FOREIGN LANGUAGE SPEAKING ANXIETY AND LEARNER
MOTIVATON: A CASE STUDY AT A TURKISH STATE UNIVERSITY

A THESIS SUBMITTED TO

THE GRADUATE SCHOOL OF SOCIAL SCIENCES

OF

MIDDLE EAST TECHNICAL UNIVERSITY

BY

GÖKHAN ÖZTÜRK

IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS

FOR

THE DEGREE OF MASTER OF ARTS

IN THE DEPARTMENT OF

ENGLISH LANGUAGE TEACHING

JANUARY 2012

Approval of the Graduate School of Social Sciences

_____

Prof. Dr. Meliha Altınışık

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

_____

Prof. Dr. Wolf König

Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

_____

Assist. Prof. Dr. Nurdan Gürbüz

Supervisor

Examining Committee Members

Assist. Prof. Dr. Bena Gül Peker	(Gazi Uni., ELT)	_____
Assist. Prof. Dr. Nurdan Gürbüz	(METU, FLE)	_____
Dr. Deniz Şallı Çopur	(METU, FLE)	_____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name : Gökhan Öztürk

Signature :

ABSTRACT

FOREIGN LANGUAGE SPEAKING ANXIETY AND LEARNER
MOTIVATION: A CASE STUDY AT A TURKISH STATE UNIVERSITY

Öztürk, Gökhan

MA., Department of English Language Teaching

Supervisor: Assist. Prof. Dr. Nurdan Gürbüz

January 2012, 118 pages

This study aimed to identify the relationship between foreign language speaking anxiety and foreign language learning motivation. In addition to this, the motivational level of learners, the effect of gender on this motivational level and the relationship between motivational orientations were examined. Besides, the level of foreign language speaking anxiety that the students experience, the effect of gender on this anxiety and the relationship between foreign language speaking anxiety and students' motivational level were also investigated. Finally, foreign language speaking anxiety was studied in detail via face to face interviews.

Participants of the study included 383 pre-intermediate students at Afyon Kocatepe University English preparatory program. The data were collected via two questionnaires administered to these participants and 19 participants were interviewed to get in-depth data on speaking anxiety. The quantitative data were analyzed through descriptive and inferential statistics. The content analysis was used to analyze the qualitative data.

The results of the quantitative data revealed that students had a moderate level of foreign language learning motivation, female students were more motivated than males and motivational orientations were positively correlated on a moderate level. It was also found that students at AKU experienced a low level of foreign language

speaking anxiety and female students got more anxious than males while speaking English in classroom atmosphere. Besides, foreign language speaking anxiety and foreign language learning motivation were found to be negatively correlated on a moderate level. Quantitative data of the study demonstrated that foreign language speaking anxiety is a separate phenomenon with its own sources, aspects, variables and effects on learners.

Keywords: Foreign language speaking anxiety, Language learning motivation, Language anxiety.

ÖZ

YABANCI DİL KONUŞMA KAYGISI VE ÖĞRENCİ MOTİVASYONU: DEVLET ÜNİVERSİTESİNDE BİR DURUM ÇALIŞMASI

Öztürk, Gökhan

Yüksek Lisans, İngiliz Dili Öğretimi Bölümü

Tez Yöneticisi: Yrd. Doç. Dr. Nurdan Gürbüz

Ocak 2012, 118 sayfa

Bu çalışma yabancı dil konuşma kaygısı ile yabancı dil öğrenme motivasyonu arasındaki ilişkiyi bulmayı amaçlamıştır. Buna ek olarak, öğrencilerin motivasyon seviyeleri, cinsiyetin bu motivasyon seviyesi üzerindeki etkisi ve motivasyon çeşitleri arasındaki ilişki incelenmiştir. Buna ek olarak, öğrencilerin yaşadığı yabancı dil konuşma kaygısının seviyesi, cinsiyetin bu kaygı üzerindeki etkisi ve öğrencilerin motivasyon seviyesi ile yabancı dil konuşma kaygısı arasındaki ilişki araştırılmıştır. Son olarak, yabancı dil konuşma kaygısı yüz yüze yapılan görüşmelerle ayrıntılı bir şekilde incelenmiştir.

Bu çalışmaya, Afyon Kocatepe Üniversitesi İngilizce hazırlık programındaki ön-orta seviyede 383 öğrenci katılmıştır. Veriler, bu katılımcılara uygulanan iki ölçek yardımıyla toplanmış, konuşma kaygısıyla ilgili ayrıntılı veri toplamak için 19 öğrenciyle yüz yüze görüşmeler yapılmıştır. Nicel veriler tanımlayıcı ve çıkarımsal istatistiklerle analiz edilmiştir. Nitel verilerin analizinde ise içerik analizi kullanılmıştır.

Nicel verilerin sonuçları öğrencilerin orta seviyede dil öğrenme motivasyonuna sahip olduğunu, kız öğrencilerin erkeklerden daha motive olduklarını ve motivasyon çeşitlerinin orta seviyede pozitif bir korelasyona sahip olduğunu ortaya

çıkarmıştır. Ayrıca, öğrencilerin düşük seviyede yabancı dil konuşma kaygısı yaşadıkları, kız öğrencilerin sınıf ortamında İngilizce konuşurken erkeklerden daha çok heyecanlandığı ortaya konmuştur. Buna ek olarak, yabancı dil konuşma kaygısıyla yabancı dil öğrenme motivasyonu arasında orta seviyede negatif bir korelasyon olduğu tespit edilmiştir. Nitel verilerin sonuçlarına göre ise, yabancı dil konuşma kaygısının kendine özgü sebep, değişkenler, sonuç ve öğrenci üzerindeki etkileriyle ayrı bir olgu olduğu anlaşılmıştır.

Anahtar sözcükler: Yabancı dil konuşma kaygısı, dil öğrenme motivasyonu, dil kaygısı.

To my beloved wife, Elçin

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

TABLES

CHAPTER 1

INTRODUCTION

This chapter provides information about the background of the study with a brief summary of the foreign language learning motivation and foreign language speaking anxiety. It also presents the purpose and the significance of the study and definition of terms. Finally, it gives the limitations of the study.

Background of the Study

Foreign language learning is a field that is closely related to human psychology. It has been highly affected by psychology and many studies have been performed to find out the relationship between language learning and affective variables (Gardner and MacIntyre, 1993; Chastain, 1975; Schumann, 1999; Horwitz, Horwitz and Cope, 1986; Young, 1990; Ely, 1986; Samimy and Tabuse, 1992; Zhanibek, 2001;). The common point of all these studies is that they reveal the remarkable influence of affective factors on language learning process. The affective variables which are associated with the emotions and feelings of human beings involve certain personality traits or qualities such as self-esteem, empathy, introversion (Brown, 1994). Research on the relationship between foreign language learning and affective variables generally focuses on a number of personality factors: self-esteem, risk-taking, extroversion, motivation, anxiety. In the process of language learning, these qualities may have positive or negative effects. One of those qualities is anxiety, which is an important facet of the affective domain (Balemir, 2009).

Language anxiety has been considered to be an important affective variable in foreign language learning process. Krashen (1982) asserts that, as part of the learner's affective filter, anxiety might interfere with the process of learning and acquiring a language. The recent literature in this area views the theory of anxiety particular to language learning and defines the language anxiety as "the feeling of tension and apprehension specifically associated with second language context including speaking, listening and learning" (MacIntyre and Gardner, 1993, p.284). Horwitz, Horwitz and Cope (1986) were the first to treat foreign language anxiety as a separate and distinct phenomenon particular to language learning. They define foreign language anxiety as "a distinct complex of self perceptions, feelings and behaviours related to classroom language learning process (p. 127).

In the literature, the relationship between anxiety and language learning has been investigated. However, the literature generally focuses on the negative correlations between language anxiety and students' performance in speaking since the students have been found to experience the greatest level of anxiety in speaking (Saltan, 2003). Research (Horwitz et. al, 1986; Koch and Terrell, 1991; Phillips, 1992) revealed that speaking is the most anxiety-provoking skill, and it is the greatest source of anxiety in language classrooms.

Other than anxiety, another factor that is crucial in language learning process is motivation. In general, in all kinds of learning, motivation is among fundamental factors which a learner should maintain throughout learning process (Top, 2009). For language learning, Dörnyei (1998) argues that "motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process" (p. 117). L2 motivation has been thought as one of the most important factors that determine the rate and success of L2 learning (Dörnyei, 1998). For that reason, several studies have been carried out to determine the nature and the role of motivation in foreign language learning.

Research studies in the literature reveal that language learners who really have the motivation to learn a foreign language will be able to learn a considerable

amount of it regardless of their aptitude, ability, intelligence (Dörnyei, 2001; Spaulding, 1992; cited in Vural, 2007). Besides being an individual learning factor, motivation is also a factor that affects classroom learning. Without the absence of motivation, student achievement cannot be ensured.

Motivation and anxiety, two important affective factors, are claimed to have much influence on the success of language learning by a variety of researches (Huang, 2004). However, research on the relationship between these two factors is limited. Gardner and MacIntyre (1993) claimed that investigating the precise nature of the relationship between anxiety and motivation on foreign language acquisition is necessary. Language anxiety, which hampers language learners' oral expression, is most commonly associated with speaking. For this reason, exploring the relationship between speaking anxiety and learning motivation among EFL students at universities in Turkey is useful for better understanding of these two affective factors and their influence in real language classes.

Purpose of the Study

The fact that affective variables are crucial factors in language learning process and examining these vital phenomena in a Turkish university context would contribute to literature a lot encouraged the researcher to study this topic. The purpose of this study is to find out whether there is a relationship between foreign language learning motivation and speaking anxiety among Turkish EFL university students. The study tries to explore the type and degree of correlation, if any, between these two affective factors. It also investigates the students' level of motivation and the degree of speaking anxiety that they experience in speaking English. Finally, the study examines whether the degree of speaking anxiety and motivational level of students differ according to gender of students.

Significance of the Study

In terms of language instructors, one of the most challenging issues in language classrooms is to make students speak in the classroom atmosphere. No matter how hard language instructors try, it is sometimes impossible to make students participate in the lesson. When the literature is examined, it can be seen that one of the dominant factors causing this problem is speaking anxiety which is the main focus of this study. On the other hand, motivation, which is a crucial affective factor determining the rate and success of students in language learning process, is the other focus of the study. Examining these two affective factors and trying to explore the relationship between them contribute a lot to the significance of the study.

In addition to this, it is theoretically important to investigate the relationship between EFL learning motivation and EFL speaking anxiety among Turkish EFL university students. Since the uniqueness of Turkish university context will contribute to the literature of foreign language motivation and foreign language speaking anxiety and it will definitely provide empirical evidence for further research studies, the significance of this study will get more attention.

Finally, this study focuses on two affective factors, motivation and speaking anxiety, which are two dominant and crucial factors shaping the classroom atmosphere. Through the findings of this study, language instructors can learn a lot about the psychological needs of their students. Since this study creates a detailed pathway for language instructors in terms of EFL learning motivation and EFL speaking anxiety, they can help their students in having desired motivational level and overcoming speaking anxiety which hampers them to perform successfully.

Definition of Terms

Motivation: Motivation can be defined as "a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise

to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)" (Williams and Burden, 1997, p.120)

Foreign Language Learning Motivation: It is the combination of efforts plus desires to learn the foreign language to lead the satisfaction in the task of EFL learning (Gardner, 1985; cited in Huang, 2004)

Anxiety: Spielberger (1983) defines anxiety as "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry and activation or arousal of the autonomic nervous system (cited in Horwitz et al., 1986, p.125).

Foreign Language Speaking Anxiety: Foreign language speaking anxiety is associated with the emotional reactions with which one speaks a foreign language under uneasy, fearful, nervous, or worrying situations in EFL classroom settings (Huang, 2004, p.6)

Limitations of the Study

This study was carried out in English preparatory program at Kocatepe University in Afyon where students have an intensive language program. For this reason, the study may be limited to this context. As a result, the findings of the study cannot be generalized for all EFL learners in Turkey and other countries.

Although the researcher used questionnaires and interviews to have more reliable data and results, other sources of information such as diaries and longer periods of observations could be benefited. However, they were not used because of time and environmental issues.

Finally, this study investigates the relationship between two affective factors, language learning motivation and speaking anxiety, and creates a pathway both for language learners and instructors. It does not focus on how to reduce or eliminate speaking anxiety in language classrooms. This focus can be another issue for further research studies.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter provides the background on language learning motivation and speaking anxiety. First, the definition of motivation, second language learning motivation theories, and the role of motivation on second language learning are presented. Afterwards, speaking anxiety is presented by focusing on the definition and types of anxiety. Finally, the affect of anxiety on language learning is provided.

2.1. What is Motivation?

Motivation is among basic factors which a learner should maintain in a learning process. It is accepted as one of the most important individual variables affecting the achievement in all kinds of learning. For this reason, motivation has been researched in many different ways in different areas and disciplines but there has been no clear consensus on the definition of it.

According to Dörnyei and Otto (1998) motivation is a dynamically changing arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised, and (successfully or unsuccessfully) acted out. Brown (1994) defines motivation as "inner drive, impulse, emotion or desire that moves one to a particular action" (p.114).

In his broader definition, Heckhausen (1991; cited in Dörnyei and Otto, 1998) sees motivation as "a global concept for a variety of processes and effects whose common core is the realization that an organism selects a particular behavior because of expected consequences, and then implements it with some measure of

energy, along a particular path" (p.64). In their construction of motivation, Williams and Burden (1997) define motivation as "mental and emotional arousal leading to a conscious decision to act, which promotes sustained intellectual and/or physical effort for attaining a goal or goals" (p.120). As it can be seen, motivation is a broad term which has various definitions shaped by different disciplines and research contexts

2.2. Foreign Language learning Motivation

Studying motivation in connection with foreign language learning makes the researchers focus on the topic in a more restricted manner by taking the unique principles of language learning into account.

As in other learning processes, motivation is also regarded a fundamental affective factor in language learning. Foreign language learning motivation has been perceived as a key factor by researchers which "provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process" (Dörnyei, 1998, p.117). Gardner (1985) assures that motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Thus, foreign language learning motivation is a complex set of variables covering the efforts and energy to learn a new language.

2.3. Theories of Foreign Language Learning Motivation

Since 1960s, scholars have come up with several theories to help researchers and language instructors understand what makes up foreign language learning motivation and how to design appropriate curriculum and course materials which will foster and amplify foreign language learning motivation. These theories are presented as follows.

2.3.1. Gardner's Motivation Theory

In the area of foreign language learning, the most influential theory on motivation was considered to be proposed by Robert Gardner. Gardner (1985; cited in Kim, 2009) defines L2 learning motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p.141).

According to Gardner, an individual's attitude towards the L2 and L2 community is regarded as of great importance because people's attitudes towards a target have an impact on their response to the target, and learning L2 involves taking on the behavioral characteristics of the L2 cultural group (Dörnyei, 2001b; Garder 2001a; cited in Vural, 2007).

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

In his in *integrative motive*, Gardner (1985) suggests that motivation to learn a second language depends on the positive feelings towards the community that speaks the language (p.82-3). This integrative motive is made up three main components: The first one is *integrativeness*, which includes interest in foreign languages, attitudes towards the second language community reflecting willingness and interest in social integration with members of other groups (Keles, 2007). The second one is *attitudes towards the learning situation*, which covers attitudes towards the teacher, the course, course materials, and extra-curricular activities (Dörnyei, 2001b). The third one is *motivation*, which includes effort, desire and attitudes towards learning.

The second area, *the socio-educational model*, is concerned with the role of individual differences in the learning of a second language. It focuses on four different aspects of second language acquisition process:

1. antecedent factors (which can be biological or experiential such as gender, age, or learning history)

2. individual difference variables such as intelligence, language aptitude, motivation, language anxiety.

3. language acquisition contexts

4. learning outcomes   (Dörnyei, 2001b, p.52)

The third area of Gardner's motivation theory is *Attitude Motivation Test Battery* (AMTB). AMTB is a research instrument which has been developed to assess the major affective components shown to be involved in second language learning (Top, 2009). It functions as the major components of Gardner's theory and includes over 130 items.

The last area of Gardner's theory is *the revised and extended model* constructed by Gardner and Tremblay. This model contains added variables originating from the fact that consideration of constructs from other areas would be very useful in researching motivation in L2 acquisition (Tremblay and Gardner, 1995, p.505). They added three new elements to the construct. One of them is *goal salience* which is related to learner's using specific goals in their goal setting strategies. The other one, *valance* refers to the desire and attractiveness towards learning the second language. The last one is *self-efficacy* which comprises learner's beliefs on reaching a certain level of capability on language performance or achievement.

2.3.1.1. Instrumental and Integrative Orientation

In the socio-educational model, Gardner and Lambert (1959) identified two types of motivation: integrative orientation and instrumental orientation. Dörynei (2009) defines integrative orientation as "the desire to learn an L2 of a valued community so that one can communicate with members of the community and sometimes even become like them." On the other hand, instrumental orientation is defined by Dörnyei (1990) as learner's interest in learning the foreign language associated with the pragmatic, utilitarian benefits of language proficiency, such as a better job or a higher salary.

Gardner and Lambert (1972) state that the orientation is said to be instrumental in form if the purposes of the language study reflect the more utilitarian value of linguistic achievement, such as getting ahead one's occupation. In contrast, the orientation is integrative if the student wishes to learn more about the other cultural community and he is interested in it in an open-minded way to the point eventually of being accepted as a member of that group. In addition to this, Lukmani (1972) notes that many learners wish to learn a new language in order to become part of a new social group and integrate themselves into the culture of a new language group. Other learners may have desire to use the language only for career purposes, for reading texts in the original language, or for trade purposes, etc. Therefore, the type of orientation explains why the learner is studying that specific language.

Zhang and Liang (2008) state in their article that when learners would like to integrate themselves within the culture of the second language group, to identify themselves with and become a part of that society, an integrative motive is employed. On the contrast, they state that instrumental orientation is the utilitarian counterpart of integrative orientation in Gardner's theory, pertaining to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary. Instrumental orientation reflects practical value and advantages of learning a

language. An instrumentally motivated person has very limited interest in the people and the culture of the target language community.

According to Ely (1986), integrative orientation is related to a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. However, instrumental orientation is associated with to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary.

Norris-Holt (2001) states in his article, "When someone becomes a resident in a new community that uses the target language in its social interactions, integrative orientation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members." He defines instrumental orientation as;

> "the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired."
>
> Norris-Holt (2001)

2.3.2. Dörnyei's Motivational Framework of L2 Motivation

The framework of L2 motivation, which has been remarkably influential in the area of language learning and teaching, was developed by Dörnyei (1994a). His framework specifically focuses on the motivation from a classroom perspective. According to Dörnyei (1994a), this framework comprises three levels: The Language Level, The Learner Level, The Learning Situation Level. (Table 1)

The language level includes components related to various aspects of L2 such as culture, community, along with the pragmatic values and benefits the L2

brings out (Vural, 2007). This level is in accordance with Gardner's theory in terms of instrumentality and integrativeness.

The learner level is related to the individual characteristics that the learner brings to the language learning process such as self-confidence and need for achievement.

The learning situation level includes situation-specific motives which form various aspects of L2 learning in a classroom setting. It has three components: Course specific motivational components refer to the syllabus, materials, method and the learning tasks. Teacher specific motivational components concern the motivational impact of teacher's behavior, personality and teaching style. Finally, the group specific motivational components refer to goal orientedness, group cohesion, norm and reward system, and classroom goal structure.

Table 1: Dörnyei's (1994a) framework of L2 motivation.

Source: Dörnyei, 1994a, p.280

LANGUAGE LEVEL	Integrative motivational subsystem
	Instrumental motivational subsystem
LEARNER LEVEL	Need for achievement
	Self-confidence
	➢ Language use anxiety
	➢ Perceived L2 competence
	➢ Casual attributions
	➢ Self-efficacy
LEARNING SITUATION LEVEL	
Course specific motivational components	Interest
	Relevance
	Expectancy
	Satisfaction
Teacher specific motivational components	Affiliative motive
	Authority type
	Direct socialization of motivation
	➢ Modeling
	➢ Task presentation
	➢ Feedback
Group specific motivational components	Goal-orientedness
	Norm & reward system
	Group cohesion
	Classroom goal structure

2.3.3. Dörnyei and Otto's Process Model of L2 Motivation

According to Dörnyei (2001a), "when we talk about a prolonged learning activity, such as mastering L2, motivation cannot be viewed as a stable attribute of learning that remains constant for several months or years" (p.19). Depending on this dynamic and changing aspect of motivation, Dörnyei and Otto (1998) state that students' degree of motivation fluctuates over time even in a single lesson. They

point out that this fluctuation may stem from the nature of activity or the behaviors of the teacher and it may lead to academic failure or other problems in class in an academic year.

Considering motivation as dynamic, and in an attempt to explain the change in motivation over time, Dörnyei and Otto (1998) arrive at a theory which reflects a novel approach (Table 2) in L2 motivation research in that it is based on a process oriented approach (Vural, 2009, p.20). This process model of L2 motivation is divided into three phases; pre-actional phase, actional phase and post-actional phase.

Pre-actional phase refers to the generated motivation, also regarded as *choice motivation*, because the intention and goals are formed in this phase which will help learner to attempt to achieve. After this phase, the motivated learning process begins. Actional phase require the maintenance and protection of the generated motivation, which is *executive motivation*. In this phase, the learner is committed to action and the emphasis is on the implementation of action. The learner generates tasks and applies action control mechanisms. Post-actional phase refers to a *motivational retrospection* in which learners evaluate past experiences and make decisions concerning the activities that will motivate them in the future.

Table 2: Dörnyei and Otto's process-oriented model

Source: Dörnyei, 2005, p.85

Pre-actional Stage ➔	Actional Stage ➔	Post-actional Stage
CHOICE MOIVATION	**EXECUTIVE MOTIVATION**	**MOTIVATIONAL RETROSPECTION**
Motivational Functions: ➢ setting goals ➢ forming intentions ➢ launching actions **Main motivational influences:** ➢ various goal properties (e.g. goal relevance, specificity and proximity) ➢ values associated with the learning process itself, as well as with its outcomes and consequences ➢ attitudes towards the L2 and its speakers ➢ expectancy of success and perceived coping potential ➢ learner beliefs and strategies ➢ environmental support or hindrance	**Motivational Functions:** ➢ generating and carrying out subtasks ➢ ongoing appraisal (of one's achievement) ➢ action control (self-regulation) **Main motivational influences:** ➢ quality of the learning experience (pleasantness, need significance, coping potential, self and social image) ➢ sense of autonomy ➢ teachers' and parents' influence ➢ classroom reward and goal structure (e.g. competitive or cooperative) ➢ influence of the learner group ➢ knowledge and use of self regulatory strategies (e.g. goal setting, learning, and self-motivating strategies)	**Motivational Functions:** ➢ forming casual attributions ➢ elaborating standards and strategies ➢ dismissing the intention and further planning **Main motivational influences:** ➢ attributional factors (e.g. attributional styles and biases) ➢ self-concept beliefs (e.g. self-confidence and self-worth) ➢ received feedback, praise, grades

2.3.4. Williams and Burden's Framework of L2 Motivation

Williams and Burden (1997), who stated that motivation is a complex and multidimensional concept, offered another framework of L2 motivation. By attempting to summarize the components of L2 motivation, their framework presents motivation in two categories according to whether the motivational influence is internal or external. The components of their framework, which are presented in Table 3, show parallelism with the themes in educational psychology.

Table 3: Williams and Burden's Framework of L2 Motivation

Source: Dörnyei, 2001a, p. 20

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity	**Significant others**
➢ arousal of curiosity ➢ optimal degree of challenge	➢ parents ➢ teachers ➢ peers
Perceived value of activity ➢ personal relevance ➢ anticipated value of outcomes ➢ intrinsic value of outcomes	**The nature of interaction with significant others**
Sense of agency ➢ locus of casualty ➢ locus of control reprocess and outcomes ➢ ability to set appropriate goals	➢ mediated learning experiences ➢ the nature and amount of feedback ➢ rewards ➢ the nature and amount of appropriate praise ➢ punishments, sanctions
Mastery ➢ feeling of competence ➢ awareness of developing skill and a mastery of a chosen area ➢ self efficacy	**The learning environment** ➢ comfort ➢ resources ➢ time of day, week, year ➢ size of class and school ➢ class and school ethos
Self-concept ➢ realistic awareness of personal strengths and weakness in skills required ➢ personal definitions and judgments of success and failure, ➢ self-worth concern ➢ learned helplessness	**The broader context** ➢ wider family networks ➢ the local education system ➢ conflicting interests ➢ cultural norms
Attitudes ➢ to language learning in general ➢ to the target language ➢ to the target language community	**Social expectations and attitudes**
Other affective states ➢ confidence ➢ anxiety, fear	
Development age and stage **Gender**	

2.3.5. Dörnyei's Theory of Motivational Self-System

In his overview of motivation, Dörnyei (2005) proposes a new motivational approach which provides a new dimension for motivating language learners. His approach, *motivational self-system*, consists of three main components; ideal L2 self, the Ought-to L2 self and L2 learning experience.

The ideal L2 self, which is a powerful motivator, help the learner reduce the discrepancy between his actual and ideal selves in learning L2. According to Dörnyei (2005), the learner creates an imaginary L2 community based on real-life experiences and this imaginary L2 community solves the problem of "lack of a clearly identifiable L2 native speaker community and the decreased relevance of identification with L2 speakers for a large group of learners of a variety of languages" (Kormos and Csizer, 2008, p.332; cited in Çolak, 2008).

The Ought-to L2 self refers to the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes (Dörnyei, 2005, p.106-07).

The L2 learning experience concerns "situation-specific motives related to the immediate learning environment and experience" (Dörnyei, 2005, p.106).

2.4. The Effect of Motivation on Language Learning

Most of the studies reveal and all the scholars agree that motivation is one of the key factors determining the success and failure in language learning process. The influence of motivation at the beginning of this process is regarded considerably high. Dörnyei (1998) argues that "motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process" (p. 117). Dörnyei and Cheng (2007) state that motivation serves as the initial engine as an ongoing driving force that helps to sustain the long and laborious journey of acquiring a foreign language.

Motivation is not only an initial power, but also a sustaining force affecting the whole process of language learning. Oxford and Shearin (1994)'s description of motivation underlies the influence of it:

> "Motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers, how much input they receive in the target language, how well they do on curriculum-related achievement tests, how high their general proficiency level becomes, and how long they persevere and maintain L2 skills after language study is over." (p.12)

The effect of motivation in language learning is so remarkable that without sufficient motivation, even intelligent individuals cannot reach and achieve long-term goals. Although it is a known fact that motivated learners are more likely to be involved in the learning process, some researchers describe a difference between learners according to their motivation. Dörnyei (2001a) states that motivated learners can master a considerable amount of language, regardless of their aptitudes or other cognitive characteristics, whereas without motivation, even the most intelligent students fail to attain the language. According to Oxford and Shearin (1994), motivation determines the extent of active, personal involvement in L2 learning, and conversely, unmotivated students are insufficiently involved and therefore unable to develop their potential L2 skills.

Most of the research studies in foreign language learning revealed that motivation affects learners' performance and achievement in language learning process. Gardner and Lambert (1972) carried out several studies on American high school students learning French. The results of the study revealed that motivation is a determining factor on their achievement and grades. Christiana (2009; cited in Top, 2009) conducted a study to see whether motivation has an influence on language achievement or not. The findings of the study showed that there is a positive high correlation between motivation and language performances.

Similarly, according to Liu (2007; cited in Çolak, 2008), there is a positive correlation between students' attitudes, motivation and proficiency in English.

Another researcher who investigates the relationship between motivation and language achievement is Malallah (2000). He carried out a study on 409 university students in Kuwait to examine the attitudes and motivation to learn English as a second language in an Arabic context. The results of his study revealed that students' achievement in learning English is positively related to their motivational levels. Moreover, Takase (2007), who investigated factors which motivate Japanese high school students to read English extensively, concluded that intrinsic motivation is the most influential factor for students in reading English extensively.

2.5. What is Anxiety?

Since anxiety is a complex construct having many variables, researchers and scholars have had difficulty in finding a concrete definition for it. For this reason, anxiety has been defined in many ways due to its complex structure.

Spielberger (1983; cited in Horwitz et. al. 1986, p.125) defines anxiety as "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension and worry and by activation or arousal of the autonomic nervous system". According to Scovel (1991, p. 18), anxiety is "a state of apprehension, a vague fear that is only indirectly associated with an object".

Emphasizing the uniqueness of personality, May (1977, p.205) defines anxiety as "a threat to some value that the individual holds essential to his existence as a personality". According to Samimi and Tabuse (1992, p.379), "anxiety is a state of being uneasy, apprehensive or worried about what may happen; being concerned about a possible future event".

Although the researchers and scholars have proposed different definitions for anxiety, all the definitions have some common components such as fear, tension, apprehension, feeling uneasy. These common components show that anxiety, due to its nature, may create a negative block in any kind of learning

process. According to Ehrman (1996; cited in Balemir, 2009), these characteristics are associated with individuals' negative evaluations of their actions, and due to these characteristics, they become failure oriented, feel inhibited and avoid performing tasks.

2.6. Types of Anxiety

When the literature is examined, it is seen that researchers and scholars propose two classifications concerning the types of anxiety. In the first one, three types of anxiety; trait, state, situation specific, have been presented. The other classification consists of debilitating and facilitating anxiety.

2.6.1. Trait Anxiety

Trait anxiety is relatively stable personality characteristic, "a more permanent predisposition to be anxious" (Scovel, 1978; cited in Ellis, 1994, p.479). According to Bekleyen (2004), trait anxiety is a relatively stable emotional state that an individual experiences more frequently or more intensely than most people on the average and is part of the individual's personality. Philips (1991, p.14) defines trait anxiety as "a relatively stable tendency to exhibit anxiety in a large variety of circumstances".

As the definitions above provides, trait anxiety, which is a relatively stable tendency, is identified as a mental personality characteristic affecting the individual negatively. MacIntyre and Gardner (1991) state that trait anxiety negatively affects people's memory and cognitive features. According to Spielberger (1983; cited in Bekleyen, 2004), an individual with a high levels of trait anxiety shows tendencies to become apprehensive across a number of different situations as a result of generally regarding these situations as more threatening than they actually are.

2.6.2. State Anxiety

State anxiety is defined as the apprehension experienced at a particular moment in time, for example, prior to taking examination (Spielberger, 1983, cited in MacIntyre and Gardner, 1991, p. 90). Bekleyen (2004) puts forward that state anxiety is experienced by an individual at a particular moment as a reaction to a definite situation. Additionally, Young emphasizes (1990) that it is not a permanent feature and it is a reaction that is triggered by the conditions of a particular situation.

Mostly defined as a temporary reaction, state anxiety can differ according to the characteristic and personality of the individuals. Spielberger (1972) expresses that state anxiety varies in intensity and duration and fluctuates over time as a function of the amount of stress that impinges upon an individual and that individual's interpretation of the stressful situation as personally dangerous or threatening.

2.6.3. Situation Specific Anxiety

Situation specific anxiety has been adopted by several researchers as an alternative to the state anxiety. According to MacIntyre and Gardner (1991), it is the type of anxiety experienced in a well-defined situation. Situation-specific anxiety is caused by the conditions of a specific situation. For this reason, it provides a better understanding of anxiety in terms of various aspects of a particular situation.

Situation specific anxiety can demonstrate an important role for anxiety in the language learning process (Zhanibek, 2001). Foreign language anxiety is considered to be a situation specific anxiety because in the process of language learning, situation specific anxiety recurs every time the learner attempts to use the language (Balemir, 2009). Taking a test, speaking in front of the class, writing

examinations are some situations in which learners can experience situation specific anxiety.

2.6.4. Facilitating Anxiety

Some experts in the field of psychology believe that anxiety may sometimes have a positive effect on performance. This type of anxiety is called facilitating anxiety. Facilitating anxiety influences the learner in a positive, motivating way and is best described as enthusiasm before a challenging task (Zhanibek, 2001). Scovel (1991) states that "facilitating anxiety motivates to fight the new learning task; it gears the learner emotionally for approach behavior (p. 22). In addition to this, Brown (1994) points out that facilitating anxiety has a positive influence on learners in accomplishing a task. Bekleyen (2004) also states that facilitating anxiety helps people do better than they might and it might keep the students poised and alert.

2.6.5. Debilitating Anxiety

Since "anxiety" has negative connotations in the literature, it is commonly interpreted by the term "debilitating anxiety". Debilitating anxiety motivates the learner to flee the new learning task; it stimulates the individual emotionally to adopt avoidance behavior (Scovel, 1991, p. 22). Debilitating anxiety causes some negative feelings on the individual and hinders him/her performing a task. According to Scarcella and Oxford (1992; cited in Aydın, 2001), debilitating anxiety harms learners' performances in many ways both indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language.

2.7. Foreign Language Anxiety and Its Effects on Foreign Language Learning

In the literature, anxiety has been found one of the prominent factors in all kinds of learning. It is impossible not to associate such an important factor with foreign language learning which is a process highly dominated by affective variables. This association leads to a new term called "foreign language anxiety".

Foreign language anxiety, which is a complex and multidimensional phenomenon (Young, 1990), can be defined as "the subjective feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning" (MacIntyre and Gardner, 1993, p. 284). Being the first to treat foreign language anxiety as a separate phenomenon, Horwitz, Horwitz and Cope (1986) defines foreign language anxiety as "a distinct complex of self perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.127). Based on empirical data and anecdotal evidence, they proposed a theory on language learning anxiety. This foreign language anxiety theory has three interrelated components; communication apprehension, fear of negative evaluation, test anxiety.

Communication apprehension is defined by Horwitz et al. (1986) as "a type of shyness characterized by fear of or anxiety about communicating with people" (p. 127). Communication apprehension causes an inability to express oneself and comprehend another person. Tsiplakides and Keramida (2009) state that students who exhibit communication apprehension do not feel comfortable communicating in the target language, especially in relation to speaking and listening skills. According to Noormohamadi (2009), there is a unique component of communication apprehension, which is metacognitive awareness. This awareness means that, as a speaker and listener, full comprehension of foreign language message is impossible. As a result, learners feel frustrated and the apprehension dominates the process.

Fear of negative evaluation refers to the "apprehension about others' evaluation, avoidance of evaluative situations, the expectation that others would evaluate oneself negatively" (Horwitz et al., 1986, p.128). Noormohamadi (2009) states that evaluation, in this case, refers to both the academic and personal evaluation, made of students on their performance and competence in the target language. That means, learners feel the apprehension of being evaluated academically and personally by their teachers and peers. Such learners are mostly passive in the classroom atmosphere and they prefer not to participate in the classroom activities because they are afraid of making mistakes and, as a result, being negatively evaluated. According to Tsiplakides and Keramida (2009), students who experience fear of negative evaluation do not consider language errors as a natural part of the language process, but as a threat to their image, and a source for negative evaluations either from the teacher or their peers. As a result, fear of negative evaluation, which stems from an individual's conviction of being evaluated negatively (Ay, 2010) may even lead to avoid the language process entirely.

Test anxiety covers the tests and examinations of the language learning process. Horwitz et al. (1986) defines test anxiety as "a type of performance anxiety stemming from a fear of failure" (p. 128). Due to test anxiety, learners may feel anxious about an upcoming test and they may fail even if they study well. This fear of failure may even influence the self-perception of learners in their academic environment. According to Liu and Jackson (2008), students with test anxiety often demand more of themselves than they are capable of achieving and worry about their performance. In addition to this, test anxiety may have a negative effect on the learners' perception of language process. Tsiplakides and Keramida (2009) state that students who experience test anxiety consider the foreign language process, and especially oral production, as a test situation, rather than an opportunity for communication and skills improvement.

Enlightening effect of this model proposed by Horwitz et. al. (1986) led to a number of studies which have been carried out on the effects of foreign language anxiety on language learning. One of these studies was conducted by Horwitz (1991; cited in Philips, 1992). The findings of this study carried out on Spanish and French students revealed that students with high levels of anxiety received lower course grades than the students with lower levels of anxiety. In a similar study which analyzed American students learning Japanese, Aida (1994; cited in Bekleyen, 2004) found that anxious students got lower grades than their calmer counterparts.

Ying (1993) carried out a study to investigate the effects of foreign language anxiety on English learning with senior high school students in northern Taiwan. The results showed that a slightly difficult test in classroom atmosphere would increase the level of students' anxiety and influence their language proficiency. In her study, it was also reported that facilitating anxiety did not much help to increase students' language proficiency (in Huang, 2004). In addition to this, Saito and Samimy (1996) found out that foreign language anxiety can have a negative impact on Japanese learners' performance and the influence of foreign language anxiety becomes more important as learners' instructional level increases.

A different study was carried out by Djigunovic (2006) on Croatian undergraduate EFL learners to investigate the effects of language anxiety on language processing. The findings of her study revealed that students with high levels of language anxiety produce smaller amounts of continuous speech in L2 and they make longer pauses while speaking compared to students with low levels of language anxiety.

Depending on the explanatory power of this foreign language anxiety model, researchers in this area became interested in making research studies on anxiety and language skills. Among language skills, speaking attracted the most attention and a new term foreign language speaking anxiety has been proposed.

2.8. Foreign Language Speaking Anxiety

Speaking is a productive one among four language skills. In today's language classrooms, students try to improve this productive skill in many ways. They perform orally in front of a group, and they make oral presentations or participate in group discussion. They are sometimes called on to speak by their teacher in the target language. All these challenging speaking tasks may sometimes influence the learners negatively and lead to such sentences uttered by the learners:

I always feel nervous when speaking English.

I feel bad in my mind because I wonder why I can't speak English very well.

My English appear is not good enough; I can't express very well.

Sometimes I feel stupid, some people look at me, a strange man, cannot speak good.

(Tanveer, 2007, p. 1)

Students in foreign language classrooms generally report that speaking in the target language is the most anxiety producing experience. Besides producing the highest level of anxiety, speaking is cited as the most anxiety provoking skill in the foreign language classes. According to Young (1990), speaking activities requiring in front of class and on spot performance produce the most anxiety from the students' perspective. Horwitz et al. (1986) revealed that language learners experience more anxiety over speaking than other language skills.

In the related literature, several research studies have been carried out related to students' foreign language speaking anxiety. In his study, Price (1991; cited in Aydın, 2001) found that speaking in front of their peers is a very anxiety provoking activity for the foreign language learners because the learners were concerned about making mistakes in pronunciation and being laughed at. Koch and Terrell (1991; cited in Young, 1990) found similar findings concerning students' speaking anxiety. They claimed that activities examined in the Natural Approach

such as oral presentations, role-playing, defining words are the most anxiety producing ones.

Huang (2004) investigated the relationship between learning motivation and speaking anxiety among EFL non-English university students in Taiwan, and found that students experience a high level of speaking anxiety. In their extensive research study that is carried out on 547 Chinese EFL students, Liu and Jackson (2008) concluded that students experience anxiety in speaking and foreign language anxiety is a powerful predictor for unwillingness to communicate in foreign language classes. In addition to this, Tsiplakides and Keramida (2009) analyzed fifteen third-grade Greece students aged between 13-14 in their qualitative research study. They found that six of these students experience English language speaking anxiety as a result of fear of negative evaluation from their peers and perception of low ability in relation to their peers.

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

As in all other EFL and ESL contexts, several research studies on foreign language speaking anxiety and foreign language learning motivation investigating their effect on learners and learning process, and their relationship with other variables, skills and achievement have been carried out in Turkish contexts.

In his study, Çolak (2008) investigated the relationship between motivational level of students and their study habits in a Turkish university context. The participants included 82 second-year university students. The study revealed that students had a moderate level of foreign language learning motivation. A low correlation was found between overall motivation and students' success. It was also found that their motivational level showed difference according to their departments. The study revealed that there is a direct relationship between the motivational level of students and their study habits. In addition to this, Demir (2005) investigated the role of motivation on L2 learning in a Turkish EFL context

which includes 193 primary school students. The results of the study showed that there was a significant relationship between two types of motivation, intrinsic and extrinsic, and language achievement. More specifically, Mendi (2009) investigated the relationship between students' reading proficiency performance and motivation. The findings of the study revealed that students who have higher motivation levels spend much time on reading English extensively. In addition to this, it was found out that there is a positive relationship between motivation and reading performance.

In her study, Dalkılıç (2001) investigated the correlation between students' foreign language anxiety levels and their achievement in speaking courses. She conducted her study on 126 Turkish freshman EFL learners and benefited from both qualitative and quantitative data. The findings of the study revealed that there was a significant relationship between the students' anxiety levels and their success in speaking classes. In addition to this, Ay (2010) found that students reported anxiety in an advanced level in productive skills. The participants of the study reported that their anxiety occurs most when they are required to speak without being prepared in advance. Moreover, in his study which focuses on the relationship between proficiency level and degree of foreign language speaking anxiety in a Turkish EFL context, Balemir (2009) revealed that Turkish EFL university students experience a moderate level of speaking anxiety in their language classes. Furthermore, Saltan (2003) investigated the EFL speaking anxiety in terms of both students' and teachers' perspectives. The findings of her study indicated that students experience a certain degree of EFL speaking anxiety, but the intensity of it is not disturbingly high.

2.10. Summary

This chapter started by presenting a literature review about the definition of motivation, foreign language motivation theories and the effect of motivation on

language learning. It is seen that although different research contexts and designs have been utilized, it can be concluded that motivation is a driving force in foreign language learning process, and it is a vital affective factor determining the success rate in this process. Then, the chapter continued with the literature review of another important affective variable which is anxiety. The definition and types of anxiety, foreign language anxiety and its effects on foreign language learning were presented and it can be seen that anxiety may affect language learning process negatively and it has a debilitating effect. The chapter finished with a review of foreign language speaking anxiety which is one of the focuses of this study, and an overview related to research studies in Turkish contexts.

To sum up, when the literature review above is examined, it can be seen that motivation and anxiety, as opposite forces, are two important affective factors influencing foreign language learning process. Since speaking has gained importance in today's language classrooms in which learners are expected to perform in target language, this study focuses on foreign language motivation and foreign language (EFL) speaking anxiety. The researcher also thinks that the study will provide a descriptive pathway in a Turkish context concerning these two affective variables.

CHAPTER 3

METHODOLOGY

This chapter presents the overall design of the study. It also gives information about the research questions, description of setting and participants, instruments used for the study, data collection method and data analysis.

3.1. Overall Design of the Study

The study is a case study conducted in a Turkish university context. Berg (1998) claims that "a case study methods involve systematically gathering enough information about a particular person, social settings, event, or group to permit the researcher to effectively understand how it operate or function" (p. 212). Yin (1994) also reports that "case studies are preferable when investigators have little control over events; and focus is on a contemporary phenomenon within some real-life context" (p. 1). For those reasons, it was thought that case study was an appropriate method for this study.

This study is also a descriptive research which examines the relationship between foreign language learning motivation and foreign language speaking anxiety in a Turkish EFL context. As Gardner and MacIntyre (1993) claimed that investigating the nature of the relationship between anxiety and motivation in foreign language acquisition is necessary, the aim of this study gains importance for foreign language learning in Turkish context.

The research was carried out with Turkish EFL university students at Afyon Kocatepe University English preparatory program. In this study, both qualitative and quantitative data were utilized by the researcher because the researcher believes

that having data which have been collected through different methods provide more reliable results and reduce potential biases. Qualitative data were gathered through face to face interviews, and quantitative data were collected by administering two questionnaires. The data collected through questionnaires were analyzed through descriptive and inferential statistics.

3.2. Research Questions

This research study was guided by following research questions:

1. What is the level of foreign language learning motivation of students in English preparatory program at Afyon Kocatepe University?

1.a. What are the levels of integrative and instrumental orientations of students?

1.b. Do these motivational level and the orientations differ according to gender?

1.c. Do integrative orientation and instrumental orientation correlate in a Turkish university context?

2. Do the students in English preparatory program at Afyon Kocatepe University experience foreign language speaking anxiety in language classrooms? If so, what is the level of it?

2.a. Does the level of foreign language speaking anxiety differ according to gender?

3. Is there a relationship between the motivational level of students and their foreign language speaking anxiety?

3.a. Is there a relationship between foreign language speaking anxiety and motivational orientations?

3.3. Participants

The participants of the study included 383 Turkish university students at Afyon Kocatepe University English preparatory program in 2010 - 2011 spring semester. The questionnaires were originally administered to 400 students, but 17 papers were eliminated due to missing answers and incomplete papers. For this reason, 383 participants were included in the study, which is more than half of total the number of students in the program, and 19 of them were also interviewed. These 383 participants composed of 225 female and 158 male students aged between 17 and 22. Although they were all learning English in the preparatory program of the university, the students were from different departments such as business administration, economics, tourism management, chemistry, physics and biology.

The group of participants included pre-intermediate students in the preparatory program. Although their level of English was accepted as pre-intermediate in the program at the time of the study, the group included both successful and unsuccessful students. Most of the participants come from a high school period during which they gave no importance to learning English, so they perceived it a bit challenging. In other words, it could be said that most of the participants started to learn English in this program.

3.4. Setting

Afyon Kocatepe University is a state university having various departments. Although the medium of instruction is Turkish in most of the departments, there are some departments having 30% English and one department having 100% English. Students of these departments have to take an English proficiency exam at the beginning of the academic year. Ones who get more than 60 over 100 can start the first year of their department. Students who cannot get this score have to take one year compulsory English preparatory program in school of foreign languages.

English preparatory program in the school of foreign languages is a compulsory program which aims to develop the English skills of students for their academic programs. There are 28 instructors working in this program and 650-700 students on average every year. Students have 25 hours of English every week. English is taught integratively in English preparatory program. They study 15 hours main course and 10 hours of writing and reading skills with a different instructor.

At the end of the academic year, students, who have an average of 60 and over in their exams during two semesters, can take the proficiency exam. If they get 60 and over, they have the certificate of English preparatory program and start their department in the following year. Students, who do not have 60 from the average of their exams or who cannot get 60 and over in the proficiency exam, can start their departments without having the certificate, but they have to get more than 60 in any of the proficiency exams before they graduate from the university.

3.5. Data Collection Instruments

The instruments of this study included the motivation and attitude questionnaire, EFL speaking anxiety scale and eleven interview questions.

3.5.1. The Motivation / Attitude Questionnaire

The Motivation and Attitude Questionnaire (MAQ), which was developed by Dörnyei (1990) to measure the motivational level in foreign language learning context, was used in this study to measure the motivational level of participants. It was adapted by Mendi (2009), and this adapted version was used in this study. The MAQ had originally four main constructs; integrative orientation, instrumental orientation, need for achievement and attribution about past failures. In the adapted version, integrative and instrumental orientation, and only the subscales related to these two constructs were used (Mendi, 2009). Since the current motivational level

of students was needed for this study, the researcher believed that using this adapted version would be appropriate because the other two constructs, need for achievement and attribution about past failures, would be irrelevant for the study. The adapted version has 30 items in total and the number of items for each construct is shown in Table 4.

Table 4: Two constructs of MAQ and the number of items

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

The MAQ is a 5 point Likert scale composed of 1, strongly disagree; 2, disagree; 3, neither agree nor disagree; 4, agree; 5, strongly agree. The participants were asked to read the statements carefully and circle the appropriate choice which appealed them best. Choosing the appropriate number would indicate the degree of motivation implied in each statement.

The original of the Motivation / Attitude Questionnaire is in English (see Appendix A). In order to prevent misunderstanding and increase the reliability of the study, Turkish translation of the questionnaire was administered. The translation of the adapted version which was done through back translation method in Mendi (2009)'s study was also examined by the researcher and a research assistant having his PhD in translation and small revisions were made on the questionnaire (see Appendix B).

Reliability of the MAQ has been proved by previous studies, and it is a well known questionnaire used in the research studies of this area. In addition to this, the reliability of the adapted version had already been proved by Mendi (2009). For this

reason, the researcher believed that it was not necessary to carry out a pilot study. Even so, it would be beneficial to present the reliability coefficients of the MAQ in this study. The following table shows the reliability coefficients of the MAQ, and its constructs in this study.

Table 5: Reliability coefficients of the MAQ

Construct	Cronbach's Alpha
The MAQ (in total)	.83
Instrumental Motivation (9 items)	.80
Integrative Motivation (21 items)	.77

As it is seen in the table, the Cronbach's Alpha reliability coefficient of the MAQ is .83, which means that the questionnaire is satisfactory in terms of reliability with its 30 items. The reliability coefficients of the constructs of the MAQ are as follows: Instrumental motivation, .80; Integrative motivation, .77.

3.5.2. Foreign Language Speaking Anxiety Questionnaire

This questionnaire was adapted from Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). FLCAS is the most widely used instrument for determining the range and degree of foreign language anxiety. Due to its high internal consistency measured by Cronbach's Alpha coefficient as .93, it is quite satisfactory in terms of its reliability. Since FLCAS was designed to measure the degree of general foreign language classroom anxiety and the focus of this study is foreign language speaking anxiety, only the items related to speaking anxiety were chosen by the researcher.

Foreign language speaking anxiety questionnaire was designed by selecting 18 items from 33 items of FLCAS. These 18 items were also used by Saltan (2003) partly in her study and found to be directly related to foreign language speaking anxiety. In this study, these items written in foreign language speaking anxiety questionnaire were used to investigate whether students experienced speaking anxiety and the degree of it (Appendix C).

In order to prevent any misunderstanding of the statements, translated version of the items were administered to the participants. The version translated by Saltan (2003) through back translation was also examined by the researcher and a research assistant having his PhD in translation and small revisions were made on the items (Appendix D). In addition to this, although FLCAS is a reliable questionnaire having strong internal consistency, the researcher believed that presenting the reliability of these 18 items would be necessary. Table 6 gives the internal consistency of foreign language speaking anxiety questionnaire (FLSAQ)

Table 6: Reliability coefficient of FLSAQ

	Cronbach's Alpha
Foreign Language Speaking Anxiety Questionnaire (FLSAQ)	.91

3.5.3. Interview Questions

After a detailed examination of literature, the researcher prepared an interview protocol (Appendix E) in order to get in-depth data about the foreign language motivation of participants and their foreign language speaking anxiety. The interview protocol consisted of eleven open-ended questions which are related to the focuses of this study, and it was supposed to provide valuable information for this study in the sense that the questions gave an opportunity to students to express

themselves freely. In addition to this, the researcher believed that these interview questions would provide qualitative support for the statistical analyses. The interviews were semi-structured and some prompts were prepared and asked to participants in order encourage them to elaborate their ideas.

The interview questions were administered to 19 students who were selected randomly among the 383 participants of this study. In order to prevent misunderstandings, the interviews were carried out in the mother tongue of the participants. English and Turkish of the questions were both examined by the researcher and his supervisor. They were also checked with the help of five students to make the questions clearer and more understandable for the interviewees. The interviews were made face to face and students were kindly asked to express their ideas and feeling on the basis of the questions asked by the researcher. The interviews were recorded by the researcher and transcribed for the analyses.

3.6. Data Collection Procedure

After examining the instruments with the supervisor, the researcher firstly administered the questionnaires on 383 students at Afyon Kocatepe University English preparatory program in the spring term of 2010-2011 academic year. The number of participants included more than half of the total number of students in the program. The instruments were administered with the help of the colleagues of the researcher. Each instructor administered the questionnaires in his/her class after being informed by the researcher about the important points regarding the study and questionnaires.

After the administration of the questionnaires, the researcher selected 19 participants randomly for the interviews. All of the 19 students agreed to participate in the face to face interviews and then, the researcher carried out the interviews. The interviews were semi-structured and the participants expressed their ideas and

feeling depending on the questions asked by the researcher. The interviews were recorded and transcribed by the researcher to be analyzed.

3.7. Data analysis

In this study, two 5 graded Likert scale were used to collect quantitative data. The quantitative data were compiled and Statistical Package for Social Sciences (SPSS) 17.0 was used to analyze these data. Because of incomplete information, 17 of 400 papers were not included in the analysis. The data were analyzed through descriptive and inferential statistics.

Since foreign language motivation questionnaire used in the study consist of both negative and positive statements, students' scores for negative statements (items 5 and 7) were adjusted by code reversing before the analysis. For the quantitative data analysis, the researcher used descriptive statistics (means, percentages, standard deviations) to describe the identified features of the data in the study. In addition to this, inferential statistics were employed to find out if any significant differences or correlations existed among variables.

In order to get in-depth data and have a broad understanding about the foreign language motivational levels of students and their potential EFL speaking anxiety, semi-structured interviews were carried out with 19 students by using 11 open-ended questions. After the interviews were transcribed by the researcher, the data were analyzed through content analysis which required finding the common and significant points, themes and patterns in the data. Then, these coherent patterns were categorized, and the percentages were calculated from categorical data for each question.

CHAPTER 4

RESULTS

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

4.1. Analysis of the Research Question 1: What is the level of foreign language learning motivation of students in English preparatory program at Afyon Kocatepe University?

The first research question of the study attempted to reveal the foreign language (EFL) learning motivation level of the participants. The foreign language motivation questionnaire had thirty items. Since it is 5-graded Likert scale, the scores ranged from 30 to 150. A total that was more than 120 presented that the motivational level of the participant was high; the scores ranging from 90 to 119 meant that the participant had a moderate level of motivation to learn English. Lastly, if a total score was less than 90, it revealed that the motivational level of the participant was low.

To determine the motivational level of students, the mean scores were computed through descriptive statistics. According to the results of the analysis, the students at Afyon Kocatepe University had a moderate level of EFL learning motivation in general. The important point that can be seen in this analysis is that their score is quite close to the line of the high motivational level.

Table 7: Participants' level of EFL learning motivation

	General Motivation
Mean	114.00

Besides general motivational level of the participants, the frequencies of low, moderate and high motivational level were also computed through descriptive statistics. As it is seen in Table 8, the results showed that 6 percent of the participants had a low level of motivation, 56 percent of the participants had a moderate level of motivation and nearly 38 percent of the participants are highly motivated to learn English as a foreign language.

Table 8: Percentages and Frequencies of levels of motivation

	Percentages	Frequencies
Low level of motivation	6	23
Moderate level of motivation	56.1	215
High level of motivation	37.9	145
Total	100	383

4.1.1. Analysis of the Research Question 1.a: What are the levels of integrative and instrumental orientations of students?

The foreign language learning motivation questionnaire used in this study composed of two sub-constructs which are integrative orientation and instrumental orientation. The questionnaire had thirty items in total. Twenty one of these thirty

items (items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 28, 29) were related to integrative orientation. Since the survey was a 5-graded Likert, the scores related to integrative orientation ranged from 21 to 105. The participant with a score less than 63 was assumed to have a low integrative orientation; the scores ranging from 63 and 84 revealed a moderate level of integrative orientation, and a participant with a total score more than 84 demonstrated a high level of integrative orientation. Nine items (items 20, 21, 22, 23, 24, 25, 26, 27, 30) of the survey were related to instrumental orientation, and the total score of this construct ranged from 9 to 45. A total score less than 27 presented a low level of instrumental orientation; a participant receiving a total score ranging from 27 to 36 demonstrated a moderate level of instrumental orientation, and a total score more than 36 showed a high level of instrumental orientation.

In order to find the orientations of the participants, the mean scores of each orientation were computed. The results presented in Table 9 revealed that the students at Afyon Kocatepe University had a moderate level of integrative orientation and a high level of instrumental orientation.

Table 9: Integrative and instrumental orientations of the participants

	Integrative	Instrumental
Mean	74.9	39.08

In a detailed analysis, the frequencies and percentages of the participants with low, moderate and high integrative orientation were computed through descriptive statistics. The results of the analysis showed that 10.4 percent of the participants had a low level of integrative orientation whereas 22.5 percent of them

had a high level of integrative orientation. 67.1 of the participants which is more than the half demonstrated a moderate level of integrative orientation.

Table 10: Percentages and frequencies of participants' integrative orientation

	Percentages	Frequencies
Low integrative orientation	10.4	40
Moderate integrative orientation	67.1	257
High integrative orientation	22.5	86
Total	100	383

In addition to this, instrumental orientations of the participants were analyzed through descriptive statistics. Frequencies and percentages related to low, moderate and high instrumental orientations were calculated. The results in Table 11 revealed that more than a third of the participants demonstrated a high level of instrumental orientation whereas just two percent of them showed a low level of instrumental orientation, and twenty two percent of students had a moderate level of instrumental orientation.

Table 11: Percentages and frequencies of participants' instrumental orientation

	Percentages	Frequencies
Low instrumental orientation	1.8	7
Moderate instrumental orientation	22.2	85
High instrumental orientation	76	291
Total	100	383

4.1.2. Analysis of the Research Question 1.b: Do the motivational level and the orientations differ according to gender?

Research question 1b attempted to reveal whether there is a significant difference in the motivational levels and orientations of students in terms of gender. This difference was investigated through inferential statistics by using independent samples t-test. The results in Table 12 reveal that there is a statistically significant difference (p=.003) in the motivational level of students in terms of their genders. It can also be seen that both genders have a moderate level of motivation, and female students have a higher mean score than male students in terms of motivational level.

Table 12: Motivational levels in terms of genders

	Gender	N	Mean	Std. Dev.	t value	df	p [sig. (2-tailed)]
General Motivation	**Male**	158	111.44	14.59	2.96	381	.003*
	Female	225	115.80	13.89			

N: Number of students   *p<0.01

In a further analysis, the motivational orientations of students were analyzed through inferential statistics to see whether the orientations of students differ according to their genders. Depending on the results presented in Table 13, although both genders have a moderate level of integrative orientation, it can be seen that integrative orientation differs significantly (p=0.004) according to the gender of students, and female students demonstrate a higher integrative orientation than male students.

Table 13: Integrative orientation according to genders

	Gender	N	Mean	Std. Dev.	t value	df	p [sig. (2-tailed)]
Integrative Orientation	**Male**	158	72.91	11.98	2.85	381	.004*
	Female	225	76.32	11.14			

N: Number of students   *p<0.01

Table 14 presents the statistical results related to the analysis of instrumental orientation of students according to their gender. The results reveal that both genders demonstrated a high level of instrumental orientation. In addition to this, there is not a statistically significant difference between genders in terms of their instrumental orientation. Finally, it is seen that female students have a slightly higher level of instrumental orientation.

Table 14: Instrumental orientation according to genders

	Gender	N	Mean	Std. Dev.	t value	df	p [sig. (2-tailed)]
Instrumental Orientation	**Male**	158	38.52	4.44	1.99	381	.046*
	Female	225	39.47	4.67			

N: Number of students   *p<0.01

4.1.3. Analysis of the Research Question 1.c: Do integrative orientation and instrumental orientation correlate in a Turkish university context?

The questionnaire used in this study aims to measure EFL learning motivation of students, and it has two sub-constructs which are integrative and instrumental orientations. Research question 1c aims to investigate whether these

two constructs, instrumental orientation and integrative orientation, correlate in a Turkish university context. In other words, this research question aims to find out whether instrumental orientation and integrative orientations of Turkish students have a relationship. To reach this aim, the data were analyzed through inferential statistics by using Pearson Correlation. Table 15 presents the results of this analysis.

Table 15: The relationship between integrative orientation and instrumental orientation

	Integrative orientation	Instrumental orientation
Integrative orientation	N=383	.564**
Instrumental orientation	.564**	N=383

N: Number of students **Correlation is significant at 0.01 level

The results presented in Table 15 reveal that integrative and instrumental orientations have a positive significant correlation (r=.564) which is on a moderate level.

4.2. Analysis of the Research Question 2: Do the students in English preparatory program at Afyon Kocatepe University experience foreign language speaking anxiety in language classrooms? If so, what is the level of it?

The second research question of the study investigates the level of foreign language (EFL) speaking anxiety that the students at Afyon Kocatepe University experience. To measure the level of speaking anxiety, a questionnaire having 18 items was used. Since the questionnaire is a 5-graded Likert scale, the total score ranged from 18 to 90. A total score more than 72 demonstrated a high level of

speaking anxiety; a total score ranged from 54 to 72 presented a moderate level of speaking anxiety, and participants who had a total score less than 54 showed a low level of foreign language speaking anxiety.

To determine the level of foreign language speaking anxiety of the participants, the mean scores were computed through descriptive statistics. The results presented in Table 16 reveal that the students at Afyon Kocatepe University experience a low level of foreign language speaking anxiety.

Table 16: The level of foreign language speaking anxiety

	Foreign language Speaking Anxiety
Mean	51.19

In addition to this, foreign language speaking anxiety level of students, the frequencies and percentages of low, moderate and high speaking anxiety levels were computed through descriptive statistics. The results of this analysis demonstrated that 58 percent of students, which is more than a half, experienced a low level of foreign language speaking anxiety. It is also seen that nearly one third of the participants demonstrated a moderate level of foreign language anxiety while 11.7 of students experiences foreign language speaking anxiety on a high level.

Table 17: Percentages and frequencies of participants' foreign language speaking anxiety

	Percentages	Frequencies
Low level of speaking anxiety	58	222
Moderate level of speaking anxiety	30.3	116
High level of speaking anxiety	11.7	45
Total	100	383

4.2.1. Analysis of the Research Question 2a: Does the level of foreign language speaking anxiety differ according to gender?

Research question 2a aims to investigate foreign language speaking anxiety in terms of gender. In other words, research questions aims to reveal the level of anxiety experienced by genders and whether there is a significant difference between them in terms of foreign language speaking anxiety. The analysis was done through inferential statistics by using independent samples t-test. The results are presented in Table 18.

Table 18: Foreign language speaking anxiety according to genders

	Gender	N	Mean	Std. Dev.	t value	df	p [sig. (2-tailed)]
Foreign language speaking anxiety	**Male**	158	47.15	16.47	4.18	381	.000*
	Female	225	54.04	15.40			

N: Number of students *p<0.01

The results presented in Table 18 reveal that there is a statistically significant difference (p=.000) between genders in terms of foreign language speaking anxiety. It can also be seen from the mean scores that female students experience a higher level of speaking anxiety than male students. It is also clear that while female students demonstrate a moderate level (M=54.4) of foreign language speaking anxiety, male students experience speaking anxiety on a low level (M=47.15).

4.3. Analysis of the Research Question 3: Is there a relationship between the motivational level of students and their foreign language speaking anxiety?

This research question aims to investigate whether there is a significant relationship between foreign language learning motivation and foreign language speaking anxiety. In other words, whether these two affective factors correlate, and the level of this correlation are the issues examined by this research question. This relationship was measured through inferential statistics by using Pearson Correlation coefficient. The result of the analysis is presented in Table 19.

Table 19: The relationship between motivation and speaking anxiety

	Motivation	Speaking anxiety
Motivation	N = 383	-.442*
Speaking anxiety	-.442*	N=383

N: Number of students * Correlation is significant at 0.01 level

The results in table 19 demonstrate that foreign language learning motivation and foreign language speaking anxiety are negatively correlated, and the level of this correlation (r= -.442) is moderate. That means, there is a statistically significant relationship between foreign language learning motivation and foreign language speaking anxiety.

4.3.1. Analysis of the Research Question 3a: Is there a relationship between foreign language speaking anxiety and motivational orientations?

The relationship between foreign language speaking anxiety and motivational orientations was investigated by research question 3a. The aim of this research question is to find out whether speaking anxiety correlate with instrumental and integrative orientation and what is the level of it. The analysis was done through Pearson Correlation and the results are presented in Table 20.

Table 20: The relationship between speaking anxiety and motivational orientations

	Speaking anxiety	Integrative orientation	Instrumental orientation
Speaking anxiety	N = 383	-.443	-.421

N: Number of students   Correlation is significant at 0.01 level

As it is seen in the table, the correlation coefficient between foreign language speaking anxiety and integrative orientation is r= -.443. The correlation coefficient between instrumental orientation and speaking anxiety is found as r=-.421. The results of the analysis reveal that speaking anxiety is negatively correlated with both instrumental and integrative orientations. In addition to this, the results show that the levels of correlation between speaking anxiety and motivational orientations are moderate. In other words, there is a statistically significant relationship between foreign language speaking anxiety and motivational orientations.

4.4. Analysis of the Student Interviews

The interview questions were prepared and used by the researcher to gather in-depth data about the motivation and speaking anxiety of the participants. The interviews were recorded and transcribed. The transcribed data were analyzed by

means of content analysis in which the statements of participants were coded and studied in detail. The results were presented in the following parts.

4.4.1. Question 1: Why do you want to learn English?

Question 1 aimed to reveal the reasons of the participants for learning English. Each of the participants reported variety of answers to this question. In other words, some participants reported more than one reason for this question. The reasons stated by the participants are: to have a better job, to travel in foreign countries and learn their, to improve him/herself, to have better life standards, to communicate with foreign people, to use in departmental studies and to have advantage in job interviews. The frequency of the reasons is presented in Table 21.

Table 21: The reasons of the participants for learning English

Codes	Frequency
To have a better job	14
To travel in foreign countries and learn their culture	6
To improve myself	8
To have better life standards	4
To communicate with foreign people	2
To use in departmental studies	4
To have advantage in job interviews	3

As it is seen in the table, most of the participants reported more than one reason for learning English. Among these reasons, to have a better job is the most reported one by the participants. 14 of 19 participants reported that they learn English to have a better job in the future. In addition to this, 8 students learn English to improve themselves and their cultural level. The least reported reason is to communicate with foreign people, which is stated by two participants.

The reasons reported by the participants for learning English also reveal their motivational orientations. Table 22 presents the motivational orientations of the students based on their reasons for learning English.

Table 22: Motivational orientations of participants based on their reasons for learning English

Motivational Orientation	Frequency
Instrumental	25
Integrative	8

Although some of the participants reported both instrumental and integrative reasons, Table 22 shows that from totally 41 reported reasons for learning English, 25 of them include instrumental reasons whereas integrative reasons were reported 8 times. Since the code "to improve myself" can include both instrumental and integrative reasons, it was evaluated as a different heading and not added to instrumental or integrative groups. In other words, instrumental reasons are more frequently reported than integrative reasons. That result shows parallelism with the quantitative data of the study.

4.4.2. Question 2: How can you define your level of motivation for learning English?

The second interview question aimed to reveal the motivational level of the students. The participants were asked to define their motivational level and classify it as low, moderate and high. The results were given in Table 23.

Table 23: Motivational levels of students based on second question of the interview

Motivational level	Frequency
Low	3
Moderate	7
High	9

As the table presents, nearly half of the students reported that they are highly motivated to learn English. 7 of 19 students demonstrated a moderate level of motivation, and only 3 students reported that they have a low level of motivation to learn English.

In addition to their motivational level, 9 students reported in their interviews that their motivational level was higher at the beginning of the academic year, and it decreased in time. Besides, 4 students stated that their motivational level fluctuates according to their moods or the topics being covered in the classroom.

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

Question 3 was asked to the interviewees to learn about their perception of speaking and whether it provokes anxiety on them. 15 of the 19 students, nearly a

third, reported that speaking is an anxiety provoking factor in language learning process. Most of these students stated that they got anxious while speaking English in the class and even this feeling of anxiety and tension affect their motivation and self confidence negatively. Two of the students reported that they tried to speak but they could not so they begin to take a dislike to English and they felt that they would never speak English. On the other hand, 4 students reported that speaking is not an anxiety provoking factor in language learning process. Among them, one student stated that speaking was not an anxiety provoking factor, but it might sometimes affect the motivation. Another interviewee reported that speaking did not cause anxiety on her; on the contrary, it helped her to overcome her anxiety. That is, the more she tried to speak, the less anxiety she experienced. The results of this question are presented in Table 24.

Table 24: Students' perception of speaking in terms of anxiety

	Frequency
An anxiety provoking factor	15
Not an anxiety provoking factor	4

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

This question aimed to identify the situations in which students experience stress and anxiety while speaking English. Several situations and reasons were uttered by the students and most of the students reported more than one situation and reason that cause stress and anxiety while they are speaking English. The situations reported by the students are: forgetting or not remembering appropriate

words, not being prepared in advance for speaking, pronouncing the words incorrectly, being exposed to immediate questions, speaking in front of the class, knowing the turn is coming, not managing to make sentences. The frequencies of these situations are presented in Table 25.

Table 25: Situations causing anxiety for students while they are speaking English

Codes	Frequency
When I forget or cannot remember appropriate words	7
When I am not prepared in advance for speaking	9
When I cannot pronounce the words correctly	6
When I am exposed to immediate questions	7
When I have to speak in front of the class	4
When I cannot make sentences	5
When I know that my turn is coming	5

It is seen in the table that frequencies of the situations are very close to each other. Among the situations which cause stress or anxiety for students, the most reported one is not being prepared for speaking. 9 of 19 students reported that they got anxious or stressed when they had to speak without any preparation to speak English. The other two situations which were reported seven times during the interviews are being exposed to immediate questions and forgetting or not remembering the appropriate words. 7 of 19 students reported that these two situations cause anxiety or stress for them while speaking English. Finally, it is seen

in the table that the least reported situation by the students is speaking in front of the class.

4.4.5. Question 5: What happens to you when you are in a stressful situation while speaking English and what do you do in these kinds of situation?

Question five aimed to discover and identify what students feel and their reactions when they experience anxiety while speaking English. Students reported various reactions and feelings that they experienced in stressful situations. After the interviews were studied in detail, it was seen that students' answers to this question created two groups, and for this reason, their responses to this question were studied in two groups: "what they feel" and "what they do". The responses of students are presented in table 26.

Table 26: Students' feeling and reactions in a stressful situation while speaking.

	Codes	Frequency
	I start to panic	2
	I feel the words mingle	1
What they feel	I lose my self-confidence	9
	I feel blushed	3
	I feel as a comic figure	2
	I play with my hands or hair	4
	I give up speaking	7
What they do	I do not give any reactions and become more careful	2
	I try to finish my sentence quickly	3

As the table shows, the students reported that they gave two kinds of reaction when they got anxious or stressed while they were speaking English. In "what they feel" group, the most reported reaction is losing self-confidence. 9 of 19 students, which is a half, reported that they lost their self-confidence when they experienced anxiety while speaking English. In addition to this, 3 students reported that they felt blushed while speaking English and 2 students demonstrated a panic when they got anxious. Finally, it is seen that 2 students felt themselves as a comic figure in front of their friends and teachers when they got anxious while speaking English.

As it seen in "what they do" group in the table, 7 students reported that they gave up speaking when they started to get stressed or anxious. Moreover, four students demonstrated a physical reaction such as playing with their hands or hair at the time of speaking. 3 of 19 students reported that when they got anxious or stressed, they tried to finish their sentence quickly, no matter it was correct or not, and passed their turn. On contrary to these, two students reported that they did not give any reaction when they got anxious while speaking English. According to them, the anxiety they experienced while speaking made them more careful in making and uttering sentences.

4.4.6. Question 6: For you, what are the reasons for this anxiety?

The sixth question of the interviews asked students the reasons for the anxiety they experience while speaking English. The students reported several points that they regarded as the reasons for speaking anxiety. These reasons were grouped in three categories and they were presented in Table 27.

Table 27: The reasons for foreign language speaking anxiety

	Codes	Frequency
Educational	I do not have enough practice of speaking	2
	I did not have a good English education	1
Individual	Being afraid of making mistakes	3
	I am learning a language that I am not familiar with	7
	Lack of self-confidence for speaking English	3
	I do not know how to say what I think	5
Environmental	Classroom atmosphere	2
	To speak in front of others	2
	Potential reaction of the other students on my speaking performance	3

It is seen that educational reasons are the least reported ones by students. On the other hand, individual reasons hold a remarkable part of the total reasons. 18 of the total 28 reported reasons were related to the students' individual qualities. Among them, the most reported reason was "being unfamiliar with the target language". 7 students reported that they experienced foreign language speaking anxiety because they were learning a language that they were not familiar with. Moreover, 5 students regarded the situation of "I do not know how to say what I think" as a reason causing speaking anxiety. "Lack of self-confidence" and "being afraid of making mistakes" were reported three times as a reason during the

interviews. Finally, it is seen that environmental reasons were mainly related to the reactions of other students and being spotlighted in the classroom.

4.4.7. Question 7: Do you worry about making mistakes while speaking?

The worry of making mistakes while speaking is one of the reasons that cause anxiety for students. This interview question aimed to investigate whether the participants worried about making mistakes while speaking. More than half of the students (10) reported that they worried about making mistakes while speaking English. 7 of these students stated that they worried about making pronunciation mistakes, and 3 of them reported to worry about making vocabulary mistakes.

On the other hand, 5 of 19 students stated that they did not worry about making mistakes while speaking English. 4 of 19 students reported that they were sometimes worried about making mistakes. One of those students stated that this worry was related to the atmosphere of the class, and the mood of this atmosphere was influential on it. The results related to this question were presented in Table 28.

Table 28: Students' worry about making mistakes while speaking

		Frequency
Yes, I worry about making mistakes	pronunciation	7
	vocabulary	3
No, I do not worry making mistakes		5
I sometimes worry about making mistakes		4

4.4.8. Question 8: Do you worry about the evaluation and reaction of your friends on your speaking performance?

One of the factors causing speaking anxiety is the reaction or evaluation of other students. The eighth question aimed to investigate whether students worried about the reactions or evaluation of their friends while speaking English. The results depending on the answers of students to this question are presented in Table 29.

Table 29: Students' worry about the reactions of their friends while speaking

	Frequency
Yes, I worry about the reactions of my friends	7
No, I do not worry the reactions of my friends	9
I sometimes worry about the reactions of my friends	3

Depending on the results in Table 29, it is seen that the frequencies are close to each other. 7 of 19 students reported that they worried about the reactions and evaluation of their friends while speaking English. One of these students stated that she was afraid of being laughed at by their friends when she pronounced a word incorrectly. Another student told that he was so worried about his friends' reactions that he did not want to speak English and participate in the lessons. On the other hand, 9 of 19 students attending the interview reported that they did not worry about the reactions and evaluation of their friends while speaking English. All of these

students stated that they did not care about their friends while speaking. One of these students told that she felt as if there was only her in the class while speaking. Finally, only 3 students reported that they sometimes worried about the reactions of their friends. According to their answers, the term "sometimes" depended on the mood and atmosphere of the classroom.

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

The ninth question of the interviews was related to the role of teacher on speaking anxiety. The question aimed to discover the opinions of students about the role of their teachers on speaking anxiety. The results based on the students' answers are presented in Table 30.

Table 30: The role of teacher on speaking anxiety

	Codes	**Frequency**
Teachers have a remarkable role on speaking anxiety	Motivation	10
	Positive & negative behaviours	6
Teachers do not have a role on speaking anxiety	Anxiety related to student him/herself	2
Teachers have very little role on speaking anxiety		1

As it is seen in table, nearly 80 percent of the students attending the interviews reported that teachers had a remarkable role on their speaking anxiety.

The answers of the students had two common points in total. Ten of these 16 students thought that when their teachers motivated them to speak in English and encouraged them to participate in the communicative activities, they experienced less anxiety while speaking English. In addition to this, 6 students reported that positive and negative behaviors or feedbacks of their teachers played a remarkable role on their speaking anxiety. These students thought that when they had a negative behavior or feedback after speaking, they got more anxious for the next time. If they were well behaved or had a positive feedback on their speaking performance, they experienced less anxiety for the next speaking.

On the other hand, two students reported that their teachers did not have a role on speaking anxiety. They thought that being anxious while speaking was an issue related to the student him/herself so an outside factor could not affect this anxiety. According to them, behaviors and attitudes of their teachers did not affect their anxiety in speaking English. Finally, just one student stated that teachers had very little role on speaking anxiety.

4.4.10. If you had a speaking exam in your school, would you experience anxiety for that exam? Does it increase your current speaking anxiety?

Question ten aimed to investigate the reactions and opinions of students if they had a speaking exam in their school and whether this test increases their speaking anxiety. According to the results of this question, 17 of 19 students reported that their level of speaking anxiety would increase if they had an oral test in the school. Depending on their statements, the idea of "speaking English in an exam" was definitely an anxiety provoking factor. On the other hand, just two students reported that their level of anxiety would not increase if they had an oral test. One of them thought that she would speak as if she were in the classroom so she would not get anxious in an oral test. The results of this question are presented in Table 31.

Table 31: Students' thoughts on a speaking exam regarding speaking anxiety

	Frequency
Yes, it would increase my anxiety	17
No, it would not increase my anxiety	2

4.4.11. In your opinion, what would decrease the level of the English speaking anxiety in classroom atmosphere?

The last question of the interviews was asked to get information about the ideas and thoughts of students about the classroom atmosphere in which they would experience less speaking anxiety than usual. Students reported several thoughts and ideas and some students presented more than one idea. The ideas and thoughts of the students are presented in Table 32.

Table 32: Qualities of a class decreasing English speaking anxiety

The class (Codes)	Frequency
in which other students have a lower level of English than me	4
in which other students do not give any reactions when I make a mistake	5
in which all the students participate in all the activities	7
which has a sincere atmosphere	7
in which all the students have the same level of English	3

64

According to the results in the table, "the class in which all the students participate in the lesson" and "the class which has a sincere atmosphere" were reported 7 times each as the kind of class in which students experience speaking anxiety less. In addition to this, 5 students reported that they would get less anxious while speaking in a class "in which other students do not give any reactions when I make mistakes". Besides, 4 students stated that they would experience less speaking anxiety in a class in which their level of English is better than the others. Finally, "all students' having the same English level" was reported by three students as one of the anxiety decreasing qualities of an ideal class atmosphere.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

This chapter presents the discussion of the results derived from the research questions and interviews. Each of the research and interview questions is discussed separately in detail. Implications and conclusions are also presented under these headings.

5.1. Discussion of the research questions

This study had three main research questions investigating the foreign language learning motivation and foreign language speaking anxiety from several aspects. The findings for these research questions were obtained through the administration of two questionnaires to 383 participants and the obtained data were analyzed descriptively and inferentially. The results of the analyses are discussed under following headings.

5.1.1. Discussion of the Research Question 1

The first research question of the study aimed to investigate the motivational level of students and their motivational orientations. The correlation between motivational orientations was also investigated. Finally, it tried to find out whether the motivational levels and orientations differed according to gender.

The results of the first research question revealed that students had a moderate level of foreign language learning motivation. The important point in the

results was that their mean score was quite close to high motivational level. This shows that students at Afyon Kocatepe University are quite eager to learn English.

This research question also investigated the motivational orientations of students. According to the results, students at Afyon Kocatepe University have a moderate level of integrative orientation. According to Gardner (1985), integrative orientation includes the interest in social integration with the other groups speaking the second language. This side of the integrative orientation forms the basis of the moderate level of integrative orientation that students at AKU have. Afyon Kocatepe University is one of the universities which actively take part in student mobility programs in Europe. One of the main aims and desires of students at Afyon Kocatepe University is to attend these programs, spend one or two semesters in a European university, learn new cultures and communicate with foreign students. To achieve this aim, they learn English and they need to be proficient enough in English. Those reasons may explain the students' moderate level of integrative orientation in learning English.

The results of the first research question also showed that students at Afyon Kocatepe University have a high level of instrumental orientation. In Turkey, it is a known fact that knowing a foreign language is a distinct advantage in finding a job or for having better job standards. The reason for the high level of instrumentality may be the students' awareness of this fact. They know that they will need a foreign language in the future to find a job or to improve their job conditions. For this reason, they learn English to have a good job after they graduate from their departments.

According to the results of the first research question, there is a significant difference between motivational levels of students in terms of gender. Female students demonstrated a higher level of motivation than male students. This finding shows parallelism with several studies (Gardner and Lambert, 1972; Mendi, 2009; Csizer and Dörnyei, 2005) which revealed that female students were more motivated than male students in language learning. In addition to this, the reason for

the higher motivational level of female students may be the developing status of women in Turkish society. New female generation in Turkey is quite motivated to have a more qualified status in society and business world and knowing a foreign language is accepted a remarkable qualification for this status. This situation may lead female students to be more motivated to learn English.

In addition to this, there is a significant difference between female and male students in terms of integrative orientation and female students demonstrated a higher integrative orientation than male students according to the results. This finding shows parallelism with the study conducted by Dörnyei and Clement (2001). In their study, female students had higher scores than male students in the scales of integrativeness, direct contact with L2 speakers and cultural interest. Moreover, this finding support the results of the study carried out by Mendi (2009) in a Turkish university context. In her study, female students demonstrated a higher integrative orientation than male students. Finally, the results revealed that there is not a significant difference between genders in terms of instrumental orientation and both gender have high level of instrumental orientation. This reason may be explained by the fact that both genders are aware of the importance of knowing a foreign language for better job and life standards in Turkey. This awareness may lead both genders to have higher instrumental orientation for learning English.

The last issue investigated by the first question was the relationship between integrative and instrumental orientation. The results revealed that there is a positive moderate correlation between instrumental motivation and integrative motivation in a Turkish university context. That means, if a student's level of instrumental motivation increases or decreases, his/her level of integrative motivation increases or decreases in the same way or vice versa. In other words, according to the results of the study conducted in a Turkish context, integrative motivation and instrumental motivation are interrelated concepts.

This finding supports several studies in the literature. Brown (2000) states that both integrative and instrumental motivations are essential elements of success,

and he also states that both integrative and instrumental motivation are not necessarily mutually exclusive. He gives the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country. According to Dörnyei (1994) integrative and instrumental orientations are not opposite ends of a continuum. Instead, they are positively related and both are affectively loaded goals that can sustain learning. Ely (1986) states in his article that "it is not always easy to distinguish between integrative and instrumental motivation. In fact, it is possible that a particular reason for language study can be either integrative or instrumental, depending on the social and psychological factors involved" (p.28). According to these researchers, it is not very easy to make discrimination between integrative motivation and instrumental motivation. They, most of the time, go hand in hand, and contribute to the learning and lead to success.

5.1.2. Discussion of the Research Question 2

The second research question of the study investigated the English speaking anxiety that the students at Afyon Kocatepe University experienced. According to the results of the study, it was revealed that students at AKU experienced a low level of English speaking anxiety.

The reason behind this low level of speaking may be the motivational level of students and their awareness of the importance of speaking English. Students at AKU have a motivational level which is close to high level. Since they are highly motivated and eager to learn English, this eagerness may lead them to experience a low level of anxiety in their language classes. Accordingly, their level of speaking anxiety is low. In addition to this, students at AKU may be aware of the fact that being able to speak English in Turkey is a distinct advantage in most of the areas.

For this reason, they try to improve their speaking ability eagerly in their language classes and experience a low level of anxiety.

This research question also tried to find out whether the level of speaking anxiety differed according to gender of students. The results put forward that there is a significant difference between genders in terms of speaking anxiety level. Female students demonstrated a moderate level of anxiety whereas male students experienced speaking anxiety in a low level. This finding supports the study conducted by Balemir (2009). In the study, he investigated the relationship between foreign language speaking anxiety and proficiency level and found that female students experienced a higher level of speaking anxiety than male students. With regard to these results, it can be said that female students are more anxious while speaking English and they are more worried about speaking English in classroom. In addition to this, the results of this study show parallelism with the study carried out by Huang (2004) in a Taiwanese context. He found out that female students were more anxious while speaking English and this situation might be originated from females' fear of negative evaluation in a higher level, which was reported to be a cultural characteristic of Taiwanese society. As a result, in the light of different studies, it can be seen that gender plays a remarkable role on speaking anxiety.

5.1.3. Discussion of the Research Question 3

The third research question of the study investigated the relationship between foreign language learning motivation and foreign language speaking anxiety. The results of the study revealed that speaking anxiety is negatively correlated with motivation and motivational (instrumental and integrative) orientations. In other words, it can be concluded that students with a higher level of foreign language learning motivation are supposed to experience less speaking anxiety or students who are more anxious for speaking tend to be less motivated or vice versa.

This result shows parallelism with the study carried out by Liu and Huang (2011). They investigated the relationship between foreign language anxiety and motivation by administering related questionnaires to 980 undergraduate students. Their study revealed that anxiety and motivation are negatively correlated in a moderate level. In addition to this, this study also supports the study conducted by Huang (2004) in a Taiwanese context. The results of Huang's study showed that there is a moderate negative correlation between foreign language speaking anxiety and foreign language learning motivation.

This result of the study provides a meaningful pathway in terms of perceiving two affective variables. For these variables, speaking anxiety and motivation, being negatively correlated means that while one of them increases, the other one decreases in a moderate level. In other words, when the teachers understand or become aware of the fact that their students get anxious for speaking English, they can handle this problem by encouraging their students and increasing their motivational level. When the motivational level of students increases, it is probable that their level of speaking anxiety will decrease. In addition to this, if the students begin to lose their motivation or their motivational level begins to decrease, teachers can focus on their anxiety and help their students overcome it. As the students overcome their anxiety and begin to speak English, their motivational level will begin to increase. In other words, the more students overcome their anxiety, the more motivated they will be. As a result, this result of the study regarding the relationship between speaking anxiety and motivation provides a beneficial perception both for teachers and language learners.

5.2. Discussion of the Interview Questions

In order to get in-depth data on the motivational level of students at AKU and foreign language speaking anxiety, eleven interview questions were prepared, asked to the students and analyzed via content analysis. Since each of the questions

71

refers to a different sub-heading of motivation and speaking anxiety, the discussion of them was made under different headings to provide deeper analysis and comprehension for researchers.

5.2.1. Discussion of the Interview Question1

The first interview question tried to find out the reasons of students for learning English and their motivational orientations. The answers reported by the students demonstrated that students at AKU have highly instrumental reasons for learning English. According to Norris-Holt (2001), language learning is instrumental when the purpose of it is utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Depending on this definition, since the reported answers by students such as "to have a good job, to use in departmental studies, to have better life standards, to use in departmental studies, etc." have highly instrumental values, it can be concluded that students at AKU are instrumentally oriented to learn English. The main aim of the students is to benefit from every opportunities of knowing English that it will provide in the future. These sentences uttered by the interviewee 4 illustrate the issue better.

> "I don't like English but I know that I have to learn it because I will need it when I graduate. If I am good at English in the future, I will find a job easily, and maybe, I will earn more money. For this reason, I want to learn English, or I have to."

In terms of instrumental orientation of students, it can be concluded that students at AKU are aware of the importance of English in Turkey. They know that being proficient in English after graduating from university will provide them a lot of opportunities for a better job and even better life standards. For this reason, it can be concluded that their orientation is quite instrumental and this qualitative finding shows parallelism with the quantitative results.

On the other hand, the students reported very few integrative reasons for learning English. Although the students at AKU demonstrated a moderate level of integrative orientation as a result of the quantitative data, they reported very few reasons such as "to communicate with foreign people, to travel in foreign countries and learn their culture" that have integrative value. Since integrative orientation includes the tendency of learners to integrate with target language community, its members and culture, it can be concluded that AKU students partly focus on this side of language learning. As a demonstration for this issue, Interviewee 13 stated that

> "Learning English is important for our culture. You can learn different cultures and communicate with foreign people. Besides, it is very important for my department and for my future job."

As it is seen, students at AKU are motivated to learn English in a closely high level. Both qualitative and quantitative data revealed that their instrumental orientation is more dominant than their integrativeness. Since motivational orientations are crucial in terms students' perception, motivation and attitudes in language learning, it can be said that these qualities of students at AKU can be enhanced and increased by appealing to their instrumental orientation. In addition to this, since integrativeness is as vital as instrumental orientation, integrative orientation of students at AKU should be increased as well.

5.2.2. Discussion of the Interview Question 2

The second question of the interviews investigated the motivational level of students at AKU. Students were asked to define their motivational level orally. The answers reported by the students revealed that nearly fifty percent of students being interviewed were highly motivated to learn English. Thirty five percent of students reported to be moderately motivated and nearly fifteen percent demonstrated a low motivational level to learn English. The results of this question demonstrated that

both qualitative and quantitative data regarding the motivational level of students AKU provided similar results and they support each other.

One of the important points reported by nine students during the interviews is the change in their motivational level. One of those students stated that:

"At the beginning of the year, I can say that I was more motivated. However, as the time passed, I started to be a bit reluctant. I am still highly motivated but not as much as the beginning of the year."

Another student, Interviewee 2, uttered that:

"When I started this year, I was very eager to learn English because I knew that it was very important for me. I participated in the lessons, did my homework and etc. But now, I don't know why, I lost my interest and I even don't want to have one more lesson."

As the statements illustrate, nearly half of the students being interviewed reported a change in their motivational level. The important and common point of the answers reported by those nine students is that the change in their motivation level is negative. According to their statements, their motivational level decreased as the time passed. Dörnyei (1998) defines motivation as "a dynamically changing arousal" and argues that it cannot be considered as a factor that constantly remains stable. According to Dörnyei and Otto (1998) students' degree of motivation fluctuates over time even in a single lesson. They point out that this fluctuation may stem from the nature of activity or the behaviors of the teacher and it may lead to academic failure or other problems in class in an academic year. Depending on fluctuating side of motivation, the decrease in the motivational level of students at AKU can be considered as reaction of students in their learning process. However, since this negative change in their motivational level may result in academic failure or other problems, the reasons behind it should be investigated. Whether this decrease stems from the program load, teachers or learning environment should be detected and discussed to prevent future problems and failures.

5.2.3. Discussion of the Interview Question 3

The third question examined the students' perception of speaking English in terms of anxiety. The students were asked whether speaking English was an anxiety provoking factor for them in this language learning process. On contrary to the quantitative results in which it was found that students at AKU got anxious in a low level while speaking English, nearly seventy five percent of students being interview reported that speaking is an anxiety provoking factor. Interviewee 18, who regarded speaking as an anxiety provoking factor, stated that:

> "In my opinion, definitely yes. Whenever I want to speak in the lesson, my heart starts to beat very fast and I feel as if I am going to faint. Because of this, I can't finish my sentences most of the time and I sit down."

Another student, Interviewee 15, told that:

> "I think speaking is the most anxiety provoking activity in the lessons. While I am speaking, I get anxious and make a lot of mistakes. As I make mistakes, I lose my enthusiasm and do not want speak again."

As the sentences uttered by the students illustrate, speaking is perceived as an anxiety provoking factor by most of the students at AKU in language learning process. Although it is contrary to the quantitative findings of this study, this finding shows parallelism with several studies which reveal that speaking is a source of anxiety. In her study investigating the students' perspectives on speaking and anxiety, Young (1991) found that speaking activities are the most anxiety provoking ones in terms of students. In addition to this, Price (1991) revealed that speaking in front of their peers in the class is anxiety provoking factor for students because they are afraid of making mistakes or being laughed at. Moreover, in their study, Horwitz et. al. (1986) who studied foreign language anxiety as a separate phenomenon found that speaking was perceived by students as the most threatening aspect of language learning. Regarding the findings of these studies which are supported by the finding of this study, it can be said that speaking is an anxiety

provoking factor in this learning process for the students at Afyon Kocatepe University.

On the other hand, about twenty five percent of students reported that speaking is not an anxiety provoking factor in language learning process. Among these students, Interviewee 1 stated that:

> "I do not think that speaking is an anxiety provoking factor but it may affect the motivation. I mean, if you get anxious while speaking, your motivational level may decrease."

The sentences uttered by this student may serve as an illustration of the negative correlation between speaking anxiety and motivation demonstrated by the findings of this study. It can also be concluded that some students may be aware of this negative correlation between these two affective variables.

Another sentence uttered by one of the students who thought that speaking is not an anxiety provoking factor illustrates another aspect of speaking anxiety:

> "I am not sure whether it is anxiety or not, but what I feel makes me more careful while I am speaking. I speak more carefully to make correct sentences. In a short time, as much as I speak, this feeling begins to decrease."

The feeling that the student is talking about may be a proof of facilitating anxiety. Facilitating anxiety influences the learner in a positive, motivating way. It may also help students do better than they might and it might keep the students poised and alert. For this reason, it can be concluded that speaking anxiety may have a facilitating effect on students which make them more careful and alert while speaking English.

5.2.4. Discussion of the Interview Question 4

This interview question investigated the situations that make students feel anxious while they are speaking English. The results revealed that there are several situations that cause anxiety on students while they are speaking. The close

frequency of the reported situations by the students being interviewed demonstrates that all the reasons have a significant influence on students' speaking anxiety.

When the results of this question are examined in detail, it can be seen that the codes "When I am not prepared in advance for speaking" and "When I am exposed to immediate questions" have the highest frequencies. Interviewee 6 who is one of the owners of this answer state that:

> "I get very anxious when I am not prepared to speak. For example, our teacher sometimes asks questions immediately such as "Yes, (Interviewee 6). What do you think about…..?". At this moment, I get incredibly anxious and do not know what and how to say. It is a very bad situation for me."

Depending on this result, it can be concluded that not being prepared for speaking is a significant cause of their speaking anxiety for students at AKU. In addition to this, both of the items above reveal that students are not happy with immediately asked questions which force them to speak without preparation. Instead, it can be concluded that students feel more comfortable and relaxed to speak English if they are given some time to get prepared for speaking or arrange what to say.

Another important point of this interview question is put forward by the codes "When I forget or cannot remember appropriate words" and "When I cannot pronounce the words correctly" and their high frequencies. These items and their high frequencies reveal that causes of foreign language speaking anxiety experienced by the students may have word knowledge origins. In other words, it can be concluded that trying to find the appropriate vocabulary items and pronounce them correctly at the same time cause anxiety on students while they are speaking. Their focus on this struggle rather than the speaking itself may create an anxiety provoking mood.

The last point that should be discussed for this question is the code "When I have to speak in front of the class" which has the least frequency among other codes. Although there are several studies in the literature (Price, 1991; Koch and Terrel, 1991; Tsiplakides and Keramida, 2009; Young, 1990) which demonstrated

"speaking in front of the class or peers" as a primary cause for speaking anxiety, the result of this interview question reveals that students at AKU do not regard this cause as major one for their speaking anxiety. This may be originated from the fact that students are concerned with the other causes of speaking anxiety mentioned above and the reactions of their friends are of secondary importance for them.

5.2.5. Discussion of the Interview Question 5

The mood and the feelings of students while they are speaking English is another aspect of speaking anxiety. This interview question was asked to find out what students feel and do when they get anxious while speaking English. The answers reported by the students reveal that students experience several feelings such as "panic, feeling the words mingle, losing self-confidence, feeling blushed, and feeling as a comic figure" when they get anxious while speaking English. Statements of Interviewee 13 form a good illustration for these feelings.

> "When I get anxious, I immediately start to panic and feel blushed. I try to make sentences but I'm never sure about what I am saying. Since I cannot be sure, I lose my confidence and I start to think that "it is a fact that you cannot speak correctly, why don't you give up?". At the end, I sit down without finishing my sentence."

Among these feelings, the most striking one is "losing self-confidence" which has the highest frequency among the "feeling group". Depending on this, it can be concluded that the anxiety when students experience while they are speaking English may affect their self confidence negatively in terms of speaking. This potential effect of anxiety puts forward that language teachers should be aware of this fact and they should develop or benefit from several motivating behaviors to help students overcome this problem and regain their self confidence.

In addition to the feelings that students experience while speaking English, this question also found out that students show several reactions when they get anxious while speaking English. According to the answers of them, it is seen that

students may "play with their hands or hair, give up speaking or try to finish their sentences quickly" when they get anxious. Moreover, two students reported that "they do not show any reactions and become more careful" which may be an example of facilitating anxiety. In this "what they do" group, the most remarkable one seems to be the code "I give up speaking". It is a common situation in language classrooms that students begin to speak but they rarely end their sentences in a correct way or with the same tone of voice and they sometimes finish their sentences without achieving what they want to say. The code "I give up speaking" reveals that the reason behind this situation may be the anxiety that the students experience while they are speaking. It is quite probable that if students can handle this anxiety, they may be able to overcome this situation and express themselves more comfortably and correctly. For this reason, language teachers should encourage students who tend to give up speaking and help them in finishing their sentences.

5.2.6. Discussion of the Interview Question 6

The sixth interview question of the study was asked to find out the basic reasons why students experience anxiety while speaking English. According to the answers of students, it can be seen that there are several basic reasons for speaking anxiety and these reasons can be classified under three headings as "educational, individual and environmental".

Depending on the results of this question, it is understood that the reasons for foreign language speaking anxiety mainly result from individual factors. Among these individual factors, the code "I am learning a language that I am not familiar with" has the highest frequency. That means students at AKU perceive English as a phenomena that they are unfamiliar with and trying to express themselves via this unfamiliarity forms a basic reason for speaking anxiety. On this issue, Interviewee 6 stated that:

"Actually we are learning a language that we do not know. I mean, we are foreign to that language and it is very difficult to express yourself in this language. We are trying to learn it and we have never heard this language before. For this reason, I get anxious when I speak and I think that is quite normal."

Furthermore, the code "I do not know how to say what I think" is seen as a remarkable reason for speaking anxiety with its high frequency. This code reveals two perspectives. The first one is that students, individually, make an effort for how to say what they think while they are speaking. If they experience a failure in this effort and cannot say what they think, this failure creates an anxiety for the next time. Secondly, it can be concluded that students get anxious while speaking English when they are not proficient enough to speak English or they are not equipped with the necessary structures and word knowledge. For this reason, students should not be forced to express themselves in the target language unless they are proficient enough to do so or they are equipped with the necessary structures and word knowledge of the current topic being covered in the classroom. In addition to this, it is found out that "being afraid of making mistakes" and "lack of self-confidence" are other individual factors which are regarded by students as basic reasons for speaking anxiety.

Other factors that are reported to be the basic reasons for speaking anxiety are in environmental group. This group of factors revealed that environmental reasons which are reported to be the reasons for students' speaking anxiety are mainly related to other students in class. Speaking in front of other students and their potential reactions to the speaking performance of an individual constitute some basic reasons for speaking anxiety. With this result, the importance of having a sincere atmosphere in class, in which students help each other and do not look down on other students because of their speaking performance, comes into light.

The last group of factors which has the lowest frequency is the educational factors. Some students reported that "not having enough practice of speaking" and "not having a good English education" are basic factors for their speaking anxiety. It is seen that some students in ESL classrooms question their language learning

background and the ones who think that their background was not beneficial enough for them, regard it as a basic reason for speaking anxiety.

5.2.7. Discussion of the Interview Question 7

The fear of making mistake has been proved to be one of the sources of anxiety by several studies carried out in language classrooms. This interview question focuses on this "fear of making mistake" and investigates whether students at Afyon Kocatepe University worry about making mistakes while speaking English. The results of this question revealed that slightly more than fifty percent of the students worry about making mistakes while speaking English. Seventy percent of these students reported that they worry about making pronunciation mistakes most while thirty percent of them worry about making vocabulary mistakes. Depending on this, it can be concluded that pronouncing the vocabulary items correctly can be a source of speaking anxiety for language learners in classrooms. While speaking in the classroom atmosphere, students try to pronounce the words correctly and they are aware of the fact that it is quiet probable to mispronounce a vocabulary item. This awareness may lead to a fear of making pronunciation mistake and it may result in anxiety for speaking. For this reason, language instructors should dictate their students that mispronouncing the vocabulary items is a quiet normal mistake in this learning process and these mistakes should be regarded as a learning step for better speaking skill rather than a source for speaking anxiety.

On the other hand, thirty percent of the students being interviewed reported that they do not worry about making mistakes while speaking English. On this issue, interviewee 2 stated that:

> "No, I don't. I don't mind making mistakes because we are learning a foreign language and I think it is a very normal thing."

It can be seen that some students do not worry about making mistakes while speaking English. They regard the mistakes as a normal part of this learning process. Language instructors can benefit from these students. Integrating this kind of students with the ones who worry about making mistakes and get anxious may be a good example of peer collaboration. This integration may help anxious students in changing their perception of making mistake and overcoming their anxiety.

Finally, the results revealed that twenty percent of students sometimes worry about making mistakes while speaking English. The common point that these students reported is that the atmosphere of the classroom is influential on the level of their worry. The situation is clear in the sentences of Interviewee 13:

> "Sometimes. (prompt). I mean it is related to the class atmosphere. When everybody tries to do something and participates in the lesson, I don't worry but when the atmosphere is funny and my friends make jokes with the speaking performance of others, I worry about making mistakes."

According to this, it can be concluded that the atmosphere of the classrooms may have a negative or positive effect on the level of students' worry about making mistakes. As a result, the importance of the class atmosphere comes into light because, as it is seen, it may even affect students' perception of mistakes in this learning process.

5.2.8. Discussion of the Interview Question 8

Question eight investigated the effect of other students on speaking anxiety and whether students worry about the evaluation and potential reactions of their friends while speaking English. The results demonstrated that nearly half of the students do not worry about the reactions of their friends. They reported that they do not care what their friends do or say and they just focus on speaking. Some of these students, as Interviewee 1, told that they felt as if there is only him/her in the classroom.

"When I begin to speak, I feel there is only me and my teacher in the class. I just try to say what I want to say, finish my sentence and sit down. I don't care what my friends are doing or saying on my speaking or pronunciation."

On the other hand, about forty percent reported that they worry about the reactions of their friends. Some of them told that they were very afraid to be laughed at or to be a comic figure in front of the class and they sometimes did not want to speak because of this. The common point of these students is that this worry affects their speaking performance and result in a kind of anxiety provoking situation. Interviewee 18 stated on this issue that:

"Unfortunately, I am quiet worried about what my friends do or say on my speaking. I am always afraid of being laughed at by them if I pronounce a word incorrectly. I hate them laughing at me. For this reason, I sometimes do not want to answer a question even if I know the answer."

As it is seen in the results of this interview question, there is not a clear cut answer regarding the effect of other students or peers on the speaking anxiety of students. However, since the reaction of other students or peers may affect some students and cause an anxiety provoking situations, this negative effect should be minimized in classroom atmosphere. In addition to this, further research studies just focusing on the effect of other students on anxiety should be carried out to reach better results.

5.2.9. Discussion of the Interview Question 9

Question 9 investigated the role of teacher on foreign language speaking anxiety and whether his/her positive or negative behaviors influence the level of speaking anxiety that students experience. The results demonstrated that teachers have one of the most crucial roles on foreign language speaking anxiety.

According to the results, eighty percent of students being interviewed reported that teachers have a remarkable role on foreign language speaking anxiety. Among these students, about sixty five percent thought that when their teacher motivated and encouraged them to speak English, they got less anxious and more eager to speak. In addition to this, the other thirty five percent thought that negative or positive behaviors of teachers as a feedback on the speaking performance of students affect the level of speaking anxiety for the next time. The sentences below uttered by the students make the issue clearer:

> "For me, teachers have an important role. (prompt). For example, our teacher always says that "Let's speak together, you can do it, try to make sentences and don't be afraid" etc. and at this time I feel more comfortable and try to speak."   (Interviewee 6)

> "I think teacher's role is very important because, for example, if she gets angry or scorns me when I make mistakes while speaking, I do not want to speak again in her lessons, but if she smiles at me or correct my mistakes kindly, I appreciate it and try to speak English as much as I can."   (Interviewee 12)

It is seen that teachers' motivation and encouragement strategies that they may use in their classroom to encourage students for speaking English have an anxiety decreasing affect. In addition to this, it is also clear that teacher's attitudes for giving feedback on the speaking performance of students, even correcting a small mistake, play a remarkable role on students' speaking anxiety. For this reason, it can be concluded that language teachers should always motivate and encourage their students to speak in the classroom atmosphere. Besides, they should be very careful while giving feedback or correcting students' speaking mistakes. Teachers should be aware of the fact that they have such a remarkable role on their students' speaking performance that they may either cause high anxious students or create confident ones in terms of speaking.

5.2.10. Discussion of the Interview Question 10

Taking a test is already a well-known anxiety provoking factor in language learning process. Depending on this, this question investigated whether a speaking exam at Afyon Kocatepe University would affect the level of speaking anxiety they experience. The results demonstrated that ninety percent of students would get more anxious if they had a speaking exam in their school. Interviewees 19 and 3 stated on this question that:

> "It would definitely increase. I already get anxious even speaking in my classroom. I cannot think of myself speaking in an exam in front of teachers."

> "I think, yes. (prompt). Probably, I would speak English in my class as if I was in the exam to evaluate myself. Accordingly, if I cannot speak, I think that I will not be able speak in the exam, too. That would make me very nervous."

Depending on such statements uttered by ninety percent of students being interviewed, it can be concluded that having a speaking exam increases the level of students' current speaking anxiety. Taking a test and foreign language speaking are already anxiety provoking factors for students. Integrating both of them and administering it as an exam constitutes a more anxiety provoking factor. Since students would perceive their actual speaking participation as a self-evaluation for the speaking exam and they would feel as if they were in the exam, their level of speaking anxiety would increase. For this reason, it can be concluded that although they have testing purposes, speaking exams may play a negative role on the speaking performances of students and the anxiety that they experience while speaking English in the classroom.

5.2.11. Discussion of the Interview Question 11

The last question of the interviews was asked to get information about the ideal classroom atmosphere of students in which they would experience less foreign language speaking anxiety. The students being interviewed reported the qualities of

the classroom in which they would speak more comfortably. The results of this question revealed that, in general, the well-being of two factors make students feel less anxious while speaking English in the classroom: "other students" and "level of proficiency"

The analysis of the question shows that seventy percent of the given answers is related to issues regarding the other students in class. The students reported that they would experience less speaking anxiety if there was a sincere atmosphere in class, all the students participated in lessons and other students would not give any reactions when students made a mistake. For this situation, Interviewee 18 stated that:

> "I would not get anxious if everybody was eager to participate in lessons, nobody laughed when we made a mistake. Briefly, if there was a sincere atmosphere in the class, I would probably feel less anxious while speaking."

Depending on the other statements similar to the ones above, it can be concluded that other students in class play, directly or indirectly, an important role on the speaking anxiety students experience in the classroom. If language teachers can create a sincere atmosphere in class and provide an active speaking participation of students by making them just focusing on their own speaking performance rather than their friends', it is clear that all the students will experience less speaking anxiety in the class.

The results of this question also revealed that students' proficiency level is another factor playing an important role on the level of students' speaking anxiety. Thirty percent of the given answers to this question is related to the proficiency level of students. The owner of these answers reported that they would experience less speaking anxiety if all the students had the same proficiency level or he/she was better than the others in the class. This result demonstrates that as students get more proficient in English, they become more self-confident and for this reason they get less anxious to speak in classroom atmosphere. Especially, if students are more proficient than others, the level of this self-confidence increases and their level of

speaking anxiety may decrease. So, it can be concluded that there may be a negative correlation between the proficiency levels of students and their foreign language speaking anxiety.

5.3. Overall Discussion of the Interviews

First two questions of the interviews were asked to gather information about the motivational level and orientations of the students attending the interviews. The other nine questions were prepared to obtain data regarding foreign language speaking anxiety. Thanks to these questions, several themes regarding speaking anxiety have been emerged. In this part, these emerging themes are discussed.

5.3.1. Speaking Anxiety as a Separate Phenomenon

The interviews revealed that speaking skill makes students feel anxious in the classroom atmosphere. That means, speaking a foreign language is perceived as an anxiety provoking factor by the learners on its own. On this point, Interviewee 7 stated that:

> "We do a lot of things in the class but in my opinion, speaking is the most anxiety provoking one. (prompt). I don't know why but whenever I want to speak, I feel something bad that I cannot describe. I cannot be sure what I am saying due to this feeling. I just say something correct or incorrect and sit down at the end. The problem is that I will feel the same thing for the next time."

As the sentences demonstrate, speaking anxiety is a separate phenomenon affecting the feelings and performances of learners. In addition to this, answers of the students to the other questions of the interviews revealed that foreign language speaking anxiety has several aspects, reasons, variables and results which are unique and specific to the nature of this phenomenon. For this reason, it can be

concluded that speaking anxiety should be focused on and studied separately in future research studies.

5.3.2. Spontaneous Speaking: A Primary Situation Causing Speaking Anxiety on Learners

The fourth interview question revealed that speaking spontaneously is the most common situation in which students get anxious. In other words, students being interviewed reported that they experience anxiety most when they have to speak without being prepared in advance and when they are exposed to instant questions by their teachers. The sentences above illustrate the issue:

"I get very anxious when I am not prepared to speak. For example, our teacher sometimes asks questions immediately such as "Yes, (Interviewee 6). What do you think about…..?". At this moment, I get incredibly anxious and do not know what and how to say. It is a very bad situation for me." (Interviewee 6)

"When our teacher asks questions and waits for the answer, I get incredibly anxious. I think it would be better if she gave us a little time to think." (Interviewee 11)

As the thoughts of students demonstrate, not being prepared for speaking, or in other words, spontaneous speaking causes anxiety on learners. When the students are asked instant questions or required to speak without any preparation, they get more anxious. For this reason, it can be understood that students feel more comfortable and become less anxious for speaking when they are given some time to arrange their ideas, think and get prepared for speaking. Therefore, language instructors should take this into consideration and integrate it to their oral activities.

5.3.3. Self-confidence of Speaking English

Answers of the participants to the fifth interview question "What do you feel or do when you get anxious while speaking?" revealed that students develop a kind

of self-confidence for speaking English in the classroom. Most of the students reported that they lost their self-confidence or gave up speaking when they got anxious. Interviewee 14 stated that:

> "…Sometimes, I prepare myself for speaking. However, when I see that my turn is coming, I start to feel anxious and less confident."

Another interviewee told that:

> ""When I get anxious, I immediately start to panic and feel blushed. I try to make sentences but I am never sure about what I am saying. Since I cannot be sure, I lose my confidence and I start to think that "it is a fact that you cannot speak correctly, why don't you give up?". At the end, I sit down without finishing my sentence."

As the sentences above illustrate, students have a self-confidence of speaking English which functions as an inner drive encouraging students to speak English in the classroom atmosphere. However, depending on students' answers, it is seen that foreign language speaking anxiety diminishes this self-confidence and effects students negatively. For this reason, it can be concluded that developing some strategies which appeal to students' self confidence of speaking English and strengthening it would make students much more eager and willing to speak English in the classroom. In addition to this, strengthening this self-confidence would help students decrease the level of speaking anxiety they experience since they will be more enthusiastic to speak the target language.

5.3.4. Sources of Foreign Language Speaking Anxiety

After the analysis of student interviews, the obtained results revealed that foreign language speaking anxiety arises from three major factors. These are fear of making mistakes, a perfectionist attitude and reactions of other students.

5.3.4.1. The Fear of Making Mistakes

Answers of students to the seventh question of the interviews demonstrated that most of the students in language classrooms are afraid of making mistakes while speaking and this fear makes them feel anxious. On this issue, interviewee 10 stated that:

> "Yes, I worry about making mistakes. (prompt). Especially, I am afraid of making pronunciation mistakes, and sometimes, I don't want to speak when I'm not sure about the correct pronunciations.

As it is seen, fear of making mistakes is a significant factor that causes speaking anxiety on learners. It may discourage students to speak in the classroom atmosphere. It can be concluded that overcoming this fear may decrease the level of speaking anxiety that students experience while speaking. For this reason, language instructors should teach their students that making mistakes is quite normal in a learning process and change students' perspective for mistakes. Thanks to that, students will be aware of the fact that making mistakes is not a weakness but a learning step and that will help them overcome the anxiety they have for speaking.

5.3.4.2. The Perfectionist Attitude

The fourth question of the interviews brought a significant theme into light regarding students' speaking performance. It was found that students had a perfectionist attitude which can be defined as their tendency to reach the correct result. In the answers of the students being interviewed, it is seen that students experience speaking anxiety due to this perfectionist attitude. They get anxious when they cannot pronounce the words correctly or when they cannot make correct sentences. The sentences of Interviewee 9 illustrate this issue:

> "… I also get anxious when I cannot make correct sentences. I want to express myself with correct sentences. Besides, I want to pronounce the words correctly, but I cannot achieve

this most of the time. I suppose trying to make everything correctly makes me nervous and anxious."

The sentences above provide a good example of the perfectionist attitude. It is seen that students tend to produce grammatically correct sentences with contextually appropriate and correctly pronounced vocabulary items. Since achieving all these variables correctly, in other words producing perfect sentences, is a challenging performance, students feel anxious while speaking. They fully concentrate on producing correct words and sentences and a potential mistake or a disappointment makes them anxious for the next speaking performance. Since it is clear that this perfectionist attitude may result in anxiety and have negative effects on students, it should be decreased or prevented by consultations and advices of language teachers.

5.3.4.3. Peer Effect: Reactions of Other Students

Research (Ay, 2010; Horwitz et al., 1986; Noormohamadi; 2009; Tsiplakides and Keramida, 2009) in the literature revealed that fear of negative evaluation by others is one of the major sources of speaking anxiety. Qualitative data showed parallelism with those studies. Answers of the students to the eighth and eleventh question of the interviews demonstrated that reactions of other students to the speaking performance of a student play a remarkable role on the speaking anxiety he/she experiences. At this point, the statements of some students provide a clear illustration:

"Unfortunately, I am quiet worried about what my friends do or say on my speaking. I am always afraid of being laughed at by them if I pronounce a word incorrectly. I hate them laughing at me. For this reason, I sometimes do not want to answer a question even if I know the answer." (Interviewee 18)

"I would feel comfortable and participate in speaking activities in a class in which other students do not laugh when we make a mistake or interrupt us when we are speaking." (Interviewee 4)

As it is seen in the sentences of students, reactions of other students, namely peer effect, play a remarkable role on the anxiety students experience while speaking. Students are afraid of being laughed, negatively evaluated or interrupted by their friends in the classroom atmosphere. For these reasons, they get anxious to speak the target language in the classroom atmosphere. Depending on this, it can be concluded that minimizing this peer effect in language classrooms may help students get less anxious for speaking and accordingly they would be more eager and willing to participate in oral activities.

5.3.5. Teacher as a Major Factor for/against Speaking Anxiety

Analysis of the interviews revealed a very important fact about teachers that is their role on speaking anxiety. The answers of students to the ninth interview question demonstrated that behaviors and attitudes of teachers may either cause speaking anxiety or diminish it. On this issue, interviewee 8 stated that:

> "In my opinion a teacher's role is very important. (prompt). For example, our teacher sometimes gets angry when we make a mistake while speaking. We get upset and hesitate to speak for the next time. However, he sometimes encourages us kindly or by making some jokes to speak English in the class. At this time, we feel more comfortable…….. "

It can be concluded that positive behaviors, attitudes and feedback of teachers regarding speaking performances of students have a positive effect on students and decrease their speaking anxiety. On the other hand, negative reactions and attitudes of teachers towards students may cause speaking anxiety on students. For this reason, language teachers should always be careful about their attitudes and feedback techniques. Even if students make very important mistakes while speaking, teachers should approach and correct them kindly in order not to cause anxiety for next speaking performance.

CHAPTER 6

CONCLUSION

This chapter presents a conclusion regarding the overall of the study. It also presents a pathway for further research studies.

6.1. Conclusion of the Research Questions

This study investigated the relationship between foreign language learning motivation and foreign language speaking anxiety in the light of three research questions in a Turkish university context. Two questionnaires were administered to 383 participants at Afyon Kocatepe University English preparatory program and the obtained data were analyzed through descriptive and inferential statistics.

The results of the analysis revealed that students at Afyon Kocatepe University had a moderate level of foreign language learning motivation, and it was very close to high level. Their instrumental orientation was found to be quite high which was due to their perception of learning a foreign language in Turkey. Besides, it was detected that there was a significant difference between female and male students, and female students demonstrated a higher level of foreign language learning motivation. They were also found to be more integratively motivated than male students. In addition to this, the results demonstrated that two motivational orientations, instrumental and integrative, were positively and moderately correlated in a Turkish context which proved that these two orientations are interrelated phenomenon.

The results of the analysis also put forward that students at AKU experienced a low level of speaking anxiety in their classroom. According to the results, female students got more anxious than male students while speaking English. It was also found out that there was a negative moderate correlation between foreign language learning motivation and foreign language speaking

anxiety. That means, if the level of one of them increases or decreases, the level of the other will increase or decrease in the opposite way. Foreign language speaking anxiety was also found to be negatively and moderately correlated with instrumental and integrative orientations. For this reason, it was concluded that if the motivational level of students is increased, it is quite probable that they will get less anxious while speaking English in their lessons. In addition to this, students' motivational level can be increased with the help of some strategies that decrease the anxiety experienced by the students.

6.2. Conclusion of the Interviews

This study also benefited from qualitative data. Eleven questions, nine of which are related to foreign language speaking anxiety, were prepared and asked nineteen students via semi-structured interviews. The aim of the interviews was to get more in-depth data about the focus of this study. The answers of the students were transcribed by the researcher verbatim and analyzed by means of content analysis.

The results of the first two questions regarding foreign language learning motivation showed parallelism with the quantitative results of the study. Students mostly reported instrumental reasons for learning English, and their motivational level was reported to be moderate in average. In addition to this, the second question revealed a fact that foreign language learning motivation has a fluctuating aspect that should be taken into consideration.

The other interview questions were asked to obtain students' ideas and opinions on foreign language speaking anxiety. The questions examined speaking anxiety in several aspects; its reasons, dominant factors, its influence and how it is perceived by students. As a conclusion for the interviews, it can be said that;

- speaking skill is perceived as an anxiety-provoking factor by most of the students,

- speaking anxiety may have a facilitative effect which makes students more careful while speaking,

- students get more anxious when they speak without being prepared in advance and when they are exposed to immediate questions,

- Speaking anxiety may cause lack of self confidence and giving up speaking in classroom atmosphere,

- Factors causing speaking anxiety can be grouped under three headings as individual, environmental and educational. Individual reasons such as not being familiar with the target language, lack of self-confidence and being afraid of making mistakes are more dominant than the others

- Most of the students worry about making pronunciation and vocabulary mistakes while speaking English in the classroom. This worry results in anxiety and the mood of the classroom has an influential role on this worry.

- Potential reactions and evaluation of other students in class can be a dominant factor on the anxiety that students experience while speaking. Even so, further studies should be carried out to have clear cut results on this issue.

- Students think that teachers have a quite remarkable role on their level of speaking anxiety. While teachers' motivating strategies and positive feedbacks for speaking reduce students' speaking anxiety, their negative behaviors and attitudes make students feel more anxious while speaking

- Although speaking exams have testing purposes, they increase students' current speaking anxiety and make them more anxious in their actual classroom participation.

- Students claim that they feel better and speak more comfortably in a classroom in which there is a sincere atmosphere. They get less anxious while speaking if they have a better proficiency level than the others.

6.3. Conclusion of the Overall Study

This study focused on two affective variables which have remarkable influence on foreign language learning process. The results and findings of it are significant for the literature. For this reason, presenting them in a whole as a conclusion would provide a better understanding for researchers and language instructors. Table 33 presents the research questions and findings of this study as a whole.

Table 33: Research Questions and Findings as a Whole

Research Questions	Findings
1. What is the level of foreign language learning motivation of students?	*moderate level of foreign language learning motivation
1.a. What are the levels of integrative and instrumental orientations of students?	*moderate level of instrumental orientation *high level of instrumental orientation
1.b. Do these motivational level and the orientations differ according to gender?	*female students are more motivated than male students *female students are more integratively motivated than male students *no significant difference in terms of instrumental orientation
1.c. Do integrative orientation and instrumental orientation correlate in a Turkish university context?	*positive significant correlation on a moderate level
2. Do the students in English preparatory program experience foreign language speaking anxiety in language classrooms? If so, what is the level of it?	*low level of foreign language speaking anxiety
2.a. Does the level of foreign language speaking anxiety differ according to gender?	*female students experience a higher level of foreign language speaking anxiety than male students
3. Is there a relationship between the motivational level of students and their foreign language speaking anxiety?	*foreign language learning motivation and foreign language speaking anxiety are negatively correlated on a moderate level.

3.a. Is there a relationship between foreign language speaking anxiety and motivational orientations?	*foreign language speaking anxiety is negatively correlated with motivational orientations on a moderate level
Interviews	*foreign language speaking anxiety as a separate phenomenon *spontaneous speaking as a primary situation causing speaking anxiety on learners *self-confidence of speaking English *the fear of making mistakes, a perfectionist attitude and reactions of other students as major sources of speaking anxiety *teacher as a primary factor for/against speaking anxiety

REFERENCES

Ay, S. (2010). Young adolescent students' foreign language anxiety in relation to language skills at different levels. *The Journal of International Social Research*, 3(11), 83-92.

Aydın, B. (2001). *A study of sources of foreign language classroom anxiety in speaking and writing classes*. Anadolu Üniversitesi Yayınları, Eskişehir.

Balemir, S. H. (2009). *The sources of foreign language speaking anxiety and the relationship between proficiency level and the degree of foreign language speaking anxiety*. Unpublished Master's Thesis, Bilkent University, Ankara.

Bekleyen, N. (2004). Foreign language anxiety. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 13(2), 27-39.

Berg, B. L. (1998). *Qualitative research methods for the social sciences*. Boston: Allyn&Bacon.

Brown, H. D. (1994). *Principles of language learning and teaching*. London: Prentice Hall Regents.

Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). Englewood Cliffs NJ: Prentice Hall.

Chastain, K. (1975). Affective and ability factors in second language learning. *Language Learning*, 25, 153-161.

Çolak, A. (2008). *Attitudes, motivation and study habits of English language learners: The case of Başkent University second year students*. Unpublished Master's Thesis, Başkent University, Ankara.

Dalkılıç, N. (2001). *An investigation into the role of anxiety in second language learning*. Unpublished Doctoral Dissertation, Çukurova University, Adana.

Demir, B. (2005). *An investigation into effects of motivational factors and attitudes of primary school students on learning English as a foreign language*. Unpublished Master's Thesis, Çanakkale Onsekiz Mart University, Çanakkale.

Djigunovic, J. M. (2006). Language anxiety and language processing. *EUROSLA Yearbook*, 6, 191-212.

Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31, 117-135.

Dörnyei, Z. (1994a). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78, 273-284.

Dörnyei, Z. (2001a). *Motivational Strategies in the language classrooms*. UK: Cambridge University Press.

Dörnyei, Z. (2001b). *Teaching and researching motivation*. Harlow: Pearson Education Limited.

Dörnyei, Z. (2005). *The psychology of the language learner*. London: Lawrence Erlbaum Associates.

Dörnyei, Z. (1990). Conceptualising motivation in foreign language learning. *Language Learning*, 40, 45-78.

Dörnyei, Z. & Otto, I. (1998). Motivation in action: A process model of L2 motivation. Working Papers in Applied Linguistics, 4, 43-69.

Dörnyei, Z. & Cheng, H. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. Innovation in Language Learning and Teaching, 1(1), 153-174.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Ely, C. (1986). An analysis of discomfort, risk-taking, sociability and motivation in the second language classroom. *Language Learning*, 36, 1-25.

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

Gardner, R. C. & MacIntyre, P. D. (1993). A student's contributions to second language learning. Part II: Affective variables. *Language Teaching*, 26, 1-11.

Gardner, R. C. & Lambert, W. E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13.

Gardner, R. C. & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.

Horwitz, E. K., Horwitz, M. B. & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.

Huang, H. (2004). *The relationship between learning motivation and speaking anxiety among EFL non-English major freshmen in Taiwan*. Unpublished Master's Thesis, Chaoyang University of Technology.

Keleş, Y. (2007). Attitudes of English language teachers to motivational strategies in language learning. Unpublished Master's Thesis, Muğla University, Muğla.

Kim, S. Y. (2009). Questioning the stability of foreign language classroom anxiety and motivation across different classroom context. *Foreign Language Annals*, 42(1), 138-157.

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.

Koch, A. S. & Terrell T. D. (1991). Affective reactions of foreign language students to natural approach activities and teaching procedures. In Horwitz, E. K. & Young, D. J. *Language anxiety*. London: Prentice Hall International Limited. 109-125.

Liu, M. & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. Modern *Language Journal*, 92(1), 71-86.

Liu, M. & Huang, W. (2011). An exploration of foreign language anxiety and English learning motivation. *Education Research International*, 1-8.

Lukmani, Y. (1972). Motivation to learn and language proficiency. *Language Learning*, 22, 261-274.

MacIntyre, P. D. & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of literature. *Language Learning*, 41(1), 85-117.

MacIntyre, P. D. & Gardner, R. C. (1993). The subtle effects of language anxiety on cognitive processing in the SL. *Language Learning*, 44(3), 283-305.

Malallah, S. (2000). English in an Arabic environment: Current attitudes to English among Kuwait university students. *International Journal of Bilingual Education and Bilingualism*. 3(1), 19-43.

May, R. (1977). *The meaning of anxiety*. New York: W.W. Norton.

Mendi, H. B. (2009). *The relationship between reading strategies, motivation and reading test performance in foreign language learning*. Unpublished Master's Thesis, Marmara University, İstanbul.

Noormohamadi, R. (2009). On the relationship between language learning strategies and foreign language anxiety. *Pan-pacific Association of Applied Linguistics*, 13(1), 39-52.

Norris-Holt, J. (2001). Motivation as a contributing factor in second language acquisition. *The Internet TESL Journal*, 7(6).

Oxford, R. L. & Shearin, J. (1994). Language learning motivation: Expending the theoretical framework. *The Modern Language Journal*, 78, 12-28.

Philips, E. M. (1991). Anxiety and oral competence: Classroom dilemma. *French Review*, 65, 1-13.

Philips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes. *The Modern Language Journal*, 76(1), 14-26.

Saito, Y. & Samimi, K. K. (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate and advanced-level college students of Japanese. *Foreign Language Annals*, 29, 239-248.

Saltan, F. (2003). *EFL speaking anxiety: How do students and teachers perceive it?* Unpublished Master's Thesis, METU, Ankara.

Samimy, K. K. & Tabuse, M. (1992). Affective variables and a less commonly taught language: A study in beginning Japanese classes. *Language Learning*, 42, 377-398.

Schumann, J. (1999). A perspective on affect. In Arnold, J. (ed.). *Affect in Language Learning*, 153-161

Scovel, T. (1991). The effect of affect on FLL: A review of the anxiety research. In Horwitz, E. K. & Young, D. J. *Language anxiety*. London: Prentice Hall International Limited, 15-23.

Spielberger, C. D. (1972). State anxiety as an emotional state. In Spielberger C. D. (ed.). *Anxiety: Current trends in theory and research*. New York: Academic Press.

Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading. *Reading in a Foreign Language*, 19(1), 19-43.

Tanveer, M. (2007). *Investigations of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. Unpublished Master's Thesis, University of Glasgow.

Top, E. (2009). *Motivation effect of teacher strategies from the teachers' and students' points of view*. Unpublished Master's Thesis, Karadeniz Technical University, Trabzon.

Tremblay, P. F. & Gardner, R. C. (1995). Expanding the motivation construct in language learning. *The Modern Language Journal*, 79(4), 505-518.

Tsiplakides, I. & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: Theoretical issues and practical recommendations. *International Education Studies*, 2(4), 39-44.

Vural, S. (2007). Teachers' and students' perceptions of teacher motivational behavior. Unpublished Master's Thesis, Bilkent University, Ankara.

Williams, M. & Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.

Yin, R. K. (1994). *Case study research: Design and methods*. Newbury park, CA: Sage Publications.

Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23(6), 539-553.

Zhanibek, A. (2001). *The relationship between language anxiety and students' participation in foreign language classes*. Unpublished Master's Thesis, Bilkent University, Ankara.

Zhang, R. & Liang, F. (2008). Survey of college non-English adult learners' English learning motivation and its implications. *US-China Foreign Language*, 6(3), 47-53.

APPENDICES

APPENDIX A

The Motivation/Attitude Questionnaire
This questionnaire is prepared to collect information about your motivational level in English Language Learning. After reading each statement, please circle the number which appeals to you most. There are no right or wrong answers for the items in this questionnaire. Thanks for your contribution.   '1' : **Strongly disagree.** '2' : **Disagree.** '3' : **Not sure.**   '4' : **Agree.** '5' : **Strongly agree.**

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. If I spent a long time abroad, I would make great effort to learn the local language although I could easily get by with what I already know.	1	2	3	4	5
2. I would like to learn as many languages as possible.	1	2	3	4	5
3. After finishing learning English, I'd like to start learning another language.	1	2	3	4	5
4. For me learning a foreign language is a hobby	1	2	3	4	5
5. Sometimes learning a foreign language is a burden for me.	1	2	3	4	5
6. Learning a foreign language is an exciting activity.	1	2	3	4	5
7. I don't like the process of learning a foreign language and I do it only because I need the	1	2	3	4	5

language.					
8. Learning a foreign language often gives me a feeling of achievement.	1	2	3	4	5
9. learning a foreign language often makes me happy.	1	2	3	4	5
10. Studying English is important to me because it provides an interesting intellectual activity.	1	2	3	4	5
11. English proficiency is a part of the general culture.	1	2	3	4	5
12. I am learning English to become more educated.	1	2	3	4	5
13. English proficiency is important to me because it allows me to learn about the current intellectual trends of the world, and thus to broaden my view.	1	2	3	4	5
14. English proficiency is indispensable for a Turkish person to be able to live a fulfilling life.	1	2	3	4	5
15. Everybody in Turkey should learn English at least an intermediate level.	1	2	3	4	5
16. The more I learn about the British/Americans, the more I like them.	1	2	3	4	5
17. Most of my favourite artists (e.g., actors, musicians) are either British or American.	1	2	3	4	5
18. Britain and America are among the most exciting countries of the world.	1	2	3	4	5
19. British/American culture is of vital importance in the world nowadays.	1	2	3	4	5
20. If I could speak English well, I could do a more interesting job.	1	2	3	4	5
21. If I could speak English well, I could travel more for official purposes.	1	2	3	4	5
22. I would have financial benefits if I had a good English proficiency.	1	2	3	4	5
23. My colleagues usually know a foreign language at Least at an intermediate level.	1	2	3	4	5
24. My bosses expect me to learn English.	1	2	3	4	5

25. Without knowing English well, I cannot expect a promotion.	1	2	3	4	5
26. The prominent members of my profession know English at least at an intermediate level.	1	2	3	4	5
27. English proficiency is important to me because it is indispensable for establishing an international reputation.	1	2	3	4	5
28. English proficiency is important to me because it will allow me to get to know about various cultures and people.	1	2	3	4	5
29. Studying English is important to me because it offers a new challenge in my life, which would otherwise become a bit monotonous.	1	2	3	4	5
30. It is indispensable for me to take the State language exam in order to achieve a specific goal. (scholarship, degree)	1	2	3	4	5

Motivasyon ve Tutum Anketi

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

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

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

Cinsiyetiniz: **Bayan** ☐   **Erkek** ☐

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

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

28. Çeşitli kültürleri ve insanları tanımamı sağlayacağı için İngilizce yeterliliğe sahip olmanın önemli olduğunu düşünüyorum.	1	2	3	4	5
29. Hayatıma anlam katan bir zorluk oluşturduğu için İngilizce öğrenmek benim için önemlidir, böyle olmasaydı hayatım biraz monoton olurdu.	1	2	3	4	5
30. Belirli bir amaca ulaşmak için (diploma ya da burs alabilmek…vb) kesinlikle devletin yaptığı yabancı dil sınavına girmem gerekiyor.	1	2	3	4	5

APPENDIX C

<table>
<tr><td colspan="6" align="center">**EFL Speaking Anxiety Scale– English Version**</td></tr>
<tr><td colspan="6">

This questionnaire is prepared to collect information about your level of English language speaking anxiety that you experience in classroom atmosphere. After reading each statement, please circle the number which appeals to you most. There are no right or wrong answers for the items in this questionnaire. Thanks for your contribution.

'1' : **Strongly disagree.**　　　'2' : **Disagree.**　　　'3' : **Not sure.**

'4' : **Agree.**　　　'5' : **Strongly agree.**
</td></tr>
</table>

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

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

İngilizce Konuşma Kaygısı Anketi

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

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

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

Cinsiyetiniz:　　**Bayan**　☐　　☐　**Erkek**

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. İngilizce derslerinde konuşurken asla kendimden emin olamıyorum.	1	2	3	4	5
2. İngilizce derslerinde konuşurken hata yapmaktan korkuyorum	1	2	3	4	5
3. İngilizce derslerinde sıranın bana geleceğini bildiğim zaman çok heyecanlanıyorum.	1	2	3	4	5
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.	1	2	3	4	5
5. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda panikliyorum.	1	2	3	4	5

6.İngilizce derslerinde sorulan sorulara cevap vermekten çekiniyorum.	1	2	3	4	5
7. Ana dili İngilizce olan insanlarla İngilizce konuşurken kendimi gergin hissediyorum.	1	2	3	4	5
8. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.	1	2	3	4	5
9. İngilizce derslerinde konuşurken kendime güvenemiyorum.	1	2	3	4	5
10. İngilizce öğretmenimin yaptığım her hatayı düzeltmeye çalışması beni korkutuyor.	1	2	3	4	5
11. İngilizce derslerinde sıra bana geldiğinde kalbimin daha hızlı attığını hissediyorum.	1	2	3	4	5
12. Diğer öğrencilerin daima benden daha iyi İngilizce konuştuklarını düşünüyorum.	1	2	3	4	5
13. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum	1	2	3	4	5
14. İngilizce derslerinde konuşurken hem heyecanlanıyorum hem de kafam karışıyor.	1	2	3	4	5
15. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman tedirgin oluyorum.	1	2	3	4	5
16. İngilizce konuşmak için öğrenmem gereken kuralların sayısı beni kaygılandırıyor.	1	2	3	4	5
17. İngilizce konuşacağım zaman diğer öğrencilerin bana gülmesinden korkuyorum.	1	2	3	4	5
18. İngilizce öğretmenim cevabına önceden hazırlanmadığım sorular sorduğunda heyecanlanıyorum.	1	2	3	4	5

APPENDIX E

INTERVIEW QUESTIONS FOR EFL LEARNERS

QUESTIONS	PROMPTS
1. Neden İngilizce öğrenmek istiyorsunuz?	*iyi bir iş sahibi olma * yurt dışına çıkma
2. İngilizce öğrenmede sahip olduğunuz motivasyon düzeyinizi nasıl tanımlayabilirsiniz?	Düşük, orta, yüksek?
3. Sizce İngilizce konuşma bu dili öğrenme sürecinizde kaygı yaratıcı bir faktör mü?	
4. İngilizce konuşurken hangi durumlar sizde kaygı veya strese sebep olur?	*Öğretmenin veya sınıfın karşısında konuşmak, *Sunum yapmak *Hazırlanmadan konuşmak
5. İngilizce konuşurken stres yaşadığınız ya da kaygılandığınız zaman ne hissedersiniz? Bu tür durumlarda ne yaparsınız?	*konuşmayı bırakırım *güvenimi kaybederim *kısa cümleler kurarım *Kaygı belirtisi fiziksel tepkiler
6. Sizce bu kaygının sebepleri nelerdir?	
7. İngilizce konuşurken hata yapmaktan korkuyor musunuz?	*kelime, dilbilgisi, telaffuz
8. İngilizce konuşma performansınızla ilgili arkadaşlarınızın ne düşündüğü sizi endişelendiriyor mu?	*komik duruma düşme korkusu
9. Sizce İngilizce öğretmeninizin yaşadığınız konuşma kaygısındaki rolü nedir? Onun davranışları yaşadığınız	* öğretmenin olumlu- olumsuz davranışları * hataları düzeltme tarzı

konuşma kaygısının seviyesini etkiliyor mu?	*ciddi, arkadaş canlısı, neşeli, sinirli…
10. Okulda bir konuşma sınavı yapılıyor olsaydı bunun için kaygılanır mıydınız? Bu durum mevcut kaygı seviyenizi arttırır mıydı?	
11. Sizce sınıf ortamında İngilizce konuşma kaygısının seviyesini neler azaltabilir?	* Hangi durumlarda kaygı yaşamadan İngilizce konuşurdunuz?

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☒ **X**

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : ....ÖZTÜRK...
Adı   : ....GÖKHAN...
Bölümü : ....İNGİLİZ DİLİ EĞİTİMİ....................................

TEZİN ADI (İngilizce) : FOREIGN LANGUAGE SPEAKING
ANXIETY AND LEARNER MOTIVATION: A CASE STUDY AT
A TURKISH STATE UNIVERSITY

TEZİN TÜRÜ : Yüksek Lisans ☒ **X**   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☒ **X**

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir
   bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: ....