation: On with the challenge! *Modern Language Journal*, 78 (4), 515-23.
- Dörnyei, Z. (1998). Motivation in Second and Foreign Language Learning. *Language Teaching* 31(3), 117-35.
- Dörnyei, Z. (2001a). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2001b). *Teaching and researching motivation*. Longman/Pearson Education, London.
- Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration and processing*. Mahwah, NJ. Lawrence Erlbaum.

- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Dörnyei, Z., Csizér, K. & Németh, N. (2006). *Motivation, language attitudes and globalisation: A Hungarian perspective*. Clevedon: Multilingual Matters.
- Dörnyei, Z., & Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Applied Linguistics*, 4, 43-69.
- Duman, B. (2007). *The effects of the self efficacy beliefs of high school students about English on their English performance due to gender, range and grade*. Ph.D. Dissertation, İstanbul: Yıldız Technical University Graduate School of Social Sciences.
- Eccles, J. S., & Wigfield, A. (1995). In the mind of the actor: The structure of adolescents' achievement task values and expectancy-related beliefs. *Personality and Social Psychology Bulletin*, 21, 215-25.
- Edwards, J. (1994). *Multilingualism*. London-New York: Routledge.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: OUP.
- Ellis, R. (2008). *The study of second language acquisition*. Oxford: OUP.
- Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *Modern Language Journal*, 8U9 (2u) 206-20.
- Ehrman, M. E. (1996). *Understanding second language learning difficulties*. Thousand Oaks, CA: Sage Publications.
- Ehrman, M. E. (1998). The learning alliance: Conscious and unconscious aspects of the second language teacher's role. *System* 26(1), 93-106.
- Ehrman, M. E. (2000). Affect, cognition, and learner self-regulation in second language learning. In O. Kağan & B. Rifkin, (eds), *The learning and teaching of Slavic languages and cultures: Toward the 21st century* (pp.109-133). Bloomington, IN: Slavica.
- Ehrman, M. E., & Dörnyei, Z. (1998). Interpersonal psychological processes in L2 interaction. *IATEFL Issues* 145, 14-15.
- Ehrman, M. E., Leaver, B. L., & Oxford, R.L (2003). A brief overview of individual differences in second language learning. *System* 31: 313-30.
- Ellis, R. (2008). *The study of second language acquisition*. Oxford: OUP.

- European Commission (2006). European and their languages. (Retrieved March 20, 2011 from http://ec.europa.eu/education/languages/pdf/doc631_en.pdf)
- Faïza Belmechri, F., & Hummel, K. (1998). orientations and motivation in the acquisition of English as a second language among high school students in Quebec city. *Language Learning* 48 (2), 219–44.
- Fishman, J. A. (1977). Knowing, Using and Liking English as an Additional Language. In Fishman, J., Cooper, R. and Conrad, A. (Ed.), *The Spread of English* (pp. 303-327). Rowley, MA: Newbury House Publishers.
- Flaitz, J. (1988). *The ideology of English: French perceptions of English as a world Language*. Berlin: Mouton de Gruyter.
- Foss, K.A. & Reitzel, A.G. (1988). A relational model for managing second language anxiety. *TESOL Quarterly*, 22, 437-54.
- Freud, S. (1920). *General instruction of psychoanalysis*. New York: Boni & Liveright.
- Freud, S. (1936). *The problem of anxiety*. (Translation by Henry Alden Bunker, M.D.), W.W. Norton & Co., New York.
- Gan, Z. (2004). Attitudes and strategies as predictors of self-directed language learning in an EFL context, *International Journal of Applied Linguistics*, 14(3), 389–411.
- Gardner, A. (2010) Revising integrative motivation: L2 motivation research and learner context. *Working papers with TESOL & Applied Linguistics*, 10(2) 47-70. (Retrieved March 14, 2011 from <http://journals.tc-library.org/index.php/tesol>)
- Gardner, R.C. (1968). Attitudes and motivation: Their role in second language acquisition. *Tesol Quarterly*. 2(3), 141-50.
- Gardner, R.C. (1985). *Social psychology and second language learning*. Edward Arnold, London.
- Gardner, R.C. (1988). The socio-educational model of second-language learning: assumptions, findings, and issues. *Language Learning* 38, 101–26.
- Gardner, R.C. (2000). Correlation, causation, motivation and second language acquisition. *Canadian Psychology* 41, 1–24.

- Gardner, R.C. (2001a). Integrative motivation: past, present and future. (Retrieved March 3, 2011, from, <http://publish.uwo.ca/~gardner/docs/GardnerPublicLecture1.pdf>)
- Gardner R.C. (2001b). Language learning motivation: The student, the teacher, the researcher. *Texas Papers in Foreign Language Education*, 6, 1-18.
- Gardner, R.C. (2005). Integrative motivation and second language acquisition. Canadian Association of Applied Linguistics/Canadian Linguistics Association Joint Plenary Talk, London. (Retrieved March 11, 2011 from, [http://publish.uwo.ca/~gardner/.](http://publish.uwo.ca/~gardner/))
- Gardner R.C., & Lambert, W.E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, 266–72.
- Gardner R.C., & Lambert, W.E. (1972). *Attitudes and motivation in second language learning*, Rowley, Mass, : Newbury House.
- Gardner, R. C.,& Smythe, P. C. (1981). On the development of the attitude/motivation test battery. *Canadian Modern Language Review*, 37, 510-25.
- Gardner, R. C., & Lysynchuk, L. M. (1990). The role of aptitude, attitudes, motivation and language use on second-language acquisition and retention. *Canadian Journal of Behavioural Science*, 22, 254-70.
- Gardner, R. C., & MacIntyre, P. D. (1991). An instrumental motivation in language study: Who says it isn't effective? *Studies in Second Language Acquisition*, 13, 57-72.
- Gardner, R., Day, J.B., & MacIntyre, P.D. (1992). Integrative motivation, included anxiety, and language learning in a controlled environment. *Studies in second language acquisition*, 14(2), 194-214.
- Gardner, R.C., Masgoret, A.M. Tennant, J., & Mihic, L. (2004). Integrative motivation: Changes during a Year-long intermediate-level language course. *Language Learning*, 54, 1-34.
- Gardner, R., Tremblay, P. & Masgoret A.M. (1997). Towards a full model of second language learning: an empirical investigation. *The Modern Language Journal*, (3)81, 344-362.
(<http://swets2.nesli.ac.uk/eAccess/viewTitleIssues.do?titleID=137767>)

- Ghenghesh, P. (2010). The Motivation of L2 Learners: Does It Decrease with Age? *English Language Teaching*, 3 (1) 128-41.
- Gillette, B. (1987). Two successful language learners: an introspective approach. In C. Faech & G. Kasper. (eds.), *Introspection in L2 Research*. Clevedon, Avon: Multilingual Matters. pp.268-79.
- Glazer, R. (1976). Components of a psychology of instruction: Toward a science of design. *Review of Educational Research*, 46, 1-24.
- Gliksman, L., Gardner, R. C., & Smythe, P. C. (1982). The role of the integrative motive on students' participation in the French classroom. *Canadian Modern Language Review*, 38, 625-47.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.
- Gömleksiz, M. N. (2010). An evaluation of students' attitudes toward English language learning in terms of several variables. *Science Direct,(Procedia Social and Behavioural Sciences)* 9, 913-18.
- Graham, S.J. (2004). Giving up on modern foreign languages? Students' perceptions of learning French, *The Modern Language Journal*, 88, 171–91.
- Gregersen, T. (2003). To err is human: A reminder to teachers of language-anxious students. *Foreign Language Annals*, 36(1), 25-32.
- Gregersen, T., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *Modern Language Journal*, 86, 562-70.
- Harding, J., Kutner, B. Proshansky, H., & Chein, I. (1954). Prejudice and ethnic relations. In Lindzey, G. (ed.), *Handbook of social psychology*. Cambridge, Mass.: Addison-Wesley.
- Heckhausen, H. (1991). *Motivation and action*. New York: Springer.
- Henmon, V. A. C. (1929). Prognosis tests in modern foreign languages. (pp.3-31).In V.A.C Henmon. (ed.), *Prognosis tests in modern foreign languages*. New York: Macmillian.
- Heron, J. (1982). Education of the Affect: University of Surrey. Human Potential Research Project, England: Guildford.
- Hilgard, E. R., & Atkinson R. C. (1975). *Introduction to psychology*. New York: Harcourt Brace Jovanovich.

- Hohental, A. (1998). *English in India: A study of language attitudes*, Unpublished Thesis, University of Turku.
- Horwitz , K. H. (1985). Using student beliefs about language learning and teaching in the foreign language methods course. *Foreign Language Annals*. 18(4), 333-40.
- Horwitz , K. H. (1988). The beliefs about language learning of beginning university language students. *The Modern Language Journal*. 73, 284-94.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70 (2), 125-32.
- Horwitz, E.K., & Young, D.J. (1991). *Language anxiety: from theory and research to classroom implications*. Prentice Hall, Englewood Cliffs, NJ, USA.
- İpek, H. (2006). *Foreign language teaching anxiety*. Unpublished doctoral thesis. Anadolu University, Eskişehir.
- Karahan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Journal of Arts and Sciences*, 7, 73-87.
- Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (ed.), *Instructional design theories and models*. Hillsdale, NJ: Erlbaum. pp. 386-433.
- Kimura, H. (2008). Foreign Language listening anxiety: its dimensionality and group Differences. *JALT Journal*, 30 (2), 173-96.
- Kleinginna, P.R., & Kleinginna, A.M. (1981). A categorized list of motivational definitions with a suggestion for a consensual definition. *Motivation and Emotion*, 5, 263-91.
- Kocaman, A. (1989). Düşünce aydınlığı ve anadille öğretim. In Kilimci, A. (ed.), *Anadilinde çocuk olmak: yabancı dilde eğitim*, (pp.61- 63), İstanbul: Papirüs Yayınevi.
- König, G. (2006). Orientation, motivation and attitudes of Turkish university students learning a second foreign language. (Electronic version) *Zeitschrift für Interkulturellen Fremdsprachenunterricht*. 11(1), 10-11.

- Krashen, S. (1982). *Principles and practice in second language acquisition*. Englewood Cliffs, NJ: Prentice Hall.
- Kuper, A., & Kuper, J. (1996). *The social science encyclopaedia*. 2nd Edition. Routledge: London & New York.
- Kwan, L.F. (2004). *A study of language anxiety and motivational intensity in learning English as a second language in Hong Kong secondary school*. Unpublished master's thesis. Hong Kong: Hong Kong Baptist University.
- Leaver, B.L. (1992). *From the new paradigm to the next paradigm: shifting the instruction center to the learner*. In: Cuykendall, D., Parrot, R. (eds.), *Vision 2020*. AATSEEL, Tucson, AZ, pp. 25–31.
- Leaver, B.L. (2003). Motivation at native-like levels of foreign language proficiency: a research agenda. *Journal for Distinguished Language Studies* 1 (1).
- Lee, J.F.K. (2001). Attitudes towards debatable usages among English language teachers and students, *Journal of Applied Linguistics*, 6 (2), 1-21.
- Levine, G.S. (2003). Student and instructor beliefs and attitudes about target language use, first language use and anxiety: Report of a questionnaire study, *The Modern Language Journal*, 87(3) 343–64.
- Levitt, E.E. (1967). *The psychology of anxiety*. Indianapolis, Ind.: Bobbs-Merrill.
- Lufi, D., Okasha, S., & Cohen, A. (2004). Test anxiety and its effect on the personality of students with disabilities. *Learning Disability Quarterly*, 27, 176-84.
- Lui, M., & Huang, W. (2011). An exploring of foreign language anxiety and English learning motivation. *Education Research International*, 1, 1-8.
- MacDonald, A.P. (1970). Revised scale for ambiguity tolerance. *Journal of Personality Assessment*, 39, 607-619.
- MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The Modern Language Journal*, 79 (1), 90-99.
- MacIntyre, P.D., & Gardner, R. C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning*, 39, 251-75.

- MacIntyre, P.D., & Gardner, R.C. (1991). Language anxiety: its relation to other anxieties and to processing in native and second languages. *Language Learning*, 41, 513-54.
- Malmkjaer, K.(ed) (2002) *The linguistics encyclopedia*. Routledge, London & New York.
- Mantle-Bromley, C. (1995). Positive attitudes and realistic beliefs: links to proficiency. *The Modern Language Journal*, 79(3), 372-386.
- Masgoret, A. & Gardner, R. (2003). Attitudes, motivation and second language learning: a Meta-analysis of studies conducted by Gardner and Associates. *Language Learning*. 53(1), 123- 64.
- McDonough, S. H. (1989). *Psychology in foreign language teaching*. George Allen & London: Unwin Ltd.
- Mechanic, D. (1978). *Students under stress: a study in the social psychology of adaptation*. Madison: University of Wisconsin Press.
- Midraj, S. (1998). *ESL students' attitudes and communicative competence*. Unpublished Ph.D thesis, Terre Haute, Indiana State University.
- Midraj, S. (2003). Affective factors and ESL learning. In C. Coombe, P. Davidson, & D. Lloyd (ed.). *Proceedings of the 5th and 6th current trends in English language testing* (pp.19-32). Dubai, UAE: TESOL Arabia.
- Mills, N., Pajares, F., & Herron, C. (2007). Self-efficacy of college intermediate French students: Relation to achievement and motivation. *Language Learning*, 57 (3), 417-42.
- Mowrer, O.H. (1950). *Learning theory and personality dynamics*, New York: Ronald.
- Mueller, T. H. & Miller, R. I. (1970). A study of students attitudes and motivation in a collegiate French course using programme language instruction. *International Review of Applied linguistics* 8, 297-320.
- Noels, K. A., Clemént, R., & Pelletier, L. G. (1999). Perceptions of teachers' communicative style and students' intrinsic and extrinsic motivation. *The Modern Language Journal*, 83(1), 23-34.
- Nunan, D. (1988). *The learner-centred curriculum*. Cambridge: CUP.

- Noels, K.A., Pelletier, L.G., Clement, R., & Vallerand, R.J. (2000). Why are you learning a second language? Motivation orientations and self-determination theory. *Language Learning* 50, 57–85.
- Obeidat, M.M.(2005). Attitudes and motivation in second language learning. *Journal of Faculty of Education UAEU*, 18(22), 1-17.
- Oxford, R.L. (1999). Anxiety and language learner: New insights. In J. Arnolds(ed.) *Affect in language learning*. Oxford: OUP, 58-67.
- Oxford, R.L., & Shearin, J. (1994). Expanding the theoretical framework of language learning motivation. *Modern Language Journal*, 78 (1), 12–28.
- Öztürk, H., & Çeçen, S. (2007). The effects of portfolio keeping on writing anxiety of EFL students, *Journal of Language and Linguistic Studies* 3(2), 218-36.
- Price, J., & Gascoigne, C. (2006). Current perceptions and beliefs among incoming college students towards foreign language study and language requirements. *Foreign Language Annals*. 39(3), 383-94.
- Rachman, S. (1998). *Anxiety*, Hove: Psychology Press.
- Reichard, B.D., Siewers, C.M.F., & Rodenhauer, P., (1992). What is laboratory education? *The small group trainer's survival guide*. (pp. 1-9). Newbury Park, CA: Sage.
- Richards, J.C., Platt, J., & Platt, H. (1992). *Longman dictionary of language teaching and applied linguistics* (2nd ed.) Harlow, Essex: Longman Group UK Limited.
- Richards, J.C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed.) London: Longman (Pearson Education)
- Roberts, L. P. (1992). Attitudes of entering university freshman toward foreign language study: A descriptive analysis. *Modern Language Journal*, 76, 275-83.
- Robinson, P. (2002). Learning conditions, aptitude complexes and SLA: A Framework for research and pedagogy in P. Robinson (ed.) *Individual differences and instructed language learning*. Amsterdam, John Benjamins.

- Root, E. (1999). *Motivation and learning strategies in a foreign language setting: A look at a learner Korean*. Unpublished master's thesis. The U.S.A.: University of Minnesota.
- Ryan, R., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78
- Saito, Y., Garza T. J., & Horwitz E. K. (1999) Foreign language reading anxiety, *The Modern Language Journal*, 83(2), 202-18.
- Samimy, K.K., & Tabuse, M. (1992). Affective variables and a less commonly taught language: A study in beginning Japanese classes. *Language Learning*, 42, 377-98.
- Scarcella, R.C., & Oxford, R. L. (1992). *The typstry of language learning: The individual in communicative classroom*. Boston: Heinle & Heinle.
- Schunk, D.H., & Zimmerman, B.J. (1997). Social origins of self-regulatory competence. *Educational Psychologist*, 32, 195-208.
- Scovel, T. (1978). The effect of affect on foreign language learning: a review of the anxiety research. *Language Learning*, 28,129-42.
- Scovel, T. (1991). The effect of affect on foeign language learning: A review of the anxiety research. In Horwitz, E.K.& Young, D.J. *Language anxiety*. London: Prentice-Hall International (UK) 15-23.
- Shaw, D. W. (1983). Asian students' attitudes towards English. In Smith, L. E (ed.), *Readings in English as an international language* (pp.21-33). Exeter: A. Wheaton & Co. Ltd.
- Skehan, P. (1989). *Individual differences in second language learning*. London:Edward Arnold.
- Spielberger, C. D. (1966). Theory and research on anxiety. In C. D. Spielberger (ed.), *Anxiety and behaviour*, (pp. 3-20). New York: Academic Press.
- Spielberger, C.D. (1976). Stress, anxiety and cardiovascular disease. *Journal of the South Carolina Medical Association, Supply.*, 15-22.
- Spielberger, C. (1983). *Manual for the state-trait anxiety inventory (From Y)*. Palo Alto, Calif.: Consulting Psychologists Press.

- Spolsky, B. (1969). Attitudinal aspects of second language learning. *Language Learning*, 19, 271-83.
- Spielberger, C.D., & Sydeman, S.J. (1993). Anxiety and intelligence. In R.J. Sternberg (ed.), *Encyclopaedia of intelligence* (pp. 102-105). New York: MacMillan Publishing Company.
- Spolsky, B. (1971). Reduced redundancy as a language testing tool. In G. E. Perren & J. L. M. Trim (Eds.), *Applications of linguistics: Selected papers of the Second International. TESOL Quarterly*, 12, 427-37.
- Spolsky, B. (1989). *Conditions for second language learning*. Oxford: OUP.
- Spolsky, B. (2000). Anniversary article language motivation revisited. *Applied Linguistics*, 21(2) 157-69.
- Starks, D., & Paltridge, B. (1996). A note on using sociolinguistic methods to study non-native attitudes towards English. *World English's*, 15 (2), 217–24.
- Şeker, M. (2003), *attitudes toward language learning: a sociolinguistic study of preparatory students at ELT department at Çukurova University*, Unpublished Master Thesis. Adana:Çukurova University.
- Tanveer, M. (2007). *Investigation of factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in he target language*. Unpublished master thesis. Glasgow: University of Glasgow.
- Tarhan, Ş. (2003). *Perceptions of students, teachers and parents regarding english-medium education at secondary education*. Unpublished Doctoral Dissertation. Ankara: Middle East Technical University,
- Tılfarlıoğlu, F.T., & Cinkara,E. (2008). Self- efficacy in EFL: Differences among proficiency groups and relationship with success. *Novitas-ROYAL*, 3(2), 129-42.
- Tittle, M. (2000). Foreign language students' irrational beliefs, language anxiety, and Classroom achievement. In: Kagan, O., Rifkin, B. (eds.), *The learning and teaching of Slavic languages and cultures*. Slavica, Bloomington, IN, pp. 167–92.
- Tremblay, P. F. & Gardner, R. C. (1995). Expanding the motivation construct in language learning. *The Modern Language Journal*, 79 (4), 505-18.

- Tremblay, P. F., Goldberg, M. P., & Gardner, R. C. (1995). Trait and state motivation and the acquisition of Hebrew vocabulary. *Canadian Journal of Behavioural Science*, 27, 356-70.
- Tollefson, N. (2000). Classroom applications of cognitive theories of motivation. *Educational Psychology Review*, 12(1), 63-83.
- Ushioda, E. (1996) Developing a dynamic concept of L2 motivation. In T. Hickey & J. Williams (eds), *Language, Education and Society in a Changing World* (pp.239-245). Dublin/Clevedon: IRAAL/Multilingual Matters.
- Üzüm, B. (2007). *Analysis of Turkish learners' attitudes towards English language and English speaking societies*. Unpublished master's thesis. Ankara: METU.
- Vaillant, G.E. (1992). *Ego mechanisms of defence: a guide for clinicians and researchers*. Washington, DC: American Psychiatric Press.
- Vallerand, R. J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. In M. P. Zanna (ed.), *Advances in experimental social psychology*. (pp. 271-360). San Diego: Academic Press.
- Vallerand, R.J., Pelletier, L., Blais, M., Briere, N., Senecal, C., & Vallieres, E.F.(1992). The academic motivation scale: a measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement* 52, 1003–17.
- Vallerand, R.J., Pelletier, L., Blais, M., Briere, N., Senecal, C., & Vallieres, E.F. (1993). On the assessment of intrinsic, extrinsic and amotivation in education: evidence on the concurrent and construct validity of the Academic Motivation Scale. *Educational and Psychological Measurement*, 53, 159–72.
- Vancı, O.Ü. (1996). Foreign language classroom anxiety: how can we get our students to participate more? Paper presented on the International ELT Conference from Diversity to Synergy. Ankara, pp.1-19.
- Wæge, K. (2007). Intrinsic and extrinsic motivation versus social and instrumental rationale for learning mathematics. Paper presented at the Fifth Congress of the European Society for Research in mathematics Education (CERME 5), Cyprus.
- Wardhaugh, R. (1990). *An introduction to sociolinguistics*. Oxford: Basil Blackwell.

- Wei, M. (2007). The interrelatedness of affective factors in EFL learning: an examination of motivational patterns in relation to anxiety in China. *TESL-EJ, Teaching English as a second or foreign language*, 11 (1), 1-23.
- Weiner, B. (1974). *Achievement motivation and attribution theory*. Morristown, N.J. : General Learning Press.
- Weiner, B. (1992). *Human motivation: Metaphors, theories, and research*. Nebury Park, CA: Sage.
- Wenden, A. (1991). *Learner strategies for learner autonomy: planning and implementing learner training for language learners*. Cambridge: Prentice-Hall International.
- White, C.M. (2002). Language authenticity and identity: Indigenous Fijian students and language use in schools, *Language, Culture and Curriculum*, 15(1), 16-29.
- Wigfield, A., & Eccles, J. (2000). Expectancy–value theory of achievement motivation. *Contemporary Educational Psychology*, 25, 68–81. (Retrieved March 15, 2011 from http://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/wigfield_eccles00.pdf)
- Williams, M. (1994). Motivation in foreign and second language learning: An interactive perspective. *Educational and Child Psychology*, 11, 77-84.
- Williams, M. & Burden, R.L. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press.
- Williams, M. & Burden, R.L. (1999). Students developing conceptions of themselves as language learners. *The Modern Language Journal*, (2) 83, 193–201.
- Wilson, J, T, S. (2006). *Anxiety in learning English as a foreign language: Its associations with student variables, with overall proficiency, and with performance on an oral test*. Unpublished doctoral thesis. Editorial de la Universidad de Granada. Granada.
- Wlodowski, R. J. (1985). *Enhancing adult motivation to learn*. San Francisco: Jossey-Bass.
- Wu, X. (2003). Intrinsic motivation and young language learners: The impact of the classroom environment. *System*, 31, 501-17.

- Xavier, G. O. (2005). *Motivational teaching strategies in a Brazilian EFL school: How important are they and how frequently they used?* Unpublished master thesis. Ohio University.
- Yang, A., & Lau, L. (2003). Student attitudes to the learning of English at secondary and tertiary levels. *System*, 31(1), 107–23.
- Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal*, 86, 54-56.
- Yashima, T., Zenuke-Nishide, L., & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning*, 54, 119-52.
- Young, D. J. (1986). The relationship between anxiety and foreign language oral proficiency ratings. *Foreign Language Annals*, 19, 439- 445.
- Young, D. J. (1992). Language anxiety from the language specialist's perspective: interviews with Krashen, Omaggio, Hadley, Terrel and Radin. *Foreign Language Annals*, 25 (2), 157-72.

APPENDICES

APPENDIX A1

MOTIVATION, ATTITUDE AND ANXIETY QUESTIONNAIRE

PERSONAL INFORMATION

AGE :

DEPARTMENT:

GENDER: 1) Female 2) Male

DEGREE : 1) Associate degree 2) Bachelor's degree

Read each statement below carefully, and circle a number that indicates your opinion of the statement.

1= Strongly Agree 2= Agree 3= Neutral 4= Disagree 5= Strongly Disagree

PART I

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1- Learning English is important to me in order to be at ease with English speaking foreigners in Turkey or abroad.	(1)	(2)	(3)	(4)	(5)
2-I learn English because I am interested in English speaking people and their cultures.	(1)	(2)	(3)	(4)	(5)
3-Learning English is important to me in order to better understand and appreciate English or/and American art and literature.	(1)	(2)	(3)	(4)	(5)

4-Out of my love of English songs/movies. I have developed a great interest in the language.	(1)	(2)	(3)	(4)	(5)
5-Learning English is important to me to get to know various cultures and people.	(1)	(2)	(3)	(4)	(5)
6-I'm learning English so that I can meet foreigners with whom I can speak English.	(1)	(2)	(3)	(4)	(5)
7-Only with good English skills I can find a good job in Turkey.	(1)	(2)	(3)	(4)	(5)
8-Learning English makes me a better educated person.	(1)	(2)	(3)	(4)	(5)
9-I learn English in order to find better education and job opportunities abroad.	(1)	(2)	(3)	(4)	(5)
10-I learn English so as to catch up with economic and technological developments in the world.	(1)	(2)	(3)	(4)	(5)
11-If English weren't taught in school, I would try to obtain lessons in English somewhere else.	(1)	(2)	(3)	(4)	(5)
12-When I have a problem understanding something we are learning in English class, I immediately ask the teacher for help.	(1)	(2)	(3)	(4)	(5)
13-I make a lot of effort to learn English.	(1)	(2)	(3)	(4)	(5)
14-After I get my English assignments back, I always revise them.	(1)	(2)	(3)	(4)	(5)
15. When I'm in English class I volunteer as much as possible.	(1)	(2)	(3)	(4)	(5)
16-If I find the chance to watch a local English TV, I nevermiss it.	(1)	(2)	(3)	(4)	(5)

PART II

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1-Learning English is fun.	(1)	(2)	(3)	(4)	(5)
2-I really enjoy learning English.	(1)	(2)	(3)	(4)	(5)
3-I'd like to learn more about English.	(1)	(2)	(3)	(4)	(5)
4-I would rather spend my time on subjects rather than English.	(1)	(2)	(3)	(4)	(5)
5-Learning English is a waste of time.	(1)	(2)	(3)	(4)	(5)
6-When I graduate from university, I will give up the study of English.	(1)	(2)	(3)	(4)	(5)
7-I would study English at school even if it were not required.	(1)	(2)	(3)	(4)	(5)
8-In the future, if I planned to stay in a country where both English and my native language are spoken, I would still make an effort to learn English.	(1)	(2)	(3)	(4)	(5)
9-Learning English is one of the most important things to me	(1)	(2)	(3)	(4)	(5)
11-Learning English is important to me.	(1)	(2)	(3)	(4)	(5)
12-English is one of my favorite subjects.	(1)	(2)	(3)	(4)	(5)
13-Kafkas University should save more time for English courses.	(1)	(2)	(3)	(4)	(5)
14- To be successful in English is important to me.	(1)	(2)	(3)	(4)	(5)

PART III

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1-I never feel quite sure of myself when I am speaking in English.	(1)	(2)	(3)	(4)	(5)
2-I don't worry about making mistakes in language class.	(1)	(2)	(3)	(4)	(5)
3-I tremble when I know that I am going to be called on in English class	(1)	(2)	(3)	(4)	(5)
4-It frightens me when I don't understand what the teacher is saying in English.	(1)	(2)	(3)	(4)	(5)
5-It wouldn't bother me at all to take more English classes.	(1)	(2)	(3)	(4)	(5)
6-During English class, I find myself thinking about things that have nothing to do with the course.	(1)	(2)	(3)	(4)	(5)
7-I keep thinking that the other students are better at English than I am.	(1)	(2)	(3)	(4)	(5)
8-I am usually at ease during tests in my English class.	(1)	(2)	(3)	(4)	(5)
9-I start to panic when I have to speak without preparation in English class.	(1)	(2)	(3)	(4)	(5)
10-I worry about the consequences of failing my English class.	(1)	(2)	(3)	(4)	(5)
11-I don't understand why some people get so upset over English class	(1)	(2)	(3)	(4)	(5)
12-In English class, I can get so nervous I forget things I know.	(1)	(2)	(3)	(4)	(5)
13-It embarrasses me to volunteer answers in my English class.	(1)	(2)	(3)	(4)	(5)
14-I would not be nervous speaking English with native speakers.	(1)	(2)	(3)	(4)	(5)
15-I get upset when I don't understand what the teacher is correcting.	(1)	(2)	(3)	(4)	(5)
16-Even if I am well	(1)	(2)	(3)	(4)	(5)

prepared for language class, I feel anxious about it.					
17-I often feel like not going to my English class.	(1)	(2)	(3)	(4)	(5)
18-I feel confident when I speak in my English class.	(1)	(2)	(3)	(4)	(5)
19-I am afraid that my language teacher is ready to correct every mistake I make.	(1)	(2)	(3)	(4)	(5)
20-I can feel my heart pounding when I am going to be called on in my English class.	(1)	(2)	(3)	(4)	(5)
21-The more I study for an English test, the more confused I get.	(1)	(2)	(3)	(4)	(5)
22-I don't feel pressure to prepare very well for English class.	(1)	(2)	(3)	(4)	(5)
23-I always feel that the other students speak English better than I do.	(1)	(2)	(3)	(4)	(5)
24-I feel very self-conscious about speaking English in front of other students.	(1)	(2)	(3)	(4)	(5)
25-English class moves so quickly I worry about getting left behind.	(1)	(2)	(3)	(4)	(5)
26-I get nervous and confused when I am speaking in my English class.	(1)	(2)	(3)	(4)	(5)
27-When I am on my way to language class, I feel very sure and relaxed.	(1)	(2)	(3)	(4)	(5)
28-I get nervous when I don't understand every word the English teacher says.	(1)	(2)	(3)	(4)	(5)
29-I feel overwhelmed by the number of rules you have to learn to speak English.	(1)	(2)	(3)	(4)	(5)
30-I am afraid that the other students will laugh at me when I speak English.	(1)	(2)	(3)	(4)	(5)
31-I am afraid that the other students will laugh at me when I speak English.	(1)	(2)	(3)	(4)	(5)
32-I get nervous when the English teacher asks questions which I haven't prepared in advance.	(1)	(2)	(3)	(4)	(5)

APPENDIX A2

MOTİVASYON, TUTUM VE KAYGI ANKETİ

-KİŞİSEL BİLGİLER

YAŞ:

BÖLÜM:

CİNSİYET: 1) KIZ 2) ERKEK

DERECE: 1) ÖNLİSANS 2) LİSANS

Bu anket sizin yabancı dile (İngilizce) karşı olan motivasyon, tutum ve kaygı düzeyinizi belirlemek amacıyla hazırlanmıştır. Birinci bölümde 16, ikinci bölümde 14 ve üçüncü bölümde 32 soru bulunmaktadır. Toplam soru sayısı 62'dir. Cevaplamanız için süre sınırı yoktur. Önemli olan sorulara içten ve dürüst cevaplar vermenizdir.

Lütfen hiçbir ifadeyi boş bırakmayınız.

KATILIMINIZ İÇİN TEŞEKKÜRLER.

Aşağıdaki cümleleri dikkatlice okuyunuz, her bölümün sorularını aşağıda numaralandırılmış olan ifadelerden sizi en uygun olan seçeneği daire içine alınız.

1=Kesinlikle Katılmıyorum 2=Katılmıyorum 3=Kararsızım 4= Katılıyorum 5= Kesinlikle Katılıyorum

BÖLÜM I

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. İngilizce öğrenmek benim için Türkiye'ye gelen ya da yurtdışında İngilizce konuşan kişilerle daha rahat olabilmek için önemlidir.	(1)	(2)	(3)	(4)	(5)
2. İngilizce konuşan insanlarla ve onların kültürleriyle ilgili	(1)	(2)	(3)	(4)	(5)

olduğum için İngilizce öğreniyorum.					
3. İngilizce öğrenmek benim için İngiliz ve/veya Amerikan sanatı ve edebiyatını anlamak için önemlidir.	(1)	(2)	(3)	(4)	(5)
4. İngilizce filmler /şarkılar sayesinde İngilizceye büyük bir ilgi duymaya başladım.	(1)	(2)	(3)	(4)	(5)
5. İngilizce öğrenmek benim için değişik kültürler ve insanlar tanımak için önemlidir.	(1)	(2)	(3)	(4)	(5)
6. İngilizce konuşabileceğim yabancılarla tanışabilmek için İngilizce öğreniyorum.	(1)	(2)	(3)	(4)	(5)
7. Ancak iyi İngilizce becerileriyle Türkiye’de iyi bir iş bulabilirim.	(1)	(2)	(3)	(4)	(5)
8. İngilizce öğrenmenin beni daha eğitimli bir insan yapacağını düşünüyorum.	(1)	(2)	(3)	(4)	(5)
9. Yurtdışında daha iyi iş ya da eğitim fırsatları bulabilmek için İngilizce öğreniyorum.	(1)	(2)	(3)	(4)	(5)
10. Dünyadaki teknolojik ve ekonomik gelişmeleri takip edebilmek için İngilizce öğreniyorum.	(1)	(2)	(3)	(4)	(5)
11. Eğer İngilizce Üniversitede okutulmuyor olsaydı, başka yerlerde İngilizce dersleri almaya çalışırdım.	(1)	(2)	(3)	(4)	(5)
12. İngilizce sınıfta öğrendiğimiz konuyla ilgili bir sorunun olursa, öğretmenimden hemen yardım	(1)	(2)	(3)	(4)	(5)

isterim.					
13. İngilizce öğrenmek için çok çaba harcarım.	(1)	(2)	(3)	(4)	(5)
14. İngilizce ödevlerimden geribildirim aldığımda, onları hep gözden geçiririm.	(1)	(2)	(3)	(4)	(5)
15. İngilizce derslerine mümkün oldukça çok katılım gösteririm.	(1)	(2)	(3)	(4)	(5)
16. Eğer İngilizce yayın yapan bir kanalı izleme fırsatı bulursam, bu fırsatı asla kaçırmam.	(1)	(2)	(3)	(4)	(5)

BÖLÜM II

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. İngilizce pek eğlencelidir.	(1)	(2)	(3)	(4)	(5)
2. İngilizce öğrenmekten gerçekten hoşlanıyorum.	(1)	(2)	(3)	(4)	(5)
3. İngilizce ile ilgili daha fazla bilgi edinmek, edinmek istiyorum.	(1)	(2)	(3)	(4)	(5)
4. Zamanımı İngilizce yerine başka derslere harcamayı tercih ederim.	(1)	(2)	(3)	(4)	(5)
5. İngilizce öğrenmek zaman kaybıdır.	(1)	(2)	(3)	(4)	(5)
6. Kafkas Üniversitesi ve bu bölümden mezun olunca İngilizceyi bırakacağım.	(1)	(2)	(3)	(4)	(5)
7. Okulda zorunlu tutulmasa bile İngilizce öğrenmeyi isterdim..	(1)	(2)	(3)	(4)	(5)
8. İleride hem anadilimde, hem de İngilizce iletişim kurma imkanım olan bir ülkede kalmayı	(1)	(2)	(3)	(4)	(5)

planlasam, yine de İngilizce öğrenmeye gayret ederim.					
9. İngilizce öğrenmek benim için en önemli şeylerden biri.	(1)	(2)	(3)	(4)	(5)
10. İngilizce öğrenmek önemlidir.	(1)	(2)	(3)	(4)	(5)
11. İngilizce ile ilgili konuları tartışmaktan hoşlanırım.	(1)	(2)	(3)	(4)	(5)
12. İngilizce sevdiğim dersler arasında yer alır.	(1)	(2)	(3)	(4)	(5)
13. Okulda İngilizce derslerine daha çok zaman ayrılmalıdır.	(1)	(2)	(3)	(4)	(5)
14. İngilizcede başarılı olmak benim için önemlidir.	(1)	(2)	(3)	(4)	(5)

BÖLÜM III

	Kesinlikle katılmıyorum	Katılıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. İngilizce derslerinde konuşurken kendimden emin olamıyorum.	(1)	(2)	(3)	(4)	(5)
2. İngilizce derslerinde hata yapmaktan korkuyorum.	(1)	(2)	(3)	(4)	(5)
3. İngilizce derslerinde sıranın bana geldiğini bildiğim zaman heyecandan ölüyorum.	(1)	(2)	(3)	(4)	(5)
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.	(1)	(2)	(3)	(4)	(5)
5. Haftada daha fazla ders saatimin İngilizce olmasını isterdim.	(1)	(2)	(3)	(4)	(5)
6. İngilizce dersi sırasında kendimi dersle hiç ilgisi olmayan başka şeyleri düşünürken buluyorum.	(1)	(2)	(3)	(4)	(5)
7. Diğer öğrencilerin İngilizce derslerinde benden daha iyi olduklarını düşünüyorum.	(1)	(2)	(3)	(4)	(5)
8. İngilizce derslerinin sınavlarında kendimi endişeli hissediyorum.	(1)	(2)	(3)	(4)	(5)
9. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılıyorum.	(1)	(2)	(3)	(4)	(5)
10. İngilizce derslerinde başarısız olmak beni endişelendiriyor.	(1)	(2)	(3)	(4)	(5)
11. Yabancı dil	(1)	(2)	(3)	(4)	(5)

dersleri konusunda bazılarının niye endişe duyduklarını anlayabiliyorum.					
12. İngilizce derslerinde bazen öyle heyecanlanıyorum ki, bildiğim şeyleri bile unutuyorum.	(1)	(2)	(3)	(4)	(5)
13. İngilizce derslerinde sorulan sorulara gönüllü olarak cevap vermekten sıkılıyorum.	(1)	(2)	(3)	(4)	(5)
14. İngilizceyi anadili İngilizce olan insanlarla konuşmak beni heyecanlandırıyor	(1)	(2)	(3)	(4)	(5)
15. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.	(1)	(2)	(3)	(4)	(5)
16. İngilizce derslerine önceden çok iyi hazırlanmış olsam bile derste heyecanlanıyorum	(1)	(2)	(3)	(4)	(5)
17. İngilizce derslerine girmek istemiyorum.	(1)	(2)	(3)	(4)	(5)
18. İngilizce derslerinde konuştuğum zaman kendime güvenmiyorum.	(1)	(2)	(3)	(4)	(5)
19. İngilizce öğretmenim yaptığım her hatayı düzeltmeye çalışıyor.	(1)	(2)	(3)	(4)	(5)
20. İngilizce dersinde sıra bana geldiği zaman kalbimin hızlı hızlı attığını hissediyorum.	(1)	(2)	(3)	(4)	(5)
21. İngilizce sınavlarına ne kadar çok çalışırsam kafam o kadar karışıyor.	(1)	(2)	(3)	(4)	(5)
22. Kendimi İngilizce derslerine çok iyi hazırlanıp gitmek zorunda hissediyorum.	(1)	(2)	(3)	(4)	(5)
23. Her zaman diğer öğrencilerin benden daha iyi İngilizce	(1)	(2)	(3)	(4)	(5)

konuştüğunu düşünüyorum.					
24. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum.	(1)	(2)	(3)	(4)	(5)
25. İngilizce dersleri o kadar hızlı akıp gidiyor ki sınıfa ayak uyduramamaktan korkuyorum.	(1)	(2)	(3)	(4)	(5)
26. İngilizce derslerinde konuştuğum zaman hem sıkılıyorum hem de kafam karışıyor.	(1)	(2)	(3)	(4)	(5)
27. İngilizce derslerine girerken kendimi çok rahatsız ve güvensiz hissediyorum.	(1)	(2)	(3)	(4)	(5)
28. İngilizce öğretmenimin söylediği her kelimeyi anlamadığım zaman paniğe kapılıyorum.	(1)	(2)	(3)	(4)	(5)
29. İngilizce konuşabilmek için öğrenmek zorunda olduğum kuralların sayısının çok fazla olması beni kaygılandırıyor.	(1)	(2)	(3)	(4)	(5)
30. İngilizce konuştuğum zaman diğer öğrencilerin bana güleceğinden endişe duyuyorum.	(1)	(2)	(3)	(4)	(5)
31. İngilizceyi anadili İngilizce olan insanların yanında kullanırken rahatsız oluyorum.	(1)	(2)	(3)	(4)	(5)
32. İngilizce öğretmenimin cevabını önceden hazırlamadığım sorular sorduğunda heyecanlanıyorum	(1)	(2)	(3)	(4)	(5)

Öz Geçmiş (CV)

Kişisel Bilgiler	
Adı Soyadı	Assiye BURGUCU
Doğum Yeri ve Tarihi	İlgın-Konya / 1983
Eğitim Durumu	
Lisans Öğretimi	Anadolu Üniversitesi-İngiliz Dili Eğitimi Bilim Dalı
Yüksek Lisans Öğrenimi	Kafkas Üniversitesi-İngiliz Dili ve Edebiyatı Bilim Dalı London Metropolitan University (England) (Tez-araştırma bursu ile eğitim aldığı kurum)
Bildiği Yabancı Diller	İngilizce, Portekizce
İş Deneyimi	
İngilizce Dil Asistanı	Escola Basica 2,3 Dr. Joao Das Regras Lourinha-Lizbon, PORTEKİZ
Okutman	Kafkas Üniversitesi
İletişim	
	sy_brgc@yahoo.co.uk