# Attitudes, Motivation And Anxiety Of Young EFL Learners

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# ABSTRACT

The researcher conducted her study in the very east part of Cyprus, Dipkarpaz. The study was conducted with fifty nine primary school children and one hundred and three secondary school students in order to find out Dipkarpaz Primary School and Dipkarpaz Recep Tayyip Erdoğan Secondary School students' attitudes towards learning English, their motivational levels, their motivational orientations and their anxiety levels in learning English. This study also examined the involvement of parents in their children's English language learning process. The adapted version of the original International Attitude/Motivation Test Battery by R. C. Gardner (2004) and adapted version of Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) were used as instruments in this study. In addition to the adapted versions of the two questionnaires, four open-ended questions and seven interview questions were written by the researcher. The interview was done with twelve students from Dipkarpaz Primary School and twelve students from Dipkarpaz Recep Tayyip Erdoğan Secondary School in order to enrich the results. Face to face interviews were audio-taped and then transcribed and translated into English by the researcher. The data of the questionnaire was analyzed by using SPSS 15. And, keywords were selected and categorized by the researcher by examining open-ended questions and interview results. The questionnaire, interview and open-ended question results revealed that students' attitudes towards learning English, towards the English language learning context are positive and they have high levels of motivation in learning English which is crucial. In terms of motivational orientation, both the primary school students and secondary school students are both instrumentally and integratively motivated in learning English. Besides these, both of

the schools' students have moderate level of anxiety. In addition, in terms of anxiety level, there wasn't any significant difference between the two schools as their mean scores are relatively same.

**Keywords**: attitude, motivation, anxiety, primary school, secondary school, foreign language learning.

# ÖZ

Araştırmacı bu çalışmayı Kıbrıs'ın en doğusu olan Dipkarpazda gerçekleştirmiştir. Dipkarpaz İlkokulu'ndan elli dokuz öğrencinin ve Dipkarpaz Recep Tayyip Erdoğan Ortaokulu'ndan yüz üç öğrencinin katılımıyla öğrencilerin İngilizce öğrenmeye yönelik tutumları, motivasyon seviyeleri, motivasyon çeşitleri ve kaygı düzeyleri bu çalışmayla araştırılmıştır. Bu çalışma aynı zamanda ailelerin çocuklarının İngilizce öğrenmedeki katılımlarını da incelemektedir. Gardner (2004) tarafından geliştirilen Tutum Motivaston İndeksi ve Horwitz (1986) tarafından geliştirilen Yabancı Dil Sınıf Kaygısı Ölçeği yapılacak çalışmaya göre uyarlanıp kullanılmıştır. Uyarlanmış anketlere ek olarak, dört adet yorum sorusu ve yedi adet röportaj sorusu araştırmacı tarafından yazılmıştır. Yorum soruları anketlerin en sonuna yerleştirilmiş olup, öğrencilere anketteki maddelere ek olarak eklemek istedikleri bilgileri eklemelerine şans vermek amacıyla konulmuştur. Sonuçları zenginleştirmek amacıyla on iki Dipkarpaz İlkokulu ve on iki Dipkarpaz Recep Tayyip Erdoğan Ortaokulu öğrencisiyle röportaj gerçekleştirilmiştir. Yüzyüze yapılan röportajlar ses kaydına alınıp, daha sonra araştırmacı tarafından yazıya dökülüp İngilizceye çevrilmiştir. Anketten alınan bilgiler SPSS 15 kullanılarak analiz edilmiştir. Ayrıca, dört yorum sorusundan ve röportajdan edinilen sonuçlardan anahtar kelimeler bulunup kategori haline getirilmiştir. Anket, röportaj ve yorum sorularından çıkarılan sonuçlara göre, öğrencilerin İngilizce öğrenmeye yönelik ve İngilizce öğrenme ortamına yönelik tutumlarının pozitif olduğu bulunmuş olup, İngilizce öğrenmedeki motivasyonlarının da yüksek olduğu saptanmıştır. Motivasyon türü açısından hem ilkokul hem de ortaokul öğrencilerinin İngilizce öğrenirken her iki motivasyon türüne de, bütünleyici güdülenme ve araç güdülenmesine, sahip oldukları bulunmuştur. Bu

sonuçlara ek olarak, her iki okuldaki öğrencilerin orta düzeyde kaygı seviyesine sahip oldukları bulunmuştur. Her iki okulun da kaygı düzeyi açısından ortalamaları hemen hemen aynı olduğundan dolayı kaygı düzeylerinde herhangi bir istatistiksel fark bulunmamıştır.

**Anahtar Kelimeler:** tutum, motivasyon, kaygı, ilkokul, ortaokul, yabancı dil öğrenimi.

To My Family

# ACKNOWLEDGEMENTS

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# LIST OF ABBREVIATIONS/ SYMBOLS

**AMTB**: Attitude Motivation Test Battery

**EFL**: English as a Foreign Language

**FLCAS**: Foreign Language Classroom Anxiety Scale

**Sig**.: Significance

**SPSS 15**: Statistical Package for Social Sciences 15

**ZPD**: Zone of Proximal Development

**%**: Percent

# Chapter 1

# INTRODUCTION

Background of the study, purpose of the research and significance of the study is discussed in this chapter. This chapter also gives information about the role of English in Cyprus and states research questions of the study.

## 1.1 Background of the Study

Attitude, motivation and anxiety have crucial roles in language learning. Students' positive attitudes, high level of motivation and low level of anxiety are needed in order to reach success as Gardner (1985) pointed out. According to Gardner (1985), having positive attitudes and motivation bring success in second language learning.

English language has very important role in Cyprus and the researcher examined Dipkarpaz students' attitudes, motivational orientations, motivation levels and anxiety levels in this study.

### 1.1.1 Role of English in Cyprus and in Dipkarpaz

Cyprus is the third largest island in the Mediterranean Sea. It is in the south of the Turkey, west of the Syria and Lebanon. Cyprus was ruled by the British from 1878 to 1960 and the island was officially Colony of Britain in 1925. Tsiplakou (2009) stated that British government supplied financial and social gratuity to the schools that English language was taught. People began learning English in 1933 but, English never became part of the official government policy.

In 1960, Cyprus became an independent island and it became autonomous. Greek Cypriots and Turkish Cypriots are living in Cyprus and the common language that two nations are using is English. The official languages of Cyprus are Greek and Turkish. After the Cyprus war 1974, the country divided into two parts and Greek Cypriots began to live in the south part of the country whereas, Turkish Cypriots began to live in the north part of Cyprus. In 23 April 2003, Cyprus border reopened and till now, Turkish Cypriots and Greek Cypriots began to visit each other's places.

Several proofs of the English colonial period can be seen today in Cyprus. For instance, the traffic flow is from left side of the roads, and people still use the British three-pin electric plug. Also, many people in Cyprus send their children to the United Kingdom for educational purposes and they have relatives in United Kingdom. In addition, there are newspapers like *Cyprus Today* which are written in English in Cyprus. Besides these, there are universities like Eastern Mediterranean University, Near East University and Cyprus International University in Cyprus which give education in English. These universities are private schools and also, they have primary and high schools which also give education in English. In addition to these, especially in the touristic places like Kyrenia, we can see that English is used commonly on the windows of the shops and menus of the restaurants.

Dipkarpaz is at the very east of Cyprus, and Greek Cypriots and Turkish people are living in there. There is no Turkish Cypriot in Dipkarpaz. The Greek people and Turkish people have separate schools. In Dipkarpaz Primary School and Dipkarpaz Recep Tayyip Erdoğan Secondary School, all the lessons are given in Turkish and they have English language lessons. In Dipkarpaz Greek Primary and Secondary Schools, they are given lessons both in Greek and English. At the same time, in

Secondary School they take Turkish lessons as elective courses. Some of the Greek people know Turkish and some Turkish people know Greek in Dipkarpaz so, they can communicate with each other easily either in Turkish or Greek but, sometimes they need English in order to communicate accurately. So, we can say that English is the common language of Greek Cypriot people and Turkish people in Dipkarpaz as a result, learning and using English is crucial for them.

## 1.2 Purpose of the Study

Purpose of this study was to find out Dipkarpaz Primary School and Dipkarpaz Recep Tayyip Erdoğan Secondary School students' attitudes towards learning English, their motivation levels, their motivational orientations and their anxiety levels in learning English. This study also examined parents' involvement in their children's English language learning process.

### 1.2.1 Research Questions

This study was carried out in order to answer six research questions. All of the research questions were answered by taking into account participants' school level and gender. The research questions are;

1. What are the students' attitudes towards the learning situation?
2. What is the motivation orientation of the students?
3. What is the level of students' motivation?
4. How is the involvement of parents in their children's English language learning process?
5. What is the anxiety level of the Primary and Secondary school students in Dipkarpaz?

6. What are the similarities and differences between Dipkarpaz Primary School students and Dipkarpaz Recep Tayyip Erdoğan Secondary School students regarding their foreign language anxiety levels?

## 1.3 Significance of the Study

In this study motivation, attitude and anxiety was studied within one study. Primary and secondary students were used as participants. Their age and sex were considered as focusing points in order to examine their attitude, motivation and anxiety in learning English. Usually the researchers only focus on one topic like motivation when they conduct their researches. In this study the researcher included three topics within one study which are attitude, motivation and anxiety.

In addition, the study was conducted in the very east part of Cyprus, in Dipkarpaz and this part of the country hadn't been included in any of the studies till this research. For this reason, the study has the special importance.

# Chapter 2

# REVIEW OF LITERATURE

This chapter presents information about attitude, motivation and anxiety and provides some theories in addition to the ideas of the people who are famous in their own fields.

## 2.1 Related Language Learning Theories

Three language learning theories are discussed in this part which are Piagetian Theory, Vygotsky's Theory and Bruner's Theory in language learning.

### 2.1.1 Piagetian Theory

According to Piaget, children actively learn things by interacting with them. They construct their own knowledge by making sense from the objects or ideas. (cited in Cameron L. (2011) Teaching Languages to Young Learners (p.3) UK: Cambridge University Press)

Also, Donaldson (1978:86) pointed out that "the child tries to make sense of the world…asks questions…wants to know… Also, from a very early stage, the child has purposes and intentions: he wants to do"

In addition, Cameron (2011:3) stated that in Piagetian psychology, there are two ways for cognitive development and these are assimilation and accommodation. In assimilation the existing knowledge and skills are used but, in accommodation

something new is created by the learner. Assimilation and accommodation are adaptive processes and they function together.

## 2.1.2 Vygotsky's Theory

Cameron (2011:6) stated that Vygotsky puts importance to the help of more skilled people around the child in the learning process. He used the idea ZPD (Zone of Proximal Development) in order to give a new meaning to the "intelligence". According to Vygotsky, intelligence can be measured better by looking to what a child can do with more skilled person rather than looking to what he or she can do alone.

## 2.1.3 Bruner's Theory

Bruner (1983, 1990) investigated adults' usage of the language. According to him, scaffolding, formats and routines are crucial in the learning process.

Also, Wood (1998) suggested some teaching strategies in order to scaffold children's learning for teachers. Some of them are making suggestions, praising them and modeling.

In addition to these, Bruner suggested that formats and routines have important roles in language classrooms. Routines can provide opportunities for meaningful language development. Also, children can make sense of new language actively with the help of familiar experiences like greeting the teacher. In addition, routines help in developing language skills and provide language growth. (cited in Cameron L. (2011) Teaching Languages to Young Learners (p.11) UK: Cambridge University Press)

## 2.2 Teaching Languages to Young Learners

In this part some misunderstandings about teaching languages to young children, differences between adult learners and children is discussed. In addition, the age factor in language learning is presented in this section.

### 2.2.1 Some Misunderstandings About Teaching Languages to Young Learners

According to Cameron (2011:pp xii-xiii), there are some misunderstandings about teaching languages to young learners. Some people think that teaching something to children is easier than teaching adults. Teachers should be good at managing children, reaching children's worlds and keeping them on the task in the classroom. In order to do this, teachers should have language knowledge, language teaching knowledge and language learning knowledge. So, teaching children is not easier than teaching adults.

Another misunderstanding that Cameron (2011: pp xii-xiii) pointed out is that some people think children can only learn basic things like colours, numbers, etc. but, teachers should take into account that children can be interested in complicated, abstract and difficult topics like how computers work and pollution.

### 2.2.2 Differences Between Adult Learners and Children

Cameron (2011:1) stated that there are differences between adults and young learners in learning a foreign language. First of all, children are more enthusiastic and lively when compared to adults. They try to work on the activity even they don't understand how and why they will do it. Also, they feel less embarrassed than adults while they are talking by using a new language. And, they can have more native-like accent because they start learning language at early ages. On the other hand, they lose their interest and motivation so quickly when they find an activity difficult when

compared with adults. In addition, they can't understand meta-language as adults can. In other words, they can't understand the language that is used in order to explain grammar or discourse.

### 2.2.3 Age and Learning a Foreign Language

In foreign language learning, the amount and the type of exposure to the target language is crucial. For English as a Foreign Language (EFL) learners exposure to the target language is very limited so, learners use and encounter the language only in the language classrooms.

The Critical Period Hypothesis: Cameron (2011:13) presented that there is a critical period that reveals young children can learn second or foreign languages effectively before puberty. The accent of the younger children will be more native-like when compared to the older learners because the brains of the children are still able to use the mechanism which is for the first language acquisition.

Lightbown and Spada (1999) took into account needs, motivations and contexts of different group of learners in foreign language learning regarding the age factor. They suggested that if the aim is to reach native like accent, an early start is the best but, if the aim is communicative ability in a foreign language, there might not be an advantage of starting at an early age.

## 2.3 Attitude of Language Learners

Longman Dictionary of Applied Linguistics (1992:199):

> The attitude which speakers of different languages or language varieties have towards each others' languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of

importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. (1992:199)

Allport (1954, 45) stated that "an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."

According to Latchanna and Dagnew (2009), in order to understand human behavior attitude is a crucial concept. Beliefs and feelings are included under this mental state.

In addition to these, Starks and Paltridge (1996:218) stated that attitudes toward the language learning have direct relationship.

Lennartson (2008) stated that negative attitude and lack of motivation affects language learning negatively. According to Lennartson, learners' motivation can be raised by providing positive attitudes.

Besides these, Dörnyei (1990) pointed out that, foreign language learners couldn't form any attitude about the target language community because of not having enough contact with them.

**2.3.1 Components of Attitudes**

Wenden (1991) stated that attitudes include three components which are cognitive component (beliefs or perceptions), evaluative component (likes or dislikes) and behavioral component (adopting particular learning behaviours).

Also, Hardings et. al. (1954) stated that attitudes have three components which are cognitive, affective and conative components. Cognitive components are the

structure of the beliefs; affective components are emotional reactions and; conative components are the tendency to behave toward the attitude object.

## 2.3.2 Classification of Attitudes

According to Gardner (1985), attitudes can be classified as specific and general. For example, *attitude towards learning English* is specific and the attitude object, which is 'learning English' is definite. On the other hand, *interest in foreign language* is very general because it doesn't give particular language like English or French and it doesn't state any type of the activity like speaking or listening.

Also, Gardner (1985) stated that, another classification can be done in terms of the relevance to second or foreign language achievement. For example, *attitudes toward learning English* and *attitudes toward the English course* are more relevant to second or foreign language achievement when compared with *interest in foreign languages* and *attitude toward English speaking community*. Positive correlation is expected between *attitudes toward learning English* and success in learning English when compared with *attitude toward English speaking community* and success in learning English.

In addition to these, Gardner (1985) stated that attitudes can also be classified as educational and social attitudes. *Attitudes toward the teacher, attitudes towards the course* and *attitudes toward learning English* can be put under the educational attitudes whereas *attitudes toward English speaking community* can be put under the social attitudes category.

## 2.3.3 Parental Effect on the Attitudes of Students

Oskamp (1977) stated that, parents take the major role in affecting their children's attitudes.

According to Lambert and Klineberg (1967), parents have important roles in the development of attitudes about other cultures.

Gardner (1968) revealed two potential roles of parents which are active roles and passive roles. Parents are in active roles when they encourage their children to learn, when they monitor their children's learning process, and when they reinforce their children's successes. Gardner (1968) hypothesized passive role as involving the parents' attitudes towards the second/foreign language community. Parents may not be aware of affecting their children and when parents express negative opinions about the target language community, their children develop negative attitudes towards the target language community. In other words, they develop similar attitudes. This is the passive role of the parents.

## 2.4 Motivation of Language Learners

Pintrich (2003) revealed that the word *motivation* comes from a Latin verb *movere* which means "what gets an individual moving".

According to Gardner (2007), it is impossible to give a simple definition of motivation but we can define the motivated people's characteristics. These people are goal directed, expend effort, are attentive, have desires, have expectations, have self confidence and have reasons or motives in learning the language.

Also, Heckhausen (1991) stated that motivation is a goal-directed behavior. The person who is motivated to learn expends effort, has goals, desires and aspirations in order to be successful.

In addition, Crookes and Schmidt (1991) defined motivation as the orientation of the learners for their goals in language learning.

Besides these, Lightbown and Spada (1993) stated that motivation is very complex and we can define it by using two factors which are learners' communicative needs and their attitudes towards the target language community. That means, if learners use the target language in social situations, they will understand the communicative importance of the target language and they will be motivated to learn it. Also, if learners have positive attitudes towards the target language community, they will be more motivated to learn their language and have a contact with them.

Gardner (1985:10) defined motivation as "motivation… refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language."

Also, Scheidecker and Freeman (1999: 116) stated that in todays world, it is the motivation which is the most complex and challenging issue for teachers. Language teachers usually use the term *motivation* in order to say that a student is successful or unsuccessful.

In addition to these ,Gardner (1985) stated that, having positive attitudes and motivation bring success in second language learning.

Besides these, Skehan (1989) asked whether students are highly motivated because of their success or they are successful because of their motivation.

Also, Cook (2001:118) expressed that having high motivation can bring success and at the same time being successful can bring high motivation to learn.

And, Dörnyei (2001a) presented demotivation as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action."

**2.4.1 Three Views of Motivation (Motivation From Different Perspectives)**

In this part three views of motivation which are a behavioural view of motivation, a cognitive view of motivation and a constructivist view of motivation is discussed.

1. A behavioral view of motivation:

Motivation is at the center of Skinner, Pavlov and Thorndike's theories of human behavior. In the behavioral anticipation of the reward and positive reinforcement are desired. External forces like parents and teachers control the rewards and reinforces. (cited in Brown H. D. (2007) Principles of Language Learning and Teaching (5th ed.) (p. 168) U.S: Pearson Longman)

2. A cognitive view of motivation:

Keller (1983:389) stated that individuals make decisions on goals they will approach or avoid.

Ausubel (1968: pp.368-379) identified six needs as the constructs of motivation. These needs are; making investigation, movement, taking action, stimulating, information and increasing ego.

3. A constructivist view of motivation:

An emphasis is both on the social context and on the individual choices in a constructivist view. Every person is motivated in a different way and according to the constructivist view, cultural and social milieu is crucial in the acts of each person. (cited in Brown H. D. (2007) Principles of Language Learning and Teaching (5<sup>th</sup> ed.) (p. 169) U.S: Pearson Longman)

## 2.4.2 Socio-Educational Model of Gardner

A meta-analysis was used in order to find out the relationship between second language achievement and five attitude/motivation variables of Gardner's socio-educational model which are *integrativeness, attitudes toward the learning situation, motivation, integrative orientation* and *instrumental orientation.* (Masgoret and Gardner 2003: 123-163)

In the socio-educational model, three classes of attitudes are seen. These are *integrativeness* and *attitudes toward the learning situation.* The third category for this model is *motivation.* According to this model, *integrativeness* and *attitudes toward the learning situation* effect achievement in second language indirectly and through motivation. (Masgoret and Gardner 2003: 123-163)

The Attitude Motivation Test Battery (AMTB) of Gardner is used in order to test language achievement of the learners in terms of some variables and their subscales. (Masgoret and Gardner 2003: 123-163)

These variables are *attitudes toward the learning situation, integrativeness, motivation* and *orientation.* The subcategories of *attitudes toward the learning*

*situation* are *evaluation of the course* and *evaluation of the teacher.* The subcategories of *integrativeness* are *attitudes toward the target language group, interest in foreign languages* and *integrative orientation.* The subcategories of *motivation* are *motivational intensity, attitudes toward learning the target language* and *desire to learn the target language.* And, subcategories of the *orientation* are *instrumental orientation* and *integrative orientation.* (Masgoret and Gardner 2003: 123-163)

### 2.4.3 Theories of Motivation

There are three major theories of motivation which are reinforcement theory, needs theory and cognitive theory. These motivation theories help us to explain why students are motivated to take actions and expend effort in their schools.

*1. Reinforcement Theory*: Negative and positive reinforcers are important in order to get the individual to behave in the desired way. Positive reinforcers are in the form of rewards like grades, prizes, gold stars and they are given in order to make the learner repeat the desired behavior. Negative reinforcers are used in order to avoid people not to do certain behaviours. (cited in Arends, R. I, and Kilcher, A, (2010). Teaching for Student Learning: Becoming an Accomplished Teacher. (p.57) New York: Routledge)

*2. Needs Theory*: People take actions in order to satisfy their needs or intrinsic desires. Maslow (1970) revealed that humans have a hierarchy of needs which are from the lower level to the upper level. These needs are; physiological needs like food and shelter, safety needs, need for belonging and loving, self-esteem needs, need to know and understand, aesthetic needs and self-actualization needs. Maslow

(1970) stated that behavior is driven by needs and after the needs at the lower levels are satisfied, the individuals are motivated to satisfy their higher level needs.

According to the educators and psychologists such as McClelland (1958), Atkinson and Feather (1966), Alschuler, Tabor and McIntyre (1970) students invest energy and take actions in school for three needs which are *achievement, affiliation* and *influence*. After students learn particular subject and become successful, their desire for achievement is satisfied. Gaining friendship and emotional support both from the teachers and friends satisfy the affiliation needs of the learners. And, learners' influence needs are satisfied when they control their own learning and have a degree of choice and self-determination.

*3. Cognitive Perspectives*: According to cognitive theorists, involvement and engagement in the classroom are results of the cognitive beliefs and interpretations of the students about learning activities. There are some cognitive theories like attribution theory, expectancy of failure or success and social learning theory.

*3a. Attribution Theory*: Bernard Weiner's attribution theory (1986, 1992) revealed that each person perceives the causes of their own successes and the causes of their own failures in different ways. According to Weiner, there are four causes of students' successes and failures. These are; *ability, effort, luck* and *difficulty of the learning task*. These attributions can be categorized as internal attributions and external attributions. Internal attributions occur when learners think that their successes and failures are because of themselves (ability and effort); external attributions occur when learners think that their successes and failures are because of the external causes (luck and difficulty of the learning task).

*3b.Expectancy of Failure or Success*: Feather (1969), Pintrich and DeGroot (1990), and Tollefson (2000) revealed that learners expend effort if the reward has high value for them and when they think that they can successfully perform a particular task. Students who think they can't be successful and give low value to the reward, will expend little effort and expectancy of failure occurs.

*3c. Social Learning Theory*: According to Bandura (1977, 1986), learners interpret their past accomplishments and failures in order to set new goals for themselves. Students select the tasks they will succeed and avoid the tasks they will fail. Internal satisfaction will occur and this satisfaction affects their effort more than the external rewards like gold stars or grades. Students' beliefs about their own abilities was called *self-efficacy* by Bandura.

## 2.4.4 Orientations of Motivation

Robert Gardner and Wallace Lambert (1972) identified two bacis types for orientations of motivation. These are *instrumental* and *integrative orientations* to motivation. Instrumental orientation means that the learner wants to acquire the language for instrumental goals like making a career, reading technical materials, etc. On the other hand, integrative orientation means that the learner wants to learn the language in order to integrate themselves into the culture of the target language group. According to the research, both of these motivation orientations are closely related to being successful in language learning. But, in some learning situations it might be difficult to distinguish between these two orientations of motivation.

Brown (2000) stated that, a combination of instrumental motivation and integrative motivation is selected by the learner in learning a second language.

Also, Dörnyei (2001b) has a process-oriented model of motivation and it is composed of three phases. These phases are *choice motivation* which means getting started and setting goals; *executive motivation* which refers carrying out the tasks that are needed in order to maintain motivation; and *motivation retrospection* which refers to the appreciation and reactions of the students to their performance.

In addition, Falk (1978) explained that people believe in that the learners who like the culture and would like to become familiar with the culture and also who want to be part of that society in which language is used are most successful learners.

Finegan (1999, p.568) theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation."

Besides these, Taylor, Meynard and Rheault (1977); Ellis (1997); Crookes et al (1991) found that in learning a second language, integrative motivation brings long-term success.

Also, Ellis (1997) stated that, it is found in the research which was conducted by Gardner and Lambert, integrative motivation was more important than instrumental motivation in a formal learning environment.

**2.4.5 Types of Motivation in Language Learning**

There are two types of motivation which are extrinsic and intrinsic motivation. According to Edward Deci (1975, p.23),

> intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward….intrinsically motivated behaviors are aimed at bringing about

certain internally rewarding consequences, namely, feelings of competence and self-determination. (Deci 1975:23)

Brown (2007:172) stated that rewards like money, prizes, grades etc. are expected in extrinsic motivation.

**2.4.6 Two Motivational Constructs**

According to Gardner (2007), there are two motivational constructs and these are:

*1. Language learning motivation:* It is the motivation to learn a second language.

*2. Classroom learning motivation:* It is the motivation in the classroom or in any specific situation.

# 2.5 Foreign Language Anxiety

**2.5.1 Overview of the Different Definitions of Anxiety**

Spielberg (1983, p1) defined anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system."

Also, Scovel (1978:134) defined anxiety as the feeling of uneasiness, frustration, self-doubt, apprehension or worry.

Anxiety is a psychological thing which is a state of apprehension and fear about the object. (cited in Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L (1971). Introduction to psychology (5th edition). New York: Harcourt)

In addition, MacIntyre and Gardner (1994) defined anxiety as the feeling of tension, apprehension, nervousness and worry.

Besides these ideas, Tobias (1986) stated that there are three cognitive stages which are input, processing and output. At these three stages, anxiety may function as the mental block to cognitive performance. Fear of failure, worry, self-deprecating thoughts occur over the performance procedures.

## 2.5.2 Language Learning Anxiety

McIntyre (1999) expressed that language anxiety is a worry and negative emotional reaction which appears when learning a second language.

Also, MacIntyre and Gardner (1989: 251-275) stated that language anxiety is negatively correlated with performance of the students in learning languages.

In addition, Horwitz and his colleagues (1986) stated that in learning languages, foreign language anxiety includes how the learners see themselves, how they believe and feel and how they behave. Also, they stated, communication apprehension, test anxiety and fear of negative evaluation can cause foreign language anxiety.

Also, Horwitz (1986) expressed that language anxiety affect the quality of second language communication.

According to Na (2007) anxiety is one of the most important affective factors which affects second language learning.

And, Young (1991) stated that foreign language anxiety can be seen in the form of "distortion of sounds, inability to reproduce the intonation and rhythm of the language, freezing up when called on to perform, and forgetting words or phrases just learned or simply refusing to speak and remaining silent."

### 2.5.3 Types of Language Learning Anxiety

Alpert and Haber (1960), and Scovel (1978) stated that a learner can have *debilitative anxiety* or *facilitative anxiety* in language learning.

The learner as Oxford (1999a) stated can have *harmful anxiety* or *helpful anxiety*. In other words, while learning a foreign language, anxiety can be a positive factor which helps learning or can be a negative factor which obstructs learning.

According to Scovel (1978) anxiety can be classified as *trait anxiety, state anxiety* and *situation-specific anxiety*. Trait anxiety means that the learner has the permanent predisposition to feel anxious. Learners who feel that some situations are threatening have state anxiety. And, learners who feel anxious in certain situations or events like talking in front of the public or taking examinations have situation-specific anxiety.

Scovel (1978) stated that anxiety can be categorized as *facilitating* and *debilitating anxiety*. Facilitating anxiety motivates learners in order to show extra effort for the new learning task. In debilitating anxiety, learners avoid to have contact with the new learning task in order not to feel anxious.

According to William (1991), low anxiety has the facilitative function whereas high anxiety has the debilitating function.

### 2.5.4 Components of Foreign Language Anxiety

According to Horwitz et. al., there are three components of foreign language anxiety. These are communication apprehension, fear of negative social evaluation, and test anxiety (Horwitz, Horwitz and Cope, 1986, Maclntyre and Gardner, 1989, 1991).

**2.5.5 Sources of Foreign Language Anxiety**

According to Cummins (1984), there are many sources of anxiety in language learning. These can be English classroom, lack of teacher engagement, limited cognitive skills.

Young (1994)'s three sources of foreign language anxiety are *the learner* (having low self-esteem, competitiveness, communication apprehension, lack of group membership, attitudes toward language learning and beliefs about language learning), *the teacher* and *the institution*.

Also, Bailey (1983) analyzed eleven learners' diaries and found that competitiveness can cause learners to be anxious. Learners' language anxiety can be seen as a result of the tests they take and the desire to receive positive feedback from their teachers for their progress and competence.

In addition, Williams and Andrade (2008: 181-191) conducted a survey with 243 Japanese students at four universities in Japan and found that the students' language anxieties' sources are their teachers and classmates.

According to the findings of Horwitz et al. (1986: 125-132), learners believe that speaking in the foreign language classroom is the most anxiety producing factor.

Also, Horwitz (1989) found out that, anxious learners who see language learning difficult, have low levels of foreign language aptitude.

Besides these, Palacios (1998) revealed that lack of teachers' support, personality of the teacher and lack of time for personal attention to the learner can cause anxiety for the learners.

And, Ando (1999) stated that, having native speaker teacher can cause anxiety for the learners.

In addition to these ideas, Oxford (1999b) revealed that learning and teaching styles can cause language anxiety because learners' and their teachers' style should be compatible.

Young (1994) and Palacios (1998) stated that spontaneous role plays, speaking to the whole class, oral presentations, being asked to write on the board can cause anxiety. According to Young (1991), there are at least six potential sources of anxiety which are; *personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures,* and *languge testing.*

*1. Personal and interpersonal anxieties:* Low self-esteem, competitiveness, communication apprehension (shyness, embarrassment), social anxiety, anxiety specific to language learning are some sources of personal and interpersonal anxieties. Some learners believe that their friends are better at language learning than themselves so their self-esteem decreases and they become anxious. They give much more importance to what their peers think about them and they try to please others. As a result they become anxious. Social anxiety occurs, when people should speak before other people. According to the Krashen, affective filter is down when the

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person belongs to a particular group. Terrell thinks that "children acquire their first language and a second language in order to identify and be a member of the group that speaks that language." So, according to Terrell these people feels the "target language group identification" and their affective filter is down. And, some learners believe that if they learn another language, they will lose their identity and they become anxious. (cited in Young, Dolly J. 1991 . Creating a low anxiety classroom environment: What does language anxiety research suggest? Modern language journal 75: 426- 439)

*2. Learner beliefs about language learning:* When learners' belief and the reality don't match, anxiety occurs. For instance, some students believe that in language learning, fluency is important. So, they try to be fluent while using the language and they become frustrated. Also, if they believe that pronunciation is important, they will be stressed in order to tell the right pronunciation of the words and as a result they become anxious in order to tell the correct pronunciation. (Young, 1991)

*3. Instructor beliefs about language teaching:* The social context that teacher makes up in the classroom effects students anxiety. Some of the teachers who believe they should correct every mistake of the students; who think working in pairs in the classroom will cause them not to control the class easily; who defends teacher's talking time should be more than students' talking time causes their students to be anxious. (Young, 1991)

*4. Instructor-learner interactions:* The correction of the errors affects students while learning the target language. Students become anxious when their every mistake is

corrected by their teachers in front of their peers. As a result, students are affected *when*, *how often* and *how* their errors corrected. (Young, 1991)

*5. Classroom procedures:* According to the learners, speaking in front of others make them anxious. So, oral presentations, oral quizzes, being called by the teacher to respond a question orally make them stressed. (Young, 1991)

*6. Languge testing:* Some test types make students to feel anxious. These might be listening tests, grammar tests, oral tests. (Young, 1991)

# Chapter 3

# METHODOLOGY

This chapter gives information about research design and objectives, context of the study and students who participated in this study. In addition, it provides detailed information about the instruments used, how the data was collected and analyzed.

## 3.1 Research Design and Objectives

The researcher's study was designed to investigate attitudes, motivational orientations and motivation levels of the students during their English language learning. The study also focused on students' anxiety levels in English lessons. The study mainly focused on searching if students are integratively or instrumentally motivated and if their attitudes towards English, English community and English teacher are positive or negative and if this affects their language learning. The researcher took into account some background factors like students' gender and school level in their target language learning.

The data was collected by using questionnaires, open-ended questions and interviews by the researcher. The researcher used different types of instruments in order to provide more relevant information about students' attitudes, motivation levels and orientations and anxiety levels of the primary school students and secondary school students in Dipkarpaz. The data which was obtained from the instruments interpreted both quantitatively and qualitatively. Students were given the questionnaire which was consisted of fifty-nine items and four open-ended questions. Also, from each

level students were selected randomly and 24 students in total were interviewed by using seven interview questions.

As it was stated in chapter 1, the researcher considered these research questions in her study by using different types of instruments:

1. What are the students' attitudes towards the learning situation?
2. What is the motivation orientation of the students?
3. What is the level of students' motivation?
4. How is the involvement of parents in their children's English language learning process?
5. What is the anxiety level of the Primary and Secondary school students in Dipkarpaz?
6. What are the similarities and differences between Dipkarpaz Primary School students and Dipkarpaz Recep Tayyip Erdoğan Secondary School students regarding their foreign language anxiety levels?

## 3.2 The Context of the Study

The study was conducted in the very east part of the Cyprus. Dipkarpaz Primary School and Dipkarpaz Recep Tayyip Erdoğan Secondary School students' participated in the study. These two schools are state schools which give education in students' first language, Turkish.  In the primary school, beginner level of English and in the secondary school, elementary level of English is given.

In primary school, there are two 4$^{th}$ grade classes and two 5$^{th}$ grade classes. The names of the classes are 4A, 4B, 5A and 5B. In 4A, there are 17 students; in 4B, there are 15 students; in 5A, there are 13 and; in 5B, there are 14 students. Both

fourth and fifth classes have five English lessons in a week and each lesson is for forty minutes. Every day they take one English lesson which focuses on four skills, grammar and mainly on vocabulary learning. For 4th classes, *Footprints 2* is used as an English book and for 5th classes, *Footprints 3* is used. The writer of these books is *Carol Read*. Students began to take awareness courses for English from the nursery school and they have little knowledge about English. Students are taking English lessons in their own classes. In other words, there is no special class for English lessons.

In secondary school, for each level there are two classes. 6A is composed of 16 students whereas 6B has 11 students. There are 19 students in class 7A and 17 students in class 7B. Both in 8A and 8B, there are 20 students. Each class takes six hours of English lessons in a week and each lesson is for forty-five minutes. Everyday each class has at least one English lesson and four skills, grammar and vocabulary learning take equal importance in language learning. For 6th classes, *Project 1*, for 7th classes *Project 2* and for 8th classes *Project 3* English books are used as source books in English lessons. The writers of these books are *Tom Hutchinson* and *James Gault*. These students like primary school students have little knowledge about English. The school has a separate class for English lessons and teachers use this class during English lessons.

## 3.3 Pilot Study

In order to do the pilot study, two students were selected by the researcher both from Dipkarpaz Primary School and Dipkarpaz Recep Tayyip Erdoğan Secondary School. Four students were observed during their completion of the questionnaire and in the end they were asked to give their personal ideas about the questionnaire. The

students attended to a research for the first time and the researcher realized that primary school students need more instructions in order to complete the questionnaire. So, with the help of the pilot study the researcher became aware of what students need in order to complete the questionnaire. During the research the instructions were given to the students by the researcher and 5 point Likert Scale was written to the blackboard in order to make everything clear for the students. Their class teachers were also in the classroom during the research and helped them when they need help. Both the primary and secondary school students thought that this will affect their English grades during the pilot study so, in each class during the research students were told that this research is done only for academic purpose and their teacher will not see what they will write down so, it will not affect their English grades.

## 3.4 Participants

The participants were fifty-nine 4$^{th}$ and 5$^{th}$ grade primary school students and one hundred and three 6$^{th}$, 7$^{th}$ and 8$^{th}$ grade secondary school students. All of the 4$^{th}$ and 5$^{th}$ level primary school students and all secondary school level students participated in this study. Totally, 59 students from primary school and 103 students from secondary school participated in this study. Their age range is between 10 and 14 and all of them are Turkish people. (see Table 1) The researcher preferred to include participants from different grades in her study in order to give detailed information about their attitudes, motivation and anxiety in foreign language learning with respect to their gender and school level.

Table 1: Class-Age Crosstabulation of the participants

| | | 10 | 11 | 12 | 13 | 14 | Total |
|---|---|---|---|---|---|---|---|
| **Age** | | | | | | | |
| **Class** | 4A | 17 | | | | | 17 |
| | 4B | 15 | | | | | 15 |
| | 5A | | 13 | | | | 13 |
| | 5B | | 14 | | | | 14 |
| **Total1** | | | | | | | **59** |
| **Class** | 6A | | | 16 | | | 16 |
| | 6B | | | 11 | | | 11 |
| | 7A | | | | 19 | | 19 |
| | 7B | | | | 17 | | 17 |
| | 8A | | | | | 20 | 20 |
| | 8B | | | | | 20 | 20 |
| **Total2** | | | | | | | **103** |
| **TOTAL:** | | | | | | 59 + 103 = | **162** |

In Dipkarpaz Primary School, in class 4A, there are 7 female and 10 male students; in 4B, there are 5 female and 10 male; in 5A, there are 5 female and 8 male; and in 5B, there are 9 female and 5 male students. Totally there are 26 females and 33 males in Dipkarpaz Primary School. Their ages are 10 and 11. All the students are Turkish and there is no Turkish Cypriot student in this school. Their level in English is beginner level. (see Table 2&3)

In Dipkarpaz Recep Tayyip Erdoğan Secondary School, in class 6A, there are 6 female and 10 male students; in 6B, there are 6 female and 5 male; in 7A, there are 8 female and 11 male; in 7B, there are 8 female and 9; in 8A, there are 13 female and 7

male; and in 8B, there are 10 female and 10 male students. In total, there are 51 females and 52 males in Dipkarpaz Recep Tayyip Erdoğan Secondary School. Their ages are 12, 13 and 14. All of the students are Turkish and there is no Turkish Cypriot student in this school as it is in the primary school. Their level in English is elementary level. (see Table 2&3)

Table 2: Gender-School Crosstabulation of the participants

|  |  |  |  | Total |
|---|---|---|---|---|
| School |  | Primary School | Secondary School |  |
| Gender | Female | 26 | 51 | 77 |
|  | Male | 33 | 52 | 85 |
| Total |  | **59** | **103** | **162** |

Table 3: Gender-Class Crosstabulation of the participants

|  |  |  |  | Total |
|---|---|---|---|---|
| Gender |  | Female | Male |  |
| Class | 4A | 7 | 10 | 17 |
|  | 4B | 5 | 10 | 15 |
|  | 5A | 5 | 8 | 13 |
|  | 5B | 9 | 5 | 14 |
|  | 6A | 6 | 10 | 16 |
|  | 6B | 6 | 5 | 11 |
|  | 7A | 8 | 11 | 19 |
|  | 7B | 8 | 9 | 17 |
|  | 8A | 13 | 7 | 20 |
|  | 8B | 10 | 10 | 20 |
| Total |  | **77** | **85** | **162** |

## 3.5 Instrumentation

The aim of the current study was to find out Dipkarpaz Primary School and Dipkarpaz Recep Tayyip Erdoğan Secondary School students' attitudes toward learning English, their language teacher, target language community; their motivation levels and motivational orientations in learning English; the involvement of parents in their children's English language learning process; and their class anxiety and language use anxiety levels in learning the target language. Three instruments were used by the researcher in this study. These are; student questionnaire, open-ended questions and student interviews.

### 3.5.1 Background Questionnaire

The background questionnaire was written by the researcher according to the aim of the study and put in the beginning of the questionnaire. The study focused on gender and school level of the students so, the questions included their ages, gender, school levels, school names and class names. (see Appendix A)

### 3.5.2 Motivation, Attitude and Anxiety Questionnaires

In this study, the questionnaire which was used is composed of two sections. The first section was composed of 44 International Attitude/Motivation Test Battery items and second section was composed of 15 Foreign Language Classroom Anxiety Scale items. (see Appendix A) The questionnaire items of these two instruments were trimmed and adapted in order to suit the current study.

Attitude/Motivation Test Battery (AMTB)

The original International Attitude/Motivation Test Battery by R. C. Gardner (2004) is composed of 104 items and the original Foreign Language Classroom Anxiety

Scale (FLCAS) by Horwitz et al. (1986) has 33 items. Also, the scales of these two instruments were different. The International AMTB is on a 6-point scale as strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, and strongly agree whereas the FLCAS is on a 5-point scale as strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. In this study the researcher used 5-point Likert Scale for both instruments. The items were translated into Turkish by the researcher and then evaluated by two people who specialize in English as a foreign language in order to make sure that the items are accurate. During the research, only Turkish versions of the two questionnaires were used because, students weren't proficient enough in English. The items which are about anxiety in International AMTB were dropped by the researcher and FLCAS was used in order to test students' anxiety level in English. In the adapted International AMTB, in order to suit the context and the aim of the study, subscales were used. There are two subscales for the attitudes toward the learning situation (evaluation of the teacher, evaluation of the English course); three subscales for integrativeness (integrative orientation, interest in English, attitudes toward English speaking people); one subscale for instrumentality (instrumental orientation); three subscales for motivation (motivation intensity, desire to learn English, attitudes toward learning English); and a scale of parental influence. (see Table 4) Also, in the original International AMTB, the phrase *foreign language* is used and this phrase was changed to *English* in the current study in order to fit the context. The original International AMTB is composed of 104 items and including all the items in the current study would make it impossible for the young learners to answer all of them so, the items that have same meanings were trimmed by the researcher. For example, the items were trimmed as *Learning English is really great, I love learning English.*

The deletions were made by the researcher under the consultation of Asst. Prof. Dr.

Naciye Kunt who is expert in English language learning.

Table 4: Subscales of the adapted International Attitude/Motivation Test Battery

| Sections | Subscales | Item numbers |
|---|---|---|
| Attitudes toward the learning situation | 1. Evaluation of the teacher | 3, 7, 8, 14, 28, 37 |
| | 2. Evaluation of the English course | 6, 13, 15, 27 |
| Integrativeness | 1. Integrative orientation | 9, 26, 36 |
| | 2. Interest in English | 12, 29, 38 |
| | 3. Attitudes toward English speaking people | 16, 17, 35, 43 |
| Instrumentality | 1. Instrumental orientation | 5, 11, 25, 34 |
| Motivation | 1. Motivation intensity | 18, 24, 33, 42 |
| | 2. Desire to learn English | 23, 32, 39 |
| | 3. Attitudes toward learning English | 1, 4, 19, 30, 41 |
| Parent involvement | 1. Parental influence | 2, 10, 20, 21, 22, 31, 40,44 |

Foreign Language Classroom Anxiety Scale (FLCAS)

The original FLCAS is composed of 33 items. In this study the researcher excluded

the items which examine making mistakes, test anxiety and making presentations in

the classroom under the consultation of Asst. Prof. Dr. Naciye Kunt who is expert in

English language learning and the researcher used 15 items in her study. Two subscales were used by the researcher which are *language class anxiety* and *language use anxiety*. (see Table 5)   In the original FLCAS the phrase *foreign language class* is used and this phrase was changed to *English class* in the current study in order to fit the context. Also, *language class* was changed into *English class*; *foreign language* was changed into *English*; *languages* was termed as *English* and; *language teacher* was stated as *English teacher* in the current study.

Table 5: Subscales of the adapted Foreign Language Classroom Anxiety Scale

| Sections | Subscales | Item numbers |
|---|---|---|
| Anxiety | 1.  English class anxiety | 2, 3, 5, 7, 8, 10, 13, 15 |
|  | 2.  English language use anxiety | 1, 4, 6, 9, 11, 12, 14 |

### 3.5.3 Open-Ended Questions

In the end of the questionnaire four open-ended questions were included in order to give students opportunity to add extra information about their own language learning. The questions were written by the researcher and they were given to the students in their first language which is Turkish. The questions are as follows; (see Appendix A)

1.  What else you would like to say about your English language learning experience?

2.  Is there anything else that makes you happy during English lessons? If so, what are they?

3. Do you use English outside the classroom? If so, where and how would you use it?

4. Is there anything which bothers you inside and outside the English classroom? If so, what are they?

## 3.5.4 Interviews

In order to support student questionnaire and open-ended questions, interview questions were written by the researcher. With the help of the interviews, the participants had more opportunities in order to express their own ideas. Also, the researcher had the opportunity to draw more relevant conclusions with the help of the interviews. Seven interview questions in their first language were asked to 24 students who were randomly selected from each level. Audio-recording was done and then, the data was typed and translated into English. The questions are as follows; (see Appendix A)

1. Do you want to learn English very well? If yes, why? What is/are your aim/aims in learning English? If no, why?

2. How do you describe your English lessons?

3. How do you feel in your English lessons?

4. Is there anything that bothers you during English lessons? Which activities bother you?

5. Which language does your teacher use during English lessons? How do you feel when he/she speaks English? How do you feel when he/she speaks Turkish?

6. How would you describe your desire to learn English?

7. What do your parents do in order to help you in learning English?

### 3.5.5 Reliability and Validity

In order to test reliability of the questionnaires that were used in the current study, Cronbach's alpha coefficient was used. The reliability result of this study for AMTB is 0.938 and for FLCAS, it is 0.829 which are consistent. For the validity, a language specialist, an expert in statistics and an educational specialist checked and approved the questionnaire. (Table 6&7)

Table 6: Reliability Statistics of adapted Attitude/Motivation Test Battery

| Cronbach's Alpha | Number of Items |
|---|---|
| 0.938 | 44 |

Table 7: Reliability Statistics of adapted Foreign Language Classroom Anxiety Scale

| Cronbach's Alpha | Number of Items |
|---|---|
| 0.829 | 15 |

## 3.6 Data Collection Procedures

First of all, the researcher sent a letter to the Minister of Education in order to get permission to make research in Dipkarpaz Primary School and in Dipkarpaz Recep Tayyip Erdoğan Secondary School. (see Appendix B) After receiving the acceptance letters (see Appendix C) from the Minister of Education, the researcher visited the school heads and asked for the relevant time in order to do the research.

After that, students were given the questionnaire and open-ended questions. They completed the questionnaire within one class time and submitted to the researcher. The researcher and their class teachers were in the class in order to answer questions of the participants during the data collection. In the primary school, in order to make

students clear about how to respond to the items in the questionnaire, one item was shown on the blackboard as an example and the rankings from 1 to 5 was written on the board by the researcher and their equivalents like *agree, strongly disagree* were written on the board. Students filled the questionnaire and wrote their ideas to the open-ended questions on their own.

 For the interview, three students from each class in primary school and two students from each class in secondary school were selected randomly. (example interview, see Appendix D) The purpose of making interviews was to obtain qualitative data in order to support the data which were obtained from the survey and open-ended questions.

## 3.7 Data analysis Procedures

### 3.7.1 Method for Questionnaires

In the analysis process SPSS 15 was used. The questionnaires are 5 point Likert Scale and the results were evaluated according to 5 point. Only one item in FLCAS questionnaire was scored reversely. This item is *I feel confident when I speak in English class.*

In order to analyze the responses of the questionnaire, first of all the frequency of the data were taken. This process was done in order to check for missing data. And, no missing data was found. The frequency of the age of the participants, their gender, school types and classes of the students were also taken in addition to the two scales data screening processes. In Appendix E all of the data screening processes for each scale were presented. For instance as it is shown in the Table 8, the frequency of all females that participated in the survey are 77 and all males are 85.

Table 8: Frequency of all participants in terms of their gender

|  |  | Frequency | Percent% |
|---|---|---|---|
| **Gender** | Female | 77 | 47.5 |
|  | Male | 85 | 52.5 |
|  | **Total** | **162** | **100.0** |

Each scale was screened in order to find out if there is any missing data. For example in the Table 9 scale 1's which is adapted AMTB, item 1 was screened. The number of the students who strongly disagree to the item 1, *Learning English is really great*, was 2 whereas 92 participants strongly agree to the item. 3 of the participants disagree to the item whereas 61 of them agreed on the item. And, only 4 of the participants were undecided about this item.

Table 9: Frequency of item 1 "*Learning English is really great.*" of the adapted Attitude/Motivation Test Battery

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 2 | 1.2 |
| Disagree | 3 | 1.9 |
| Undecided | 4 | 2.5 |
| Agree | 61 | 37.7 |
| Strongly Agree | 92 | 56.8 |
| **Total** | **162** | **100.0** |

After the screening process, descriptive analyses of the data were taken by the researcher. 5 point likert scale was used in both of the questionnaires.

### 3.7.2 Method for Open-Ended Questions

The open-ended questions were included in the end of the survey questions. Each participant that participated in the research was asked to answer these questions and make comments about each of them. Each response to four questions was read by the researcher in order to make generalizations by using the keywords. The responses were separated as primary school and secondary school students' comments about the questions.

### 3.7.3 Method for Interviews

In order to give more comprehensive results in addition to the survey findings, 24 students were interviewed by the researcher. Face-to-face interviews were done in the first language of the students which is Turkish and the responses of each student to the questions were recorded, transcribed and then translated into English by the researcher.

Before interviewing, each student was asked if they want to be interviewed. All the students were willing to be interviewed and first of all, the researcher explained that this interview is the part of her research and the information that they will give are valuable for her. After preparing a friendly atmosphere, the participants were asked to give details about their age, gender, school and class. In the interview 24 participants were participated (see Table 10) and they were called as Student 1 (class 4 , male), Student 2 (class 5, male), Student 3 (class 4, male), Student 4 (class 5, male), Student 5 (class 4, male), Student 6 (class 5, male), Student 7 (class 8, male), Student 8 (class 6, male), Student 9 (class 6, male), Student 10 (class 7, male), Student 11 (class 8, male), Student 12 (class 7, male), Student 13 (class 5, female), Student 14 (class 5, female), Student 15 (class 4, female), Student 16 (class 4,

female), Student 17 (class 4, female), Student 18 (class 5, female), Student 19 (class 6, female), Student 20 (class 8, female), Student 21(class 7, female), Student 22 (class 8, female), Student 23 (class 6, female) and Student 24 (class 7, female).

Then, they were asked 7 interview questions which supported survey questions. The interview was done in one of the classes in each school in a quiet setting and the interviews lasted for approximately 15 minutes.

Table 10: Interviewee Profile of the participants

| Class | | 4 | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|---|---|
| Gender | Female | 3 | 3 | 2 | 2 | 2 | 12 |
| | Male | 3 | 3 | 2 | 2 | 2 | 12 |
| Total | | 6 | 6 | 4 | 4 | 4 | 24 |

After interviewing in their first language, the data was transcribed and then, the responses were translated into English by the researcher. All of the responses for each question were read by the researcher and she tried to make categorisations from the responses of the participants by taking out the keywords. The key topics were listed and similar topics were categorised under the same topics. (see Appendix F1 & F2)

**3.7.4 Ethical Issues**

In the questionnaire, open-ended questions and in the interview, there wasn't any question which was personal. So, in giving response to all of the used instruments no ethical concerns were identified. All of the students were voluntarily participated in the research and they know that their responses will not be shared with anyone and will be used only for academic purpose.

# Chapter 4

# THE FINDINGS

This chapter presents the findings of the research which was done in Dipkarpaz. The findings of the survey are shown in the light of the research questions with the usage of descriptive statistics. Also, open-ended question results and interview findings are discussed in this chapter.

## 4.1 Survey Findings

### 4.1.1 Descriptive Results of the Survey Findings

The descriptive statistics of the items were taken by using SPSS 15 in order to answer the research questions. Attitude of the students towards learning situation, integrativeness, instrumentality, motivation and parental influence were examined under the same scale which was adapted AMTB (by Gardner 2004) by the researcher. These 5 major categories also have subcategories (see Appendix G) and each of them was examined with the help of the descriptive statistics.

Classroom anxiety and language use anxiety are the two headings under the adapted FLCAS (by Horwitz, 1986). The subscales of FLCAS are presented in Appendix G. The descriptive statistics of the two scales were taken and the descriptive statistics of each item was evaluated on the basis of school level and gender.

### 4.1.1.1 Research Question 1: What are the students' attitudes towards the learning situation?

First research question is "*What are the students' attitudes towards the learning situation?*" First of all, two subcategories of attitudes towards the learning situation

which are *evaluation of the language instructor* and *evaluation of the language course* were examined on the basis of school level and gender. Mean scores of the results were evaluated according to the scores which were determined by the instructor beforehand. These pre-determined scores are;

*Mean score*     *1.00 – 1.49*     *very negative attitude*

                       *1.50 – 2.49*     *negative attitude*

                       *2.50 – 3.49*     *neither negative nor positive*

                       *3.50 – 4.49*     *positive attitude*

                       *4.50 – 5.00*     *very positive attitude*

The results revealed that, primary school children have positive attitudes towards their English teacher since their mean score is 3.55. Secondary school students also have positive attitudes towards their English instructor since their mean score is 3.60. As a result, both schools' students have positive attitudes towards their English teachers. Both the primary school students and secondary school students are positive towards the English courses they take at school. Mean score of the primary school students' is 3.76 and the mean score of the secondary school students' is 3.88 (see Table 11).

Table 11: Descriptive Statistics of evaluation of the language instructor and language course according to the school level

| School | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Primary School | Language Instructor | 59 | 1.83 | 5.00 | 3.5508 | .67541 |
| | Language Course | 59 | 1.75 | 5.00 | 3.7669 | .80122 |
| Secondary School | Language Instructor | 103 | 1.00 | 5.00 | 3.6019 | .89273 |
| | Language Course | 103 | 1.50 | 5.00 | 3.8883 | .83924 |

It can be stated that both primary school children and secondary school students have positive attitudes towards the learning situation that they learn English. As shown in Table 12, mean score of the primary school students is 3.65 and secondary school students' is 3.74.

Table 12: Descriptive Statistics of attitudes toward the learning situation according to the school level.

| School | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Primary School | attitudes toward the learning situation | 59 | 2.42 | 5.00 | 3.6589 | .61532 |
| Secondary School | attitudes toward the learning situation | 103 | 1.46 | 5.00 | 3.7451 | .77131 |

The results showed that female students have positive attitudes towards their teacher since their mean score is 3.52. Male students also have positive attitudes since their mean score is 3.63. Both male and female students are positive towards their English course. The mean score of the female students is 3.94 and male students' is 3.75. (see Table 13)

Table 13: Descriptive Statistics of evaluation of the language instructor and language course according to the gender

| Gender | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Female | Language Instructor | 77 | 1.00 | 5.00 | 3.5281 | .84483 |
| | Language Course | 77 | 1.75 | 5.00 | 3.9481 | .78256 |
| Male | Language Instructor | 85 | 1.00 | 5.00 | 3.6333 | .79549 |
| | Language Course | 85 | 1.50 | 5.00 | 3.7500 | .85565 |

It can be concluded that both of the genders have positive attitudes towards the learning situation. As shown in Table 14, mean score of the girls is 3.73 and mean score of the boys is 3.69.

Table 14: Descriptive Statistics of attitudes towards the learning situation according to the gender

| Gender | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Female | attitudes toward the learning situation | 77 | 1.46 | 5.00 | 3.7381 | .70130 |
| Male | attitudes toward the learning situation | 85 | 1.75 | 5.00 | 3.6917 | .73562 |

**4.1.1.2 Research Question 2: What is the motivation orientation of the students?**

Second research question examined whether the students are instrumentally motivated or integratively motivated.

Mean scores of the instrumental motivation for both schools are higher than the integrative motivation mean scores as shown in Table 15. Mean score for integrative orientation is 3.84 whereas it is 4.02 for instrumental orientation for primary school children. Also, for secondary school students, instrumental orientation's mean score is 4.19 whereas it is 4.09 for integrative orientation.

Table 15: Motivation orientation of the students according to their school types.

| School | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Primary School | Integrative Orientation | 59 | 2.00 | 4.92 | 3.8418 | .68804 |
| | Instrumental Orientation | 59 | 1.50 | 5.00 | 4.0297 | .76576 |
| Secondary School | Integrative Orientation | 103 | 1.61 | 5.00 | 4.0974 | .70698 |
| | Instrumental Orientation | 103 | 1.25 | 5.00 | 4.1917 | .70468 |

Also same results found, when the results compared according to the gender. In other words, mean scores of the instrumental motivation for both genders are higher than the integrative motivation mean scores. (see Table 16). Integrative orientation's mean score for girls is 4.07 and for boys, it is 3.93. In addition, instrumental orientation's mean score for girls is 4.18 and for boys, it is 4.08.

Table 16: Motivation orientation of the students according to their gender.

| Gender | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Female | | | | | | |
| | Integrative Orientation | 77 | 2.33 | 5.00 | 4.0779 | .65081 |
| | Instrumental Orientation | 77 | 2.25 | 5.00 | 4.1883 | .65287 |
| Male | | | | | | |
| | Integrative Orientation | 85 | 1.61 | 5.00 | 3.9376 | .75516 |
| | Instrumental Orientation | 85 | 1.25 | 5.00 | 4.0824 | .79281 |

But, there isn't so much difference between mean scores in relation to both gender and school level. The results are nearly the same. So, we can say that these students are both instrumentally and integratively motivated.

**4.1.1.3 Research Question 3: What is the level of students' motivation?**

Three subcategories of the motivation which are *motivation intensity, desire to learn English* and *attitudes toward learning English* were examined on the basis of school

level and gender as it was for the first research question. The mean scores of the results were evaluated according to the scores which were determined by the instructor beforehand. These pre-determined scores are;

*Mean score*    *1.00 – 1.49*    *very low motivation*

*1.50 – 2.49*    *low motivation*

*2.50 – 3.49*    *moderate motivation*

*3.50 – 4.49*    *high motivation*

*4.50 – 5.00*    *very high motivation*

Mean scores for three subcategories of the motivation for both of the schools are higher than 4 as it is shown in Table 17. Mean score of primary school students in motivation intensity is 4.18, in desire to learn English is 4.04 and in attitudes toward learning English is 4.14 which reveal high levels in motivation intensity, desire to learn English and attitudes towards learning English. When Table 17 is examined, it can be seen that mean score of secondary school students in motivation intensity is 4.04, in desire to learn English is 4.23 and in attitudes toward learning English is 4.27 which also reveal high levels in motivation intensity, desire to learn English and attitudes towards learning English as it is in primary school students.

Table 17: Descriptive statistics of three subcategories of the motivation according to the school type.

| School | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Primary School | | | | | | |
| | Motivation Intensity | 59 | 1.75 | 5.00 | 4.1864 | .70801 |
| | Desire to Learn English | 59 | 1.33 | 5.00 | 4.0452 | .95584 |
| | Attitude Towards Learning English | 59 | 2.40 | 5.00 | 4.1424 | .69287 |
| Secondary School | | | | | | |
| | Motivation Intensity | 103 | 1.50 | 5.00 | 4.0413 | .84533 |
| | Desire to Learn English | 103 | 1.33 | 5.00 | 4.2362 | .92370 |
| | Attitude Towards Learning English | 103 | 1.60 | 5.00 | 4.2718 | .78957 |

The overall results for motivation levels revealed that both primary and secondary school students have high levels of motivation as their mean scores are presented in Table 18. The mean score of motivation level of the primary school students is 4.12 and it is 4.18 for secondary school students. Both of the schools show high levels of motivation.

Table 18: Descriptive statistics of the motivation level according to the school type.

| School | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Primary School | Motivation level | 59 | 2.58 | 5.00 | 4.1247 | .66319 |
| Secondary School | Motivation level | 103 | 1.72 | 5.00 | 4.1831 | .76385 |

When mean scores were examined in terms of gender, it was found that all three subcategories of motivation mean scores of girls (motivation intensity m=4.22, desire to learn English m=4.28, attitudes towards learning English m=4.35) are higher than 4 which reveals high level according to the pre-determined scores of the researcher. For boys, mean scores of the desire to learn English (m=4.05) and attitudes towards learning English (m=4.11) are higher than 4 but, motivation intensity mean score is 3.97 which is under the score 4 as it is shown in Table 19. According to the predetermined scores, it can be concluded that, these girls and boys have high levels in all of the subcategories of motivation which are motivation intensity, desire to learn English and attitudes towards learning English.

Table 19: Descriptive statistics of three subcategories of the motivation according to the gender.

| Gender | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Female | | | | | | |
| | Motivation Intensity | 77 | 1.50 | 5.00 | 4.2240 | .81776 |
| | Desire to Learn English | 77 | 1.33 | 5.00 | 4.2857 | .96384 |
| | Attitude Towards Learning English | 77 | 2.40 | 5.00 | 4.3506 | .66582 |
| Male | | | | | | |
| | Motivation Intensity | 85 | 1.50 | 5.00 | 3.9765 | .76728 |
| | Desire to Learn English | 85 | 1.33 | 5.00 | 4.0588 | .90439 |
| | Attitude Towards Learning English | 85 | 1.60 | 5.00 | 4.1106 | .81679 |

The overall results for motivation levels revealed that both boys and girls have high levels of motivation as their mean scores are higher than 4 as it is presented in Table 20. Mean score of the motivation level of the female students (m=4.28) is higher than male students' mean score (m=4.04). As a result, it can be concluded that both female students and male students show high levels of motivation as their mean scores are higher than 4.

Table 20: Descriptive statistics of the motivation level according to the gender.

| Gender | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Female | | | | | | |
| | Motivation level | 77 | 2.08 | 5.00 | 4.2868 | .69872 |
| Male | | | | | | |
| | Motivation level | 85 | 1.72 | 5.00 | 4.0486 | .73805 |

## 4.1.1.4 Research Question 4: How is the involvement of parents in their children's English language learning process?

Fourth research question examined the influence of parents in their children's English language learning process. The results were examined on the basis of school level and gender as it was in other research questions. Mean scores of the results were evaluated according to the scores which were determined by the researcher beforehand. These pre-determined scores are;

*Mean score*    *1.00 – 1.49*    *very low involvement*

                 *1.50 – 2.49*    *low involvement*

                 *2.50 – 3.49*    *moderate involvement*

                 *3.50 – 4.49*    *high involvement*

                 *4.50 – 5.00*    *very high involvement*

The results revealed that mean score of the secondary school students' parent involvement in their children's learning process (m=4.02) is higher than the primary school students' parent involvement mean score which is 3.68. But, according to the pre-determined evaluation scores, their involvement in their own children's learning

process is high as both of their mean scores are higher than 3.50 as it is stated in Table 21.

Table 21: Descriptive statistics of parental involvement according to the school type.

| School | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Primary School | | | | | | |
| | Parental Involvement | 59 | 1.25 | 5.00 | 3.6886 | .73196 |
| Secondary School | Parental Involvement | 103 | 1.38 | 5.00 | 4.0255 | .71279 |

In terms of gender, mean score of the male students (m=3.86) is lower than mean score of the female students' parent involvement (m=3.94) as it is shown in Table 22. Since both genders' mean scores are higher than 3.50, it can be concluded that both genders' parent involvement in their children's learning process is high according to the researcher's pre-determined mean score evaluation.

Table 22: Descriptive statistics of parental involvement according to the gender.

| Gender | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Female | | | | | | |
| | Parental Involvement | 77 | 2.38 | 5.00 | 3.9416 | .66006 |
| Male | | | | | | |
| | Parental Involvement | 85 | 1.25 | 5.00 | 3.8676 | .80047 |

**4.1.1.5 Research Question 5: What is the anxiety level of the Primary and Secondary School students in Dipkarpaz?**

Fifth research question examined the anxiety level of the students. In FLCAS, students filled the items which were related with *English class anxiety* and *English language use anxiety*. The results were examined on the basis of school level and gender as it was in other research questions. Mean scores of the results were evaluated according to the scores which were determined by the researcher beforehand. These pre-determined scores are;

*Mean score*    *1.00 – 1.49*    *very low level of anxiety*

                 *1.50 – 2.49*    *low level of anxiety*

                 *2.50 – 3.49*    *moderate level of anxiety*

                 *3.50 – 4.49*    *high level of anxiety*

                 *4.50 – 5.00*    *very high level of anxiety*

As it is shown in Table 23, mean score of the primary school students' class anxiety level (m=3.13) is higher than the secondary school students' class anxiety level (m=3.02). On the other hand, mean score of the primary school students' English language use anxiety level (m=2.59) is lower than the secondary school students' English language use anxiety level mean score (m=2.76).

It can be concluded that, according to the pre-determined evaluation scores, both schools' students have moderate level of anxiety in both subcategories of the anxiety since their mean scores are between 2.50 and 3.49.

Table 23: Descriptive statistics of two subcategories of anxiety according to the school level.

| School | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Primary School | Class Anxiety | 59 | 1.75 | 4.38 | 3.1314 | .67889 |
| | Language Use Anxiety | 59 | 1.00 | 4.43 | 2.5956 | .77938 |
| Secondary School | Class Anxiety | 103 | 1.00 | 5.00 | 3.0255 | .92708 |
| | Language Use Anxiety | 103 | 1.00 | 4.71 | 2.7656 | .94080 |

According to the overall results, mean scores of the anxiety levels of two schools are nearly the same as it is shown in Table 24. Mean score of the primary school children's anxiety level is 2.86 and mean score of the secondary school children's anxiety level is 2.89 which reveals that both schools' children have moderate anxiety level.

Table 24: Descriptive statistics of anxiety level according to the school level.

| School | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Primary School | Anxiety level | 59 | 1.50 | 4.13 | 2.8635 | .63283 |
| Secondary School | Anxiety level | 103 | 1.00 | 4.59 | 2.8955 | .82709 |

In terms of gender, males have lower mean score (m=3.02) than females (m=3.11) in class anxiety level. In language use, the results were also same. Males (m=2.62) have lower mean score than females (m=2.78) in language use anxiety. According to the

pre-determined evaluation scores which were determined by the researcher beforehand, both girls and boys have moderate level of anxiety in both of the subscales of anxiety. (see Table 25)

Table 25: Descriptive statistics of two subcategories of anxiety according to gender.

| Gender | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Female | Class Anxiety | 77 | 1.00 | 5.00 | 3.1120 | .91127 |
| | Language Use Anxiety | 77 | 1.00 | 4.71 | 2.7885 | .93896 |
| Male | Class Anxiety | 85 | 1.00 | 5.00 | 3.0206 | .78202 |
| | Language Use Anxiety | 85 | 1.00 | 4.29 | 2.6269 | .83477 |

The overall results revealed that both genders have moderate level of anxiety as mean score of the females in anxiety level is 2.95 and mean score of the males is 2.82. As it is shown in Table 25, mean scores are between 2.50 and 3.49, thus it can be concluded that both genders have moderate level of anxiety.

Table 26: Descriptive statistics of anxiety level according to gender.

| Gender | | Number | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Female | Anxiety level | 77 | 1.13 | 4.59 | 2.9503 | .82186 |
| Male | Anxiety level | 85 | 1.00 | 4.05 | 2.8237 | .69916 |

**4.1.1.6 Research Question 6: What are the similarities and differences between Dipkarpaz Primary School students and Dipkarpaz Recep Tayyip Erdoğan Secondary School students regarding their foreign language anxiety levels?**

In the last research question, the researcher tried to find out if there is any significant difference between primary and secondary school students regarding their anxiety levels. T-test scores of the two schools were taken by using SPSS15. Levene's Test for Equality of Variances was taken in order to answer this research question as it is shown in Tables 26 and 27.

When mean scores of both schools were examined, no difference was found between the two schools in terms of their anxiety levels. Mean scores are nearly same as it is shown in Table 26. The total mean score of anxiety for primary school students is 2.86 and it is 2.89 for the secondary school students.

Table 27: T-test scores of two subcategories of anxiety and anxiety in terms of school type

|  | School | Number | Mean | Standard Deviation | Standard Error Mean |
|---|---|---|---|---|---|
| Class Anxiety | Primary School | 59 | 3.1314 | .67889 | .08838 |
|  | Secondary School | 103 | 3.0255 | .92708 | .09135 |
| Language Use | Primary School | 59 | 2.5956 | .77938 | .10147 |
| Anxiety | Secondary School | 103 | 2.7656 | .94080 | .09270 |
| **Anxiety** | Primary School | 59 | 2.8635 | .63283 | .08239 |
|  | Secondary School | 103 | 2.8955 | .82709 | .08150 |

The significance scores should be higher than 0.05 in order to tell that equal variance is assumed ($\alpha > 0.05$). For the class anxiety, sig. score is 0.02 and it is lower than the alpha score which is 0.05. So, equal variances are not assumed for the class anxiety and t score is 0.8. For language use anxiety, sig. score is 0.09 and it is higher than the

alpha score which is 0.05. So, equal variances are assumed for English language use anxiety and t score is -1.17.  For the overall anxiety level, sig. score is 0.01 and it is lower than the alpha score which is 0.05. So, equal variances are not assumed for the anxiety and t score is -0.27. (see Table 28)  So, it can be concluded that there is no significant difference between the two schools in terms of their anxiety levels since their mean scores are relatively the same.

Table 28: Levene's Test for Equality of Variances

| | | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Standard Error Difference | 95% Confidence Interval Of The Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Lower | Upper | Lower | Upper | Lower | Upper | Lower | Upper | Lower |
| **Class Anxiety** | Equal Variances Assumed | 5.056 | .026 | .767 | 160 | .444 | .10587 | .13806 | -.16678 | .37852 |
| | Equal Variances Not Assumed | | | .833 | 150.465 | .406 | .10587 | .12711 | -.14528 | .35702 |
| **Language Use Anxiety** | Equal Variances Assumed | 2.847 | .094 | -1.175 | 160 | .242 | -.16996 | .14461 | -.45555 | .11563 |
| | Equal Variances Not Assumed | | | -1.237 | 139.834 | .218 | -.16996 | .13744 | -.44168 | .10176 |
| **Anxiety level** | Equal Variances Assumed | 6.363 | .013 | -.257 | 160 | .797 | -.03205 | .12448 | -.27788 | .21379 |
| | Equal Variances Not Assumed | | | -.277 | 147.004 | .783 | -.03205 | .11588 | -.26106 | .19697 |

## 4.2 Open-ended Question Findings

Students were given 4 open-ended questions in the end of the questionnaire and they had the chance to give their opinions about these question. The questions that they were asked are;

1. What else you would like to say about your English language learning experience?

2. Is there anything else that makes you happy during English lessons? If so, what are they?

3. Do you use English outside the classroom? If so, where and how would you use it?

4. Is there anything which bothers you inside and outside the English classroom? If so, what are they?

In this section, the researcher categorized the responses of the primary school students and secondary school students separately for each question.

### 4.2.1 Open-Ended Question 1

*"What else you would like to say about your English language learning experience?"*

With the first question the students were asked to give their own ideas about their own learning experiences.

**4.2.1.1 Primary School Students' Responses for Open-Ended Question 1**

Only 12 of the 59 participants from primary school gave their ideas about their own language learning experiences.

Majority of the students revealed that they can introduce themselves, give directions in English and speak with the tourists that come to their village, Dipkarpaz.

Three of the students expressed that they love English lessons and their teacher very much. And, this affects their motivation to study English.

One of the students told that she learned how to use dictionary and study by herself. She can find out unknown words from the dictionary by herself and learn them.

**4.2.1.2 Secondary School Students' Responses for Open-Ended Question 1**

71 secondary school students out of 103 didn't express their ideas about the question 1 which was about their comments in English language learning experience. 68.93% of the students which was the major percentage didn't answer this question.

Some students expressed that English is the language of the world and knowing English will help them to communicate with foreign people. And, they stated that they are aware of the importance of knowing a foreign language.

They also expressed that they feel themselves happy to know English. Some of them revealed that they like English lessons because of their teachers. They learn everything with the help of their teachers and they know that if they study hard, they can do everything. Also, they stated that they like their English teachers, the styles

they use in teaching new topics and they expressed that they want to have more English lessons in the school.

Some of the students expressed that they can understand English and can give directions to the tourists, can communicate with the foreigners and can understand what they say.

One of the students expressed that with the help of the English lessons, her reading improved so much and she can make sentences in English more easily now.

**4.2.2 Open-Ended Question 2**

*"Is there anything else that makes you happy during English lessons? If so, what are they?"*

With the question 2, the researcher tried to find out what motivates students in English lessons.

**4.2.2.1 Primary School Students' Responses for Open-Ended Question 2**

Only 6 out of 59 students didn't write their ideas about this question. Majority of the learners gave their ideas about the reasons of their happiness during English lessons.

5 of the students expressed that there is nothing that makes them happy during their English lessons.

Three of the students presented that their teacher is the reason of their happiness in the classroom. If the teacher asks questions related to the topics they have learned or about the text they have read, they become happy. In addition, one of the students expressed that whenever she asks question to the teacher related to the topic, the

teacher explains her and this makes her happy. Also, their teacher's character affects their motivation in the classroom. One of the students expressed that their teacher is so honest and give chance to everyone equally in answering questions and this makes her happy in English classes.

Majority of the students expressed that learning English makes them happy. Learning new topics and understanding everything in the classroom, being able to talk in English with their teachers and friends, having enjoyable times in the English lessons are the factors that motivate them.

5 of the students expressed that they feel happy when they give right answers to the questions that teacher asks. They become motivated, feel more confident and their self-esteem increases whenever they give right answers and are appreciated by the teacher.

3 of the students expressed that their friends in the classroom are the reasons of their motivation. In other words, whenever their friends stay quiet, they expressed that they can listen to their teacher and understand the topic.

In addition, some of the students expressed that some activities like computer games, picture stickers, singing songs, reading texts which include pictures are the activities they like to do in English lessons.

**4.2.2.2 Secondary School Students' Responses for Open-Ended Question 2**

Only 3 students didn't give their ideas about this question. Majority of the learners (97.08%) gave their ideas about the reasons of their happiness during English lessons.

Majority of the learners expressed that, their motivation is strongly affected by their teacher. They expressed that they love English lessons because their teacher makes the lesson attractive and she teaches very good and every time she smiles to them. The behaviour of the teacher is positive to everyone and sometimes she makes jokes with them. So, this makes them happy during English lessons. Also, talking in English with English teachers, teachers' trust to them and teachers' appreciations affect the students in a positive way and they love English lessons. Only one of the students expressed that he doesn't like English lessons because of the teacher. He thinks that the style she uses is not attractive and she should be more active in the lessons.

Also, asking and answering questions, learning new topics, singing songs, writing and talking in English, playing games, group works, learning new vocabularies are the activities that students like to do in English lessons.

Some students also expressed that they feel happy when their teacher asks them questions and gives them pluses and stars when they answer correctly. In addition, they stated that learning English is an enjoyable activity. And, whenever they understand new topics they feel more motivated to learn more things about English.

Besides these, one of the students told that getting high results from the examinations makes him happy. And, one of the students expressed that the lesson is so boring and because of his classmates' disturbance, the lesson becomes more boring.

### 4.2.3 Open-Ended Question 3

*"Do you use English outside the classroom? If so, where and how would you use it?"*

With the help of question 3, the researcher tried to see whether the students use English outside the classroom or not. Also, the places that they use English outside the classroom were also found out with the help of this question.

**4.2.3.1 Primary School Students' Responses for Open-Ended Question 3**

11 of the 59 students didn't express their ideas about the usage of English outside the classroom.

21 students revealed that they don't use English outside the classroom. So, we can say that 35.59% of the primary students don't use English which is the biggest percentage. One of the students expressed that she doesn't use English because she doesn't know English so, she can't speak.

Some students told that they use English with tourists. Whenever they ask places, they expressed that they try to give directions to them. Their village is a touristic place and everyday tourists come and visit their village. So, in restaurants, in streets, in markets and in hotels they stated that they have chance to speak with tourists.

Some students expressed that they use English with their friends and with their family members at home. They use simple sentences, ask and answer questions in English with each other. Only one of the students told that she has got a computer and her computer is in English. Also, in the internet she told that she comes across with English words and tries to learn their meanings.

**4.2.3.2 Secondary School Students' Responses for Open-Ended Question 3**

Only 3 students didn't give their ideas about this question as it was in question 2. Majority of the learners (97.08%) gave their ideas about the usage of English outside the classroom.

42 of the 103 secondary school students expressed that they don't use English outside the classroom. That means 40.77% of the secondary school students don't use English.

The students that use English outside the classroom expressed that they use English in communicating with tourists in markets, in hotels, in streets and sometimes they use English at home with their family members. They also expressed that they have foreign friends and they both use English and Turkish while communicating with each other. Also, some of them told that they use English in the internet.

### 4.2.4 Open-Ended Question 4

*"Is there anything which bothers you inside and outside the English classroom? If so, what are they?"*

With the help of question 4, the researcher tried to find out the things that make students anxious in learning and using English.

### 4.2.4.1 Primary School Students' Responses for Open-Ended Question 4

9 of the 59 students didn't express their feelings about the question 4 which examines the factors that make students feel anxious.

25 of them (42.37%) told that there is nothing that makes them anxious during the English classes and they told that they are happy in English lessons. So, majority of the learners expressed that they are not anxious in English lessons.

Also, majority of the students expressed that the reason of feeling anxious is their friends. The students told that, some students make noises during the lessons. They become demotivate because of their friends' disturbances and can't understand the

topic. So, they feel anxious. In addition, some of them expressed that, some of their friends disturb them in the classroom and laugh at them whenever they give incorrect answers and make fun of them. Also, they are afraid of giving incorrect answers to their teacher in the classroom. In these situations, the students expressed that they feel unhappy. Besides these, some of them expressed that they feel anxious whenever tourists and their teacher asks them questions that they don't know.

**4.2.4.2 Secondary School Students' Responses for Open-Ended Question 4**

4 of the 103 students didn't express their feelings about the question 4 which tries to find out the factors that make them feel anxious.

73 of the 103 secondary school students expressed that there is nothing that make them feel anxious during English classes and they told that they are happy and have enjoyable times in English lessons. So, majority of the learners (70.87%) expressed that they are not anxious in English lessons.

One of the students expressed that she feels anxious when she can't pronounce new words correctly or afraid of learning new vocabularies incorrectly. Also, one of the students expressed that he feels unhappy when he can't learn a new topic.

Some students told that the noise in the classroom, their classmates' chat with each other and when their classmates don't listen to their teacher during the lessons make them feel uncomfortable. So, they get anxious because of their classmates. In addition to these, they feel anxious when they can't give correct answers to the questions that their teacher asks. One of the students expressed that he is anxious in English lessons because he doesn't know the language as he knows his first language which is Turkish.

## 4.3 Interview Findings

In order to support the results of the findings of the survey, 24 students were interviewed by the researcher. In this section, the researcher categorised the responses of the students to each question. Key words from each question were taken and the list of the key data was formed by the researcher for both primary school students and secondary school students. (see Appendices F1 and F2) The interview questions are;

1. Do you want to learn English very well?  If yes, why? What is/are your aim/aims in learning English? If no, why?

2. How do you describe your English lessons?

3. How do you feel in your English lessons?

4. Is there anything that bothers you during English lessons? Which activities bother you?

5. Which language does your teacher use during English lessons? How do you feel when he/she speaks English? How do you feel when he/she speaks Turkish?

6. How would you describe your desire to learn English?

7. What do your parents do in order to help you in learning English?

**4.3.1 Interview Question 1**

*"Do you want to learn English very well? If yes, why? What is/are your aim/aims in learning English? If no, why?"*

This question was asked to see whether students are integratively motivated or instrumentally motivated.

**4.3.1.1 Primary School Students' Responses for Interview Question 1**

Primary school students replied this question in a similar way. All of the students were aware of the important position of English in their lives. They see English as the language of the world and it is beneficial for everyone to know English.

> Student 1 (age 10, male): "Yes. English is the language of the world. For example in computers, I want to be a computer engineer. English words will come across me and in order to understand them English is important."

> Student 4 (age 11, male): "Yes. English is the world's language. If we don't know English, we can't get a job…"

The students are both instrumentally and integratively motivated. Job orientation has the major importance for the students than further study orientations in learning English for instrumental reasons. Majority of the students stated that English will be useful in finding a good job in the future and they want to learn English for their future jobs. Some of the student responses are as follows:

> Student 4 (age 11, male): "Yes. English is the world's language. If we don't know English, we can't get a job…"

Student 6 (age 11, male): "...I want to be a television announcer and I should learn English."

Student 13 (age 11, female): "...I want to be a good English teacher and I want to learn English well."

Student 15 (age 10, female): "Yes. I want to be a hostess. And in order to communicate with the people I should learn English."

Student 18 (age 11, female): "Yes. When I will have a job it will be so useful. I will also need it in the examinations. I want to be an art teacher."

Only one of the 12 students from primary school mentioned its importance in further study.

Student 16 (age 10, female): "Yes. I want to get educated in the foreign countries like England and travel to the foreign countries so, I want to learn English."

So, we can conclude that in instrumental motivation, the majority of the students' motivational orientation is learning English for future job.

Students also motivated integratively. They want to learn English in order to communicate with native speakers/tourists, to speak with relatives who live in foreign countries, to play games with foreign friends, to have foreign friends, to

communicate with foreigners in foreign countries, to visit foreign countries and to be able to speak English well. Some of the student responses are as follows:

Student 2 (age 11, male): "Yes. I want to learn English very well. Playing games with foreigners, and talking with them. My friend comes to my house here and we speak English. He is English. We speak Turkish and English together."

Student 3 (age 10, male): "Yes. I want to learn English to speak with English people. And in the future, I will need it for my job."

Student 5 (age 10, male): "Yes. My cousins speak English and in order to understand them I want to learn."

Student 6 (age 11, male): "Yes. In other countries they speak English. I want to communicate with them in English when I go to their countries. We have got a shop here. Tourists come and I speak with them. I tell prices. I want to be a television announcer and I should learn English."

Student 13 (age 11, female): "Yes. In order to speak English well I want to learn it."

Student 15 (age 10, female): "Yes. It will be useful when I get older. To communicate with other people I need it."

Student 17 (age 10, female): "Yes. In order to have foreign friends and talk with foreigners I should learn English."

So it can be concluded that students are aware of the importance of English and they are motivated both integratively and instrumentally in learning English.

**4.3.1.2 Secondary School Students' Responses for Interview Question 2**

Secondary school students replied this question in a similar way as primary school students did. All of the students were aware of the importance of English in their lives and it is beneficial for them to know English.

The students are both instrumentally and integratively motivated. Job orientation has the major importance for the students than further study orientations in learning English for instrumental reasons as the primary school students. Majority of the students stated that English will be useful in finding a good job and they want to learn English for their future jobs. Some of the student responses are as follows:

Student 12 (age 13, male): "Yes. I will have my own restaurant in the future and for my job I want to learn English."

Student 9 (age 12, male): "Yes. When I get older it will be more useful. For example I work in a barber shop and when English customers come, I speak in English."

Student 7 (age 14, male): "Yes. …in order to have a good job English is important."

Student 21(age 13, female): "Yes. It will be useful to me in the future. For example it will be useful in finding a job."

Student 24 (age 13, female): "Very much. In the future it will be useful for job."

Student 22 (age 14, female): "Yes. Very much. I want to be a translator and from my childhood, I become interested in English. And from my childhood I want to learn English so much."

Only one of the 12 students from secondary school mentioned its importance in further study.

Student 11 (age 14, male): "Yes. I will go to university in America. In order to speak in English with people in America I should learn English well."

So, we can conclude that in instrumental motivation, the majority of the students' motivational orientation is learning English for future job.

Students were also motivated integratively. They want to learn English in order to communicate with native speakers/tourists, to have foreign friends, to communicate with foreigners in foreign countries, to visit foreign countries and to be able to speak English well. Some of the student responses are as follows:

Student 7 (age 14, male): "Yes. When someone asks places, I can give directions in English. In order to talk with foreigners and to have a good job English is important."

Student 10 (age 13, male): "Yes. I love talking. I want to talk with tourists."

Student 19 (age 13, female): "Yes, I want. In order to speak with English language speakers I want to learn their language."

Student 23 (age 12, female): "Yes. Talking with tourists and I will be asked if I know English when I apply to a job in the future."

So it can be concluded that students are aware of the importance of English and they are motivated both integratively and instrumentally in learning English.

### 4.3.2 Interview Questions 2 and 3

*"How do you describe your English lessons?"*

*"How do you feel in your English lessons?"*

Interview questions 2 and 3 can be combined in order to tell how students see their English lessons and how they feel in their English lessons.

### 4.3.2.1 Primary School Students' Responses for Interview Questions 2 and 3

All of the students expressed their positive feelings about their English lessons by saying their English lessons are good, perfect, funny, enjoyable, etc. And, they expressed that they feel themselves happy, good, perfect in English lessons. Some of the student responses are as follows:

Student 1 (age 10, male): "Good" (Question 2)

: "Happy" (Question 3)

Student 15 (age 10, female): "I like English lessons. I feel happy." (Question 3)

Student 2 (age 11, male): "Very good. Funny. We play games." (Question 2)

Student 4 (age 11, male): "Perfect. We play games, we laugh and learn new things." (Question 2)

Student 5 (age 10, male): "We enjoy in English lessons." (Question 3)

Student 13 (age 11, female): "Very nice and we have funny times." (Question 2)

Student 17 (age 10, female): "Good. Both the teacher and the lesson are good." (Question2)

Student 18 (age 11, female): "Very good. Happy." (Question 3)

**4.3.2.2 Secondary School Students' Responses for Interview Questions 2 and 3**

All of the students expressed their positive feelings about their English lessons by saying their English lessons are good, nice, pleasurable, educative, etc. And, they expressed that they feel themselves happy, successful, calm, good and free in English lessons. Some of the student responses are as follows:

Student 12 (age 13, male): "Good. My teacher is very good." (Question 2)

Student 11 (age 14, male): "Happy, nice and excited." (Question 3)

Student 10 (age 13, male): "Happy." (Question 3)

Student 9 (age 12, male): "Good. Calm." (Question 3)

Student 7 (age 14, male): "Good. Comfortable. My English teacher teaches good. We don't get bored in the class." (Question 2)

Student 23 (age 12, male): "Very good." (Question 2)

Student 20 (age 14, female): "I feel myself comfortable and free." (Question 3)

Student 22 (age 14, female): "So good. Sometimes funny and sometimes educational." (Question 2)
"I feel myself successful." (Question 3)

### 4.3.3 Interview Question 4

*"Is there anything that bothers you during English lessons? Which activities bother you?"*

This question was asked to students in order to see if there is something which makes them anxious during English lessons.

**4.3.3.1 Primary School Students' Responses for Interview Question 4**

Majority of the students expressed that there are some situations which make them anxious in English lessons. The reason of their anxiety is neither the English lesson they take nor their English teacher. Some of them told that when they forget to do their homework they feel upset and worried.

> Student 1 (age 10, male): "No but sometimes when I don't do my homework I worry in the classroom."

> Student 15 (age 10, female): "...when I don't do my homework I feel upset."

> Student 18 (age 11, female): "Yes. I feel myself unhappy when I don't do homework."

Some of them were complaining about the noise that their classmates do in the classroom during English lessons.

> Student 2 (age 11, male): "Sometimes my friends don't listen to teacher and get interested in other things. This disturbs me. I like all the activities we do"

Some of them expressed that they are afraid of making mistakes in the classroom while talking or feel upset when they can't give answers to the asked questions. On the other hand, one of the students told that complex topics make them bored.

> Student 5 (age 10, male): "I sometimes afraid of making mistakes while I am speaking in the class. And when I don't do homework I feel upset."

Student 6 (age 11, male): "When there is complex topic, I got bored. If I don't give correct answer to my teacher in the classroom, I feel anxious."

Student 15 (age 10, female): "When I give incorrect answers in the classroom and when I don't do my homework I feel upset."

Student 14 (age 11, female): "I feel shamed when I can't give answers to the question that my teacher asks."

Student 16 (age 10, female): "When I do mistakes"

While some students reported that they feel anxious, on contrast some of them expressed that they feel relax in the classroom and don't have any anxiety.

Student 3 (age 10, male): "No. I don't feel excited when my teacher asks me a question."

Student 4 (age 11, male): "No. when I do mistakes my teacher corrects me. I don't get upset."

Student 17 (age 10, female): "No"

### 4.3.3.2 Secondary School Students' Responses for Interview Question 4

Majority of the students expressed that there isn't any situation that they feel anxious in the English lessons.

Student 7 (age 14, male): "No"

The reason of their anxiety is neither the English lesson nor their teacher as primary school students. Some of them were complaining about the noise that their classmates do in the classroom and this affects their concentration.

Student 24 (age 13, female): "…My friends break my concentration."

Student 23 (age 12, female): "My friends break my concentration."

Some of them expressed that complex topics and some vocabulary items are hard to learn and this makes them feel upset.

Student 24 (age 13, female): "Yes, there is. It is hard to learn some words in English. This makes me anxious."

Student 22 (age 14, female): "No. I can't keep in my mind superlative forms of good and bad and when my teachers asks any question related with superlatives I stop and also, I might do the questions incorrect in the exam about superlatives. "

### 4.3.4 Interview Question 5

*"Which language does your teacher use during English lessons? How do you feel when he/she speaks English? How do you feel when he/she speaks Turkish?"*

Fifth question was asked to the students in order to see which language is used in the classroom and the preference of the students as the language instruction.

**4.3.4.1 Primary School Students' Responses for Interview Question 5**

All of the primary school students told that their teacher uses both Turkish and English in the classroom. While some of the students preferred both of the languages to be used in the lessons, some of them preferred either English or Turkish to be used. The people who preferred both of the languages think that they can learn more easily and understand everything in this way. On the other hand, some people preferred either Turkish or English by saying that they can understand the language more easily. Some of the student responses are as follows:

Student 1 (age 10, male): "Both of the languages are used. He should use both of the languages because if he talks in English only, we can't understand him because we don't know much English."

Student 2 (age 11, male): "I prefer English. My teacher first tells in English and then tells the same thing in Turkish. I want him to speak in English. I know everything English."

Student 3 (age 10, male): "Both of them but I prefer Turkish. I can understand Turkish easily."

Student 13 (age 11, female): "Both of them. I prefer both of them. I can understand some words in English but I can't understand everything."

Student 14 (age 11, female): "Both of them. Learning new things makes me excited. I want my teacher to speak more in English in order to learn thelanguage well."

Student 16 (age 10, female): "Both of them. I prefer him to use Turkish because when he uses English all the time I can not understand him."

**4.3.4.2 Secondary School Students' Responses for Interview Question 5**

All of the secondary school students told that their teacher uses both Turkish and English in the classroom as primary school students. While some of the students preferred both of the languages to be used in the lessons, some of them preferred either English or Turkish to be used. The people who preferred both of the languages think that they can learn more easily and understand everything in this way. On the other hand, some people preferred either Turkish or English by saying that they can understand the language more easily. Some of the student responses are as follows:

Student 24 (age 13, female): "She uses both of them. I don't feel different. I prefer English. I see my teacher as an English person."

Student 23 (age 12, female): "Both. I feel normal. I prefer her to speak in English. When I get older and understand everything in English, I want to be an English teacher."

Student 22 (age 14, female): "She uses both. I prefer Turkish for the explanations. I feel myself better when she uses Turkish. I understand everything better."

Student 11 (age 14, male): "I feel myself free. Because English is the language of the world and when my teacher speaks in English I feel myself happy."

Student 10 (age 13, male): "I feel happy when my teacher speaks in English. I prefer her to speak English."

Student 21(age 13, female): "She uses both languages. I understand everything she says in English. When she uses Turkish, I want her to speak in English."

Student 12 (age 13, male): "English. Very good. I sometimes understand and sometimes I don't understand. Both of the languages should be used. I can understand more easily."

Student 20 (age 14, female): "English and Turkish. I can understand her when she speaks English. But I prefer her to speak Turkish because I can understand Turkish more easily."

### 4.3.5 Interview Question 6

*"How would you describe your desire to learn English?"*

The interview questions 6 gives information about their interest in learning English and their desire to learn the language.

**4.3.5.1 Primary School Students' Responses for Interview Question 6**

Most of the students expressed the importance of English in their future life. Some of them want to travel abroad and some of them want to learn language for their future job and they think that they should know English in order to communicate with the people. Some of the student responses are as follows:

> Student 1 (age 10, male): "I try to speak in English with the foreigners. For example I have relatives in England and my cousins speak English. I want to speak in English with them."

> Student 16 (age 10, female): "It will be useful for me in foreign countries."

> Student 4 (age 11, male): "I want to be a doctor and I should know English."

> Student 18 (age 11, female): "If I go to another country I should speak English. If I speak in Turkish they will not understand me."

> Student 6 (age 11, male): "I want to travel foreign countries when I get older. I will work in the foreign countries and I should learn English."

Some of the students expressed that they want to learn English and in order to learn better they study what they have learned, read the texts and books in English. Also, some of them feel themselves happy in using English and learning English becomes more enjoyable for them. Some of the student responses are as follows:

Student 13 (age 11, female): "I feel myself happy when I have English lessons."

Student 3 (age 10, male): "Speaking English with teacher and friends are enjoyable."

Student 5 (age 10, male): "I want to learn all English words."

Student 14 (age 11, female): "I read books in English."

Student 17 (age 10, female): "When I see English text I want to read."

Student 15 (age 10, female): "I study my lessons so much."

**4.3.5.2 Secondary School Students' Responses for Interview Question 6**

Most of the students expressed the importance of English in their future life. Some of them want to travel abroad and some of them want to learn language for their future job and they think that they should know English in order to communicate with the people as primary school students. Some of the student responses are as follows:

Student 24 (age 13, female): "After learning English very well, I want to get a job."

Student 22 (age 14, female): "I think about taking private lessons. My mother bought me a thick dictionary and books. We will go to England. In summer, I'll talk with tourists."

Some of the students expressed that they want to learn English and in order to learn better they study what they have learned, read texts and books in English. Some of the student responses are as follows:

> Student 23 (age 12, female): "I study my lessons at home. I look at dictionaries. I have grammar book and I study them."

> Student 9 (age 12, male): "I want to speak in English."

> Student 7 (age 14, male): "I study English more than other lessons because I want to learn it very well."

> Student 10 (age 13, male): "I want to learn English so well and forget Turkish."

**4.3.6 Interview Question 7**

*"What do your parents do in order to help you in learning English?"*

In order to see the involvement of parents in their children's English learning process the interview question 7 was asked to the students.

**4.3.6.1 Primary School Students' Responses for Interview Question 7**

As it can be seen from the student responses, some of the parents don't know English but, in order to support their children's learning, they buy books, CDs and dictionaries. Some of the family members in Dipkarpaz know English and when their children need help they try to answer their questions and talk with them in English. Some of the student responses are as follows:

Student 1 (age 10, male): "I have got a sister in high school and she brings me books in English."

Student 2 (age 11, male): "I ask the unknown words to my parents. They buy me books, CDs."

Student 3 (age 10, male): "They buy me dictionary. My sister helps me. My parents don't know English."

Student 4 (age 11, male): "I asked when I don't understand. I speak English with my sister."

Student 6 (age 11, male): "My father's English is very good. My mother helps me sometimes. Also, my brother knows English. He helps me."

Student 16 (age 11, female): "I learn English from my father. He speaks with me."

Student 17 (age 10, female): "I ask when I don't understand and my father helps me. They bought me a dictionary. We use it."

Student 18 (age 11, female): "My sisters know English. My parents don't know English. My sister and I speak English at home. She buys me books. "

Only one of the students reported that she doesn't need help from anyone and she wants to learn English by herself.

> Student 13 (age 11, female): "I don't want help from anyone. I do myself. If they help me I will not be better in English but if I do it myself I learn much more."

**4.3.6.2 Secondary School Students' Responses for Interview Question 7**

Some of the parents don't know English in Dipkarpaz. But, in order to support their children's learning process, they buy books and dictionaries. Some of the family members in Dipkarpaz know English and when their children need help, they try to answer their questions and talk with them in English. Some of the student responses are as follows:

> Student 24 (age 13, female): "They buy me dictionary. When I have misunderstandings, they ask help from their friends."

> Student 11 (age 14, male): "They buy books and dictionaries for me and we have English neighbors. We speak in English with them."

> Student 10 (age 13, male): "They don't know English but they buy books."

> Student 21(age 13, female): "They do everything for me. They buy books, dictionaries. Sometimes my mother talks in English with me."

> Student 9 (age 12, female): "They spend effort. They tell me to learn English. They tell that I will need it more in the future."

Student 8 (age 12, male): "I want to learn new things in English and I learn. My sister helps me. She asks me questions in English."

Student 20 (age 14, female): "They buy me worksheets."

Student 7 (age 14, male): "They support me. My mother works in a municipality and I teach her English."

Student 22 (age 14, female): "My mother talks with me in English. She introduces me to the foreigners who talk English. I use my telephone in English. I always look at the dictionary for the words."

## 4.4 Summary of the Findings

1. Both primary and secondary school students have positive attitudes towards the learning situation.

2. Primary and secondary school students motivated both instrumentally and integratively.

3. Both primary and secondary school students have high levels of motivation.

4. The involvement of the parents of both primary and secondary school children is high.

5. Both primary and secondary school students have moderate level of anxiety.

6. There is no significant difference between primary and secondary school students in terms of their anxiety level.

# Chapter 5

# DISCUSSION OF THE RESULTS

In this section the results are discussed in the light of the past studies that were examined attitude, motivation and anxiety of language learners.

## 5.1 The Current Study

As it was mentioned in the previous chapters, this study was done in order to find out attitudes, motivation levels and orientations and anxiety levels of the Turkish EFL learners in Dipkarpaz. The participants were fifty nine $4^{th}$ and $5^{th}$ grade primary school students and one hundred and three $6^{th}$, $7^{th}$ and $8^{th}$ grade secondary school students. Totally 162 students participated in the current study. Their level in English is beginner and elementary. Three instruments were used in this research. Questionnaires, open-ended questions and face to face interviews were used as instruments in order to provide more relevant information.

## 5.2 International Position of English

English is the language of the world and its importance increases as days pass. This study showed that Dipkarpaz Primary School and Secondary School students are aware of the importance of English in their lives and in their future lives. They believe that in their future jobs, it will be so useful for them and they think that it is the language of the world so, learning English is very important for them. The same results were found in the study of Anson Yang and Lucus Lau (1998, 2001). According to the findings of their research, most of the students are aware of the importance of English for their future career in Hong Kong. Also, they believe that

English is more important and useful in Hong Kong than their native language, Chinese. They also explained that English will be useful in the coming ten years and they will work harder in order to learn English well after their secondary school. In another research which was conducted by Martin Lamb (2004) in Indonesia with 219 first year students whose ages are 11, 12, similar results were found about the importance of English. According to the results, major of the students with 35% agreed on the importance of English and 64% of them agreed on that English is very important language. In the study of Judit Kormos and Kata Csizer (2008), the same result were also found in which 623 Hungarian people from secondary school, university and adult language school learners were participated. In the results it was found that students are positive towards English's international position as the students in Dipkarpaz.

## 5.3 Attitude of the Students Towards Foreign Language Learning

The students are all aware of the importance of learning English and they know that having positive attitudes towards learning English language is crucial in order to be successful. Attitude affects language learning very much. And, in order to be successful first of all, the learner should have positive attitudes as Gardner (1985) stated, having positive attitudes and motivation bring success in second language learning. According to the results, it was found that both primary and secondary school children have positive attitudes towards their teacher and the English course they take in Dipkarpaz. Both school's children have positive attitudes toward the learning situation. Also, both girls and boys of these schools have positive attitudes towards the learning situation. Some of the participants expressed that they like English lessons because of their teacher. They learn everything with the help of their teacher and they know that if they study hard, they can do everything. Also, they

stated that they like their teacher, the style that she uses in teaching them new topics and they want to have more English lessons. All of the students expressed their positive feelings about their English lessons by saying that their English lessons are good, perfect, funny, nice, pleasurable, educative and enjoyable in this research. And also, they expressed that they feel themselves happy, good, successful, calm and free in English lessons which is very important in language learning. Firdevs Karahan (2007) conducted a research in order to find out students attitudes toward English and its usage in Turkey. According to the findings, Turkish students are positive towards English. Participants see English as musical, rich and beautiful. When comparing the results according to the gender, it was found that, female students have more positive attitudes towards English than male students. When the results compared according to the gender, it was seen that males are more positive about the usage of English in Turkey than females. In contrast, in Dipkarpaz, both female and male students are positive about the usage of English in Cyprus. Kristin Hull Cortes (2002) conducted a research with elementary and middle school students in 2002. The participants were in grades 3 through 8 in their schools. According to the results of that study, the students have positive attitudes toward learning a foreign language and the mean total score of the girls were higher than the boys but, no significant gender differences were found for the attitudes as the researcher found in her study which was conducted in Dipkarpaz. On the other hand, in the study of Sayid Dabbagh Ghazvini and Milad Khajehpour (2011) although it was found that girls have more positive attitudes than boys, and in general females are more positive than boys in learning English, it was concluded that 99% of the students have positive attitudes toward learning English as a second language.

## 5.4 Motivational Orientations of Foreign Language Learners

Motivation in learning is crucial. The person should be motivated enough in order to succeed in language learning. There are two orientations of motivation which are instrumental and integrative motivation. Robert Gardner and Wallace Lambert (1972) used the terms *instrumental motivation* and *integrative motivation*. According to the research, both of these motivation orientations are closely related to being successful in language learning. But, in some learning situations it might be difficult to distinguish between these two orientations of motivation. According to the findings of this research, the students in Dipkarpaz are both instrumentally and integratively motivated. There wasn't much difference between the mean scores of the two motivational orientations. The students are both instrumentally and integratively motivated in learning English as Brown (2000) stated that, a combination of instrumental motivation and integrative motivation is selected by the learner in learning a second language. On the other hand, in Kristin Hull Cortes' (2002) research which was conducted to find out attitudes of the elementary and middle school students toward foreign language learning, no significant differences were found in terms of schools and, both of the schools were highly scored on instrumental motivation than integrative motivation as opposed to the study which was conducted in Dipkarpaz. Job orientation has the major importance for Dipkarpaz students than further study orientations in learning English for instrumental reasons. Majority of the students stated that English will be useful in finding a good job and they want to learn English for their future jobs. Students are also motivated integratively. They want to learn English in order to communicate with native speakers/tourists, to speak with relatives who live in foreign countries, to play games with foreign friends, to have foreign friends, to communicate with foreigners in

foreign countries, to visit foreign countries and to be able to speak English well. Martin Lamb (2004) examined the reasons of the students for learning English in his research and, it was found that, all the reasons that were included in the survey were considered as important. These reasons were future career, pleasure to study, meeting with foreigners and learning about foreign countries, satisfying parents, and seeing it an important subject as Dipkarpaz students. And, it was difficult for the researcher to say whether they are instrumentally motivated or integratively motivated both for the results of the questionnaire and interviews. In addition to these, Jean Sook Ryu Yang (2003) conducted the study with East-Asian language learners at US universities. It was found that people use target language in order to understand the language that is spoken by the people, to speak the language in a fluent way, and to communicate with the people who are the native speakers of that language. Students were more integratively motivated in learning the language when it was compared with instrumental motivational orientation. Also, female students have higher *integrative motivational orientation* than male students in Yang's (2003) study whereas both girls and boys of Dipkarpaz schools are both integratively and instrumentally motivated. Clyde A. Warden, Hsiu Ju Lin's study (2000) assumed that there is an existence of both integrative and instrumental motivation in learning the target language. But, according to the results, it was seen that participants doesn't give much importance to integrative motivation as they give to the instrumental motivation. They were mostly instrumentally motivated.

## 5.5 Foreign Language Learners' Motivational Levels

Motivation level should be high enough in order to reach success. In this study, it was found that both primary and secondary school students have high levels of motivation in learning English. Also, both genders have high levels of motivation in

language learning. Their teacher is the reason of their happiness in the classroom. If the teacher asks questions related to the topic they have learned or about the text they have read, they become happy. In addition, a student expressed that whenever she asks question to the teacher related to the topic, the teacher explains her and this makes her happy. They expressed that they love English lessons because, their teacher makes the lesson attractive and she teaches very good and every time she smiles to them. The behaviour of the teachers is positive to everyone and sometimes they make jokes with them. So, this makes them happy during the English lessons and they become motivated. Also, talking in English with their teachers, teachers' trust to them and teachers' appreciations affect the students in a positive way and they love English lessons. One of the students expressed that their teacher is so honest and she gives chance to everyone equally in answering questions and this makes her happy in the English classes. Majority of the students expressed that learning English makes them happy. This situation is approved by the study of Jackie Xiu Yan and Elaine Kolker Horwitz (2008). It was found that the teachers' character affect the classroom atmosphere. The students think that the teachers who are dynamic, lively and energetic affect the atmosphere in a positive way especially for oral activities. Also, they believe that humour in the classroom is necessary in order to provide a relaxed atmosphere. In addition to this, Palacios (1998) revealed that lack of teachers' support, personality of the teacher and lack of time for personal attention to the learner can cause anxiety for the learners. Oxford (1999) revealed that learning and teaching styles can cause language anxiety because learners' and their teachers' style should be compatible. The students in this study expressed that they like English lessons and they like the way their teachers teach. Learning new topics and understanding everything in the classroom, being able to talk in English in

the class, having enjoyable times in English lessons are the factors that motivate Dipkarpaz students. Some of the students expressed that their friends in the classroom are the reasons of their motivation. In other words, whenever their friends stay quiet, they expressed that they can listen to their teacher and can understand the topics. Also, asking and answering questions, learning new topics, singing songs, writing and talking in English, playing games, group works, learning new vocabularies are the activities that students like to do in English lessons.

## 5.6 Usage of English Outside the Classroom

Using English outside the classroom is beneficial in learning the language. The students in Dipkarpaz that use English outside the classroom expressed that they use English in communicating with tourists in the markets, in hotels, in the streets and sometimes they use English at home with their family members. They also expressed that they have foreign friends and they both use English and Turkish while communicating with each other. Also, some of them told that they use English in the internet.

## 5.7 The Language of Instruction in Foreign Language Classroom

The language of instruction in the classroom is very important in learning a foreign language. All of the primary school and secondary school students in Dipkarpaz told that their teachers use both Turkish and English in the classroom. While some of the students preferred both of the languages to be used in the lessons, some of them preferred either English or Turkish to be used. The people who preferred both of the languages think that they can learn more easily and understand everything in this way. On the other hand some people preferred either Turkish or English by saying that they can understand the language more easily.

## 5.8 Parental Involvement in Foreign Language Learning

The support of parents is crucial in language learning process. Parents should support their children's language learning process in a positive way. According to the results of this study, both primary and secondary school parents' involvement in their children's learning process is high as it was in the Judit Kormos, Kata Csizer's (2008) study. Also, both gender's parents in Dipkarpaz have high involvement in their children's learning process. As can be seen from the student responses, some of the parents don't know English but, in order to support their children's learning process, they buy books, CDs and dictionaries. Some of the family members in Dipkarpaz know English and when these students need help they try to answer their questions and talk with them in English. In the study of Jackie Xiu Yan and Elaine Kolker Horwitz (2008), it was found that parents have an active role in English language learning in Chinese society. They believe that it is necessary to be good at English in order to be successful in their society. Also, parents believe that their children should have certain learning strategies and even they don't know anything about English they continue to give advices to their children. One of the students blamed his parents for his level in English. Because, he thinks that, his parents should have realized the importance of English at his early ages.

## 5.9 Anxiety in Foreign Language Learning

Anxiety affects the learning process. Six individual difference variables of which are *attitude toward the learning situation, integrativeness, language anxiety, instrumental orientation, parental encouragement and motivation* were the focus of Gardner's (2007) study. In the study, negative correlation for anxiety in learning the language was found. That means learners who have low anxiety level have high grades in English. According to the results, both schools' children have moderate

level of anxiety in Dipkarpaz. Both girls and boys have moderate level of anxiety. Also, major of the students expressed that the reason of feeling anxious is their friends. The students told that, some students make noises during the lessons, and this demotivates them and they can't understand the topic. So, they feel anxious. Also, some of them expressed that, some of their friends disturb them in the classroom and laugh at them whenever they give incorrect answers and make fun of them. In addition, they told that they are afraid of giving incorrect answer to the teacher in oral communications in the classroom. In these situations, the students expressed that they feel unhappy. According to the findings of Horwitz et al. (1986), learners believe that speaking in the foreign language classroom is the most anxiety producing factor. Some of the students in Dipkarpaz told that there is nothing that makes them anxious during English classes and they told that they are happy in English lessons. So, majority of the learners expressed that they are not anxious in English lessons. Some of them expressed that they feel anxious whenever tourists and their teacher asks them questions that they don't know. One of the students expressed that she feels anxious when she can't pronounce new words correctly or she is afraid of learning new vocabularies incorrectly. Also, one of the students expressed that he feels unhappy when he can't learn a new topic. According to the results of Mirjam Hauck and Stella Hurd's (2005) study, 84% of the students expressed that anxiety has the cause and the major cause of the anxiety is speaking as Dipkarpaz students expressed. According to the findings of Mirjam Hauck and Stella Hurd's (2005), first three major causes of the anxiety are *freezing when called upon to speak, remembering vocabulary* and *worrying about the accent*. According to the results of Meihua Liu's (2006) study which was conducted in order to find out the anxiety level of the Chinese EFL students, it was found that students feel more

anxious when they talk in front of the whole class as Dipkarpaz students. Young (1994) and Palacios (1998) stated that spontaneous role playing, speaking to the whole class, oral presentations, being asked to write on the board can cause anxiety. Some of the students in Dipkarpaz told that the noise in the classroom, their classmates chat with each other and not listening to the teacher during the lessons make them feel uncomfortable. So, they get anxious because of their classmates. As it was found in the study of Williams and Andrade (2008), the students' language anxiety sources are their teachers and classmates. Also, they feel anxious when they can't give correct answers to the questions that teacher asks. One of the students expressed that he is anxious in English lessons because, he doesn't know the language as he knows his first language which is Turkish. Majority of the students expressed that there are some situations make them anxious. The reason of their anxiety is neither the English lesson nor their English teacher. Some of them told that when they forget to do their homework they feel upset and worried. On the other hand, one of the students told that the complex topics make them bored. As Masoud Hashemi's (2011) study revealed that the strict and formal classroom environment is one of the reasons of being anxious in English classes. In addition, fear of making mistakes, talking in front of the others, adopting or trying to achieve native like pronunciation are stated as the major factor that cause anxiety for these learners. In addition, the social distance between the teacher and students is the factor that affects their anxiety level. As a result, students in Dipkarpaz have the feeling of anxiety during English classes. As it was found in the study of Zafar Iqbal Khattak, Tanveer Jamshed, Ayaz Ahmad, and Mirza Naveed Baig (2011), strict and formal classroom environment can be one of the reasons for the students to become anxious. Majority of the students afraid of making mistakes in English class, afraid of going to be

called on in English class, feel embarrassed to answer questions in the English class, feel anxious although they are prepared for the class, feel nervous because of the correction of their mistakes by their teacher, and feel nervous to be asked to do an activity in English class.

# Chapter 6

# CONCLUSION

This chapter summarizes the findings and provides some implications and recommendations for further research. Also, it states some limitations of the current study.

## 6.1 Summary of the Study

This study showed that Dipkarpaz Primary School and Dipkarpaz Recep Tayyip Erdoğan Secondary School students are aware of the importance of English in their lives. According to the results, it was found that both primary and secondary school children are positive towards their teacher and the English course they take. In terms of gender, no difference was found between boys and girls in terms of their attitudes. Some of the participants expressed that that they like English lessons because of their teacher. They learn everything with the help of their teacher and they know that if they study hard, they can do everything. Also, they stated that they like their teacher, the style that she uses in teaching them new topics and they want to have more English lessons in the school. All of the students expressed their positive feelings about their English lessons by saying their English lessons are good, perfect, funny and enjoyable. And, they expressed that they feel themselves happy, good, free, calm and perfect in English lessons.

According to the findings, these students in Dipkarpaz are both instrumentally and integratively motivated. Job orientation has the major importance for the students

than further study orientations in learning English for instrumental reasons. Majority of the students stated that English will be useful in finding a good job and they want to learn English for their future career. Students also expressed that they want to learn English in order to communicate with native speakers/tourists, to speak with relatives who live in foreign countries, to play games with foreign friends, to have foreign friends, to communicate with foreigners in foreign countries, to visit foreign countries and to be able to speak English well.

In addition, it was found that both primary and secondary school students have high levels of motivation in learning English. Also, both genders have high levels of motivation in language learning. Their teachers are the reason of their happiness in the classroom. If the teachers ask questions related to the topic they have learned or about the text they read, they become happy. Also, their teachers' characters affect their motivation in the classroom. Majority of the students expressed that learning English makes them happy. Learning new topics and understanding everything in the classroom, being able to talk in English in the class, having enjoyable times in the English lessons are the factors that motivate them. They expressed that the behaviour of the teachers is positive to everyone. So, this makes them happy during English lessons. Talking in English with their teacher and the usage of appreciations affect students in a positively. Also, asking and answering questions, learning new topics, singing songs, writing and talking in English, playing games, group works, learning new vocabularies are the activities that students like to do in English lessons.

Using English outside the classroom is beneficial in learning the language. The students that use English outside the class expressed that they use English in communicating with tourists in the markets, in hotels, in the streets and sometimes

they use English at home with their family. They also expressed that they have foreign friends and they both use English and Turkish while communicating with each other. Also, some of them told that they use English in the internet.

Both primary school students and secondary school students told that their teacher uses both Turkish and English in the classroom. While some of the students preferred both of the languages to be used in the lessons, some of them preferred either English or Turkish to be used. The people who preferred both of the languages think that they can learn more easily and understand everything in this way. On the other hand, some people preferred either Turkish or English by saying that they can understand the language more easily.

Both primary and secondary school parents' involvement in their children's learning process is high. Also, both gender's parents have high involvement in their children's learning process. Some of the parents don't know English but in order to support their children's language learning, they buy books, CDs and dictionaries. Some of the family members in Dipkarpaz know English and when their children need help they try to answer their questions and talk with them in English.

In terms of anxiety level, both school's children have moderate level of anxiety. Both girls and boys have moderate level of anxiety. Majority of the students expressed that the reason of feeling anxious is their friends. The students told that, some students make noises during the lessons, and this demotivates them and they can't understand the topics. So, they feel anxious. And, they expressed that, some of their friends disturb them in the classroom and laugh at them whenever they give incorrect answers and make fun of them. Besides these, they are afraid of giving incorrect

answers to the teacher in the classroom while talking. In these situations, the students expressed that they feel unhappy. Majority of the learners expressed that they are not anxious in English lessons. One of the students expressed that she feels anxious when she can't pronounce new words correctly or she is afraid of learning new vocabularies incorrectly. Also, one of the students expressed that he feels unhappy when he can't learn a new topic. Majority of the students who expressed they feel anxious stated that they feel anxious in some situations. The reason of their anxiety is neither the English lesson nor their teacher. Some of them told that when they forget to do their homework they feel upset and worried. Some of them expressed that they are afraid of making mistakes in the classroom while talking or feel upset when they can't give answers to the asked questions. When mean scores of both schools were examined in order to say if there is any similarity or difference between the two schools, it can be said that there is not much difference between the two schools in terms of their anxiety levels. So, it can be concluded that there is no significant difference between the two schools in terms of their anxiety levels since their mean scores are relatively the same.

## 6.2 Limitations

The participants are only from one part of the country. They are living in Dipkarpaz and they all are Turkish people. They are coming from different parts of Turkey. So, it can be hard to generalize the results to the whole island as they were from Turkish background.

## 6.3 Implications for Practice

In learning languages, having positive attitudes, high level of motivation and low level of anxiety is crucial. The classroom atmosphere is very important. The teachers should try to create positive learning environment for their students. All the students

should have equal chances in speaking, they should respect each other in the classroom and every one's ideas should be seen valuable. These situations affect the students in a positive way. Also, whenever students make mistakes, it should be known by the students that making mistake is a normal behaviour and they will learn by doing mistakes. In addition, the teacher should encourage learners to set their own goals. They should be active in their own learning and set their own goals while they are studying. Besides these, pairwork and group work activities should be done in the classroom in order to provide friendly atmosphere and to make students feel part of a group. They will try to work both for themselves and for their group when these types of activities are done in the classroom. Also, instead of making students to have competitions in the classroom, the teachers should encourage their learners to help each other whenever they need help. Some students are afraid of talking in the classroom. These students should be encouraged to speak in front of the whole class and they should feel that their participation in the classroom is crucial for both their teacher and their friends.

Teachers should make learners to recognize what their fears about language learning are; to belong to the group; to write journals; to discuss about their beliefs about language learning in the classroom. Also, teachers should have the role of language teacher in a student-centered language environment; attend panels, seminars and conferences in order to learn new traditions in teaching languages as Horwitz et. al (1986) suggested. They should provide more positive, supportive, comfortable environment for the learners as Tanveer (2007) suggested. In addition to these, they should give positive feedback to students' works, play language games with the students and do more pair work and group work activities in the classroom.

## 6.4 Recommendations for Further Research

In language learning, motivation, attitude and anxiety are crucial factors. The researcher included these three important factors in her research and she tried to figure out the students' attitudes, motivational orientations, motivation levels and anxiety levels in learning English. The participants in this study are Turkish students and they come from different parts of Turkey. Their cultural background can be included in the further studies to see if culture has the effect in language learning.

Dipkarpaz is at the very east of Cyprus and Greek people and Turkish people are living in there. Also, in order to find out if there is any similarity or difference between these two cultures, Greek primary and Greek secondary schools could be included within one study.

This study can also be replicated in different parts of Cyprus and can be compared with the current study results in order to see the similarities and differences between different parts of Cyprus.

In addition, examination results of the students can be used in order to find out the relationship between students' grades and their motivation, attitude and anxiety levels.

Besides these, all four skills which are reading, writing, speaking and listening can be included in the study and students' attitudes towards different skills can be searched. In addition, their motivational levels and anxiety levels can be examined and searched if any difference occurs in their motivation levels and anxiety levels for specific skills.

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# APPENDICES

# APPENDIX A: Instruments

A Student Questionnaire

Dear Student,

I'm Master of Arts student in English Language Department in Eastern Mediterranean University. As part of my thesis, I should apply this questionnaire.

This questionnaire aims to find out your attitude, motivation and anxiety in learning English. The findings will only be used for an academic purpose and they will be kept in secure. Please answer the questionnaire sincerely.

Thank you for your help and participation.

Emine Uluçaylı                                   Asst. Prof. Dr. Naciye Kunt

M.A Student                                       Thesis Supervisor

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e-mail: emineulucayli@hotmail.com

****************************************************************

**Please put (x) or write information.**

**Age:**

**Sex:**          (   ) Female          (   ) Male

**School:**       (   ) Primary         (   ) Secondary

**School name:**

**Class:**

**Section I** *Motivation*

The purpose of this section is to examine your motivation in learning English. Please circle one of the numbers from 1 to 5 that best describes your situation.

1 = strongly disagree
2 = disagree
3 = undecided/not sure
4 = agree
5= strongly agree

| **ADAPTED AMTB ITEMS** | | | | | | |
|---|---|---|---|---|---|---|
| | **Statement** | | | | | |
| 1. | Learning English is really great. | **1** | **2** | **3** | **4** | **5** |
| 2. | My parents try to help me to learn English. | **1** | **2** | **3** | **4** | **5** |
| 3. | I look forward to going to class because my English teacher is so good. | **1** | **2** | **3** | **4** | **5** |
| 4. | I hate English. | **1** | **2** | **3** | **4** | **5** |
| 5. | Studying English is important because I will need it for my career. | **1** | **2** | **3** | **4** | **5** |
| 6. | My English class is really a waste of time. | **1** | **2** | **3** | **4** | **5** |
| 7. | I don't think my English teacher is very good. | **1** | **2** | **3** | **4** | **5** |
| 8. | My English teacher is better than any of my other teachers. | **1** | **2** | **3** | **4** | **5** |
| 9. | Studying English is important because it will allow me to meet and converse with more and varied people. | **1** | **2** | **3** | **4** | **5** |
| 10 | My parents feel that it is very important for me to learn English. | **1** | **2** | **3** | **4** | **5** |
| 11 | Studying English is important because it will make me more educated. | **1** | **2** | **3** | **4** | **5** |
| 12 | I really have no interest in English. | **1** | **2** | **3** | **4** | **5** |
| 13 | I think my English class is boring. | **1** | **2** | **3** | **4** | **5** |
| 14 | My English teacher has a dynamic and interesting teaching style. | **1** | **2** | **3** | **4** | **5** |

| 15 | I enjoy the activities of our English class much more than those of my other classes. | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|---|
| 16 | I wish I could have many native English speaking friends. | **1** | **2** | **3** | **4** | **5** |
| 17 | Native English speakers are very sociable and kind. | **1** | **2** | **3** | **4** | **5** |
| 18 | I put off my English homework as much as possible. | **1** | **2** | **3** | **4** | **5** |
| 19 | English is a very important part of the school programme. | **1** | **2** | **3** | **4** | **5** |
| 20 | My parents feel that I should continue studying English all through school. | **1** | **2** | **3** | **4** | **5** |
| 21 | My parents have stressed the importance English will have for me when I leave school. | **1** | **2** | **3** | **4** | **5** |
| 22 | My parents urge me to seek help from my teacher if I am having problems with my English. | **1** | **2** | **3** | **4** | **5** |
| 23 | I want to learn English so well that it will become natural to me. | **1** | **2** | **3** | **4** | **5** |
| 24 | When I have a problem understanding something in my English class, I always ask my teacher for help. | **1** | **2** | **3** | **4** | **5** |
| 25 | Studying English is important because it will be useful in getting a good job. | **1** | **2** | **3** | **4** | **5** |
| 26 | Studying English is important because it will enable me to better understand and appreciate the English way of life. | **1** | **2** | **3** | **4** | **5** |
| 27 | To be honest, I really have little interest in my English class. | **1** | **2** | **3** | **4** | **5** |
| 28 | My English teacher is a great source of inspiration to me. | **1** | **2** | **3** | **4** | **5** |
| 29 | If I planned to stay in another country, I would try to learn their language. | **1** | **2** | **3** | **4** | **5** |
| 30 | Learning English is a waste of time. | **1** | **2** | **3** | **4** | **5** |
| 31 | My parents are very interested in everything I do in my English class. | **1** | **2** | **3** | **4** | **5** |
| 32 | I would like to learn as much English as possible. | **1** | **2** | **3** | **4** | **5** |
| 33 | I really work hard to learn English. | **1** | **2** | **3** | **4** | **5** |

| 34 | Studying English is important because other people will respect me more if I know English. | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|---|
| 35 | I would like to know more native English speakers. | **1** | **2** | **3** | **4** | **5** |
| 36 | Studying English is important because I will be able to interact more easily with speakers of English. | **1** | **2** | **3** | **4** | **5** |
| 37 | I really like my English teacher. | **1** | **2** | **3** | **4** | **5** |
| 38 | I enjoy meeting people who speak English. | **1** | **2** | **3** | **4** | **5** |
| 39 | To be honest, I really have no desire to learn English. | **1** | **2** | **3** | **4** | **5** |
| 40 | My parents encourage me to practise my English as much as possible. | **1** | **2** | **3** | **4** | **5** |
| 41 | I love learning English. | **1** | **2** | **3** | **4** | **5** |
| 42 | When I am studying English, I ignore distractions and pay attention to my task. | **1** | **2** | **3** | **4** | **5** |
| 43 | The more I get to know native English speakers, the more I like them. | **1** | **2** | **3** | **4** | **5** |
| 44 | My parents think I should devote more time to studying English. | **1** | **2** | **3** | **4** | **5** |

**Section II** *English Classroom Anxiety Scale*

The purpose of this section is to examine English classroom anxiety in learning English. Please <u>circle </u>one of the numbers from 1 to 5 that best describes your situation.

1 = strongly disagree
2 = disagree
3 = undecided/not sure
4 = agree
5= strongly agree

| **FLCAS ITEMS** | | |
|---|---|---|
| | **Statement** | |
| 1. | I never feel quite sure of myself when I am speaking in my English class. | **1   2   3   4   5** |
| 2. | I tremble when I know that I'm going to be called on in English class. | **1   2   3   4   5** |
| 3. | It frightens me when I don't understand what the teacher is saying in English. | **1   2   3   4   5** |
| 4. | I keep thinking that the other students are better at English than I am. | **1   2   3   4   5** |
| 5. | In English class, I can get so nervous I forget things I know. | **1   2   3   4   5** |
| 6. | It embarrasses me to volunteer answers in my English class. | **1   2   3   4   5** |
| 7. | I get upset when I don't understand what the teacher is correcting. | **1   2   3   4   5** |
| 8. | Even if I am well prepared for English class, I feel anxious about it. | **1   2   3   4   5** |
| 9. | I feel confident when I speak in English class. | **1   2   3   4   5** |
| 10 | I can feel my heart pounding when I am going to be called on in English class. | **1   2   3   4   5** |
| 11 | I always feel that the other students speak English better than I do. | **1   2   3   4   5** |

| 12 | I get nervous and confused when I am speaking in my English class. | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|---|
| 13 | I get nervous when I don't understand every word the language teacher says. | **1** | **2** | **3** | **4** | **5** |
| 14 | I am afraid that the other students will laugh at me when I speak English. | **1** | **2** | **3** | **4** | **5** |
| 15 | I get nervous when English teacher asks questions I haven't prepared in advance. | **1** | **2** | **3** | **4** | **5** |

Questions: Please give your ideas for the following questions.

1. What else you would like to say about your English language learning experience?

2. Is there anything else that makes you happy during English lessons? If so, what are they?

3. Do you use English outside the classroom? If so, where and how would you use it?

4. Is there anything which bothers you inside and outside the English classroom? If so, what are they?

**Interview Questions:**

1. Do you want to learn English very well? If yes, why? What is/are your aim/aims in learning English? If no, why?

2. How do you describe your English lessons?

3. How do you feel in your English lessons?

4. Is there anything that bothers you during English lessons? Which activities bother you?

5. Which language does your teacher use during English lessons? How do you feel when he/she speaks English? How do you feel when he/she speaks Turkish?

6. How would you describe your desire to learn English?

7. What do your parents do in order to help you in learning English?

ÖĞRENCİ ANKETİ

Sevgili Öğrenci,

Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümünde yüksek lisans programı öğrencisiyim. Tez çalışmamın bir parçası olan bu anketi uygulamam gerekmektedir.

Bu anket, sizin İngilizce öğrenmeye yönelik motivasyonunuz, tutumunuz ve Ingilizce öğrenimindeki kaygınız hakkında bilgi toplamayı amaçlamaktadır. Elde edilen veriler yalnızca akademik amaçla kullanılacak ve kesinlikle gizli tutulacaktır. Lütfen anketi içtenlikle cevaplayınız.

Katılımınız ve yardmınız için teşekkür ederim.

Emine Uluçaylı (MA Öğrencisi)                 Asst. Prof. Dr. Naciye Kunt

Araştırmacı                                               Tez danışmanı

Tel: (0533) 863 34 55

e-mail: emineulucayli@hotmail.com

**********************************************************************

**Uygun kutuya (x) koyunuz veya yazınız.**

**Yaş:**

**Cinsiyet:**       (  ) Kız              (  ) Erkek

**Okul:**       (  ) İlkokul          (  )Ortaokul

**Okul ismi:**

**Sınıf:**

Bu bölümün amacı sizin İngilizce öğrenimindeki motivasyonuzu ölçmektir. 1den 5e kadar olan durumlardan size en uygun olanı <u>yuvarlak</u> içine alınız.

1 = kesinlikle katılmıyorum
2 = katılmıyorum
3 = kararsızım
4 = katılıyorum
5= kesinlikle katılıyorum

| ADAPTE EDİLMİŞ AMTB MADDELERİ | | | | | | |
|---|---|---|---|---|---|---|
| | **İfadeler** | | | | | |
| 1. | İngilizce öğrenmek çok önemlidir. | 1 | 2 | 3 | 4 | 5 |
| 2. | Ailem bana İngilizce öğrenmemde yardımcı olur. | 1 | 2 | 3 | 4 | 5 |
| 3. | İngilizce öğretmenim çok iyi olduğu için İngilizce derslerinin olmasını sabırsızlıkla beklerim. | 1 | 2 | 3 | 4 | 5 |
| 4. | İngilizceden nefret ederim. | 1 | 2 | 3 | 4 | 5 |
| 5. | İngilizce öğrenmek önemlidir çünkü ileride kariyerim için ona ihtiyacım olacaktır. | 1 | 2 | 3 | 4 | 5 |
| 6. | İngilizce derslerimiz kesinlikle bir zaman kaybıdır. | 1 | 2 | 3 | 4 | 5 |
| 7. | İngilizce öğretmenimin çok iyi olduğunu düşünmüyorum. | 1 | 2 | 3 | 4 | 5 |
| 8. | İngilizce öğretmenim diğer öğretmenlerimden daha iyidir. | 1 | 2 | 3 | 4 | 5 |
| 9. | Daha fazla ve farklı kişilerle tanışma ve sohbet etmeme imkan sağlayacaği için İngilizce öğrenmek önemlidir. | 1 | 2 | 3 | 4 | 5 |
| 10 | Ailem İngilizce öğrenmemin benim için önemli olduğunu düşünüyor. | 1 | 2 | 3 | 4 | 5 |
| 11 | Beni daha eğitimli yapacağı için İngilizce öğrenmem önemlidir. | 1 | 2 | 3 | 4 | 5 |
| 12 | İngilizceye karşı hiçbir ilgim yoktur. | 1 | 2 | 3 | 4 | 5 |
| 13 | İngilizce sınıfımın sıkıcı olduğunu düşünüyorum. | 1 | 2 | 3 | 4 | 5 |
| 14 | İngilizce öğretmenimin enerjik ve ilgi çekici bir eğitim tarzı vardır. | 1 | 2 | 3 | 4 | 5 |
| 15 | İngilizce derslerimizde yaptığımız etkinliklerde diğer derslerimde eğlendiğimden daha çok eğleniyorum. | 1 | 2 | 3 | 4 | 5 |
| 16 | Keşke daha fazla anadili İngilizce olan arkadaşım olsa. | 1 | 2 | 3 | 4 | 5 |
| 17 | Ana dili İngilizce olan kişiler çok arkadaş canlısı ve kibardır. | 1 | 2 | 3 | 4 | 5 |
| 18 | İngilizce ödevlerimi yapmayı mümkün olduğunca ertelerim. | 1 | 2 | 3 | 4 | 5 |
| 19 | İngilizce dersi eğitim programımızın çok önemli bir parçasıdır. | 1 | 2 | 3 | 4 | 5 |
| 20 | Ailem İngilizce öğrenimimin tüm okul yaşamım boyunca devam etmesi gerektiğini düşünüyor. | 1 | 2 | 3 | 4 | 5 |
| 21 | Ailem okul hayatım bittikten sonra İngilizcenin benim için cok önemli olacağını vurgular. | 1 | 2 | 3 | 4 | 5 |

| 22 | Ailem İngilizce öğrenirken problem yaşarsam öğretmenimden yardım istemem gerektiğini bana söyler. | 1 | 2 | 3 | 4 | 5 |
|----|--------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 23 | İngilizceyi o kadar iyi öğrenmek istiyorum ki bana doğal gelsin. | 1 | 2 | 3 | 4 | 5 |
| 24 | İngilizce dersimde anlamadığım birşeyler olduğunda herzaman öğretmenimden yardım isterim. | 1 | 2 | 3 | 4 | 5 |
| 25 | İleride iyi bir işe sahip olmak için İngilizce öğrenmek önemlidir. | 1 | 2 | 3 | 4 | 5 |
| 26 | İngiliz yaşam tarzını taktir etmem ve daha iyi anlayabilmem için İngilizce öğrenmek önemlidir. | 1 | 2 | 3 | 4 | 5 |
| 27 | Dürüst olmam gerekirse, İngilizce dersime karşı ilgim çok azdır. | 1 | 2 | 3 | 4 | 5 |
| 28 | İngilizce öğretmenim benim için büyük bir ilham kaynağıdır. | 1 | 2 | 3 | 4 | 5 |
| 29 | Başka bir ülkede kalmayı planlarsam onların dilini öğrenmeye çalışırım. | 1 | 2 | 3 | 4 | 5 |
| 30 | İngilizce öğrenmek bir zaman kaybıdır. | 1 | 2 | 3 | 4 | 5 |
| 31 | Ailem İngilizce sınıfımda yaptığımız herşeyle yakından ilgilenir. | 1 | 2 | 3 | 4 | 5 |
| 32 | Mümkün olduğu kadar fazla İngilizce öğrenmek istiyorum. | 1 | 2 | 3 | 4 | 5 |
| 33 | İngilizce öğrenmek için gerçekten çok çalışıyorum. | 1 | 2 | 3 | 4 | 5 |
| 34 | İngilizce bilirsem insanlar bana daha çok saygı duyacağı için İngilizce öğrenmem önemlidir. | 1 | 2 | 3 | 4 | 5 |
| 35 | Anadili İngilizce olan daha fazla kişi tanımak istiyorum. | 1 | 2 | 3 | 4 | 5 |
| 36 | İngilizce konuşanlarla daha kolay iletişim kurabilmem için İngilizce öğrenmem önemlidir. | 1 | 2 | 3 | 4 | 5 |
| 37 | İngilizce öğretmenimi gerçekten seviyorum. | 1 | 2 | 3 | 4 | 5 |
| 38 | İngilizce konuşan insanlarla tanışmak hoşuma gider. | 1 | 2 | 3 | 4 | 5 |
| 39 | Dürüst olmam gerekirse, İngilizce öğrenmeye hiç istekli değilim. | 1 | 2 | 3 | 4 | 5 |
| 40 | Ailem mümkün olduğunca fazla İngilizce konuşmam için beni teşvik eder. | 1 | 2 | 3 | 4 | 5 |
| 41 | İngilizce öğrenmeyi seviyorum. | 1 | 2 | 3 | 4 | 5 |
| 42 | İngilizce çalışırken dikkatimi dağıtacak şeylerden uzak durup dersimle ilgilenirim. | 1 | 2 | 3 | 4 | 5 |
| 43 | Anadili İngilizce olan kişileri tanıdıkça onları daha çok seviyorum. | 1 | 2 | 3 | 4 | 5 |
| 44 | Ailem İngilizce öğrenmeye daha fazla zaman ayırmam gerektiğini düşünüyor. | 1 | 2 | 3 | 4 | 5 |

**Bölüm II** *Sınıf Kaygı Ölçeği*

Bu bölümün amacı sizin İngilizce öğrenimindeki sınıf kaygınızı ölçmektir. 1den 5e kadar olan durumlardan size en uygun olanı <u>yuvarlak</u> içine alınız.

1 = kesinlikle katılmıyorum
2 = katılmıyorum
3 = kararsızım
4 = katılıyorum
5= kesinlikle katılıyorum

| Adapte edilmiş FLCAS Maddeleri | | | | | | |
|---|---|---|---|---|---|---|
| | **İfadeler** | | | | | |
| 1. | İngilizce dersimde konuşurken kendimden hiçbirzaman emin olamıyorum. | **1** | **2** | **3** | **4** | **5** |
| 2. | İngilizce dersinde ismimin çağırılacağını bilmek beni tedirgin eder. | **1** | **2** | **3** | **4** | **5** |
| 3. | İngilizce dersinde İngilizce öğretmenimin söylediklerini anlamamak beni korkutur. | **1** | **2** | **3** | **4** | **5** |
| 4. | Sınıf arkadaşlarımın İngilizcede benden daha iyi olduklarını sürekli düşünüyorum. | **1** | **2** | **3** | **4** | **5** |
| 5. | İngilizce dersinde bildiğim şeyleri unutmak canımı sıkar. | **1** | **2** | **3** | **4** | **5** |
| 6. | Sınıfta gönüllü olarak sorulara cevap vermekten utanırım. | **1** | **2** | **3** | **4** | **5** |
| 7. | İngilizce öğretmenimin sınıfta duzelttiği hatayı anlamamak beni üzer. | **1** | **2** | **3** | **4** | **5** |
| 8. | İngilizce dersime ne kadar fazla hazırlansamda yine ders sırasında kaygılanırım. | **1** | **2** | **3** | **4** | **5** |
| 9. | Sınıfta İngilizce konuşurken kendimi rahat hissederim. | **1** | **2** | **3** | **4** | **5** |
| 10 | İngilizce dersinde ismimin öğretmen tarafından söylenmesi kalbimin hızlı bir şekilde çarpmasına neden olur. | **1** | **2** | **3** | **4** | **5** |
| 11 | Sınıf arkadaşlarımın benden daha iyi İngilizce konuştuklarını herzaman düşünürüm. | **1** | **2** | **3** | **4** | **5** |
| 12 | İngilizce dersinde konuşurken kendimi gergin ve aklı karışık hissederim. | **1** | **2** | **3** | **4** | **5** |
| 13 | İngilizce öğretmenimin söylediklerini anlayamadığım zaman kendimi kötü hissederim. | **1** | **2** | **3** | **4** | **5** |
| 14 | İngilizce konuşurken sınıf arkadaşlarımın bana gülmesinden çekinirim. | **1** | **2** | **3** | **4** | **5** |
| 15 | İngilizce öğretmenimin hazırlıklı olmadığım soruları bana sorması beni tedirgin eder. | **1** | **2** | **3** | **4** | **5** |

Sorular: Lütfen aşağıdaki sorularla ilgili düşüncelerinizi belirtiniz.

1. İngilizce öğrenirken edindiğiniz tecrübe hakkında eklemek istediğiniz birşeyler var mı?

2. Sizi sınıfta İngilizce dersi yaparken mutlu eden şeyler var mı? Varsa nelerdir?

3. Sınıf dışında İngilizce kullandığınız ortamlar var mı? Varsa nelerdir?

4. Sizi İngilizce ile ilgili sınıf içinde ve dışında huzursuz eden şeyler var mı? Varsa nelerdir?

**Röportaj Soruları:**

1. İngilizceyi çok iyi bir şekilde öğrenmek istiyor musunuz? Evet ise; "Neden?, İngilizce öğrenmekteki amacınız/amaçlarınız nedir?  Hayır ise; "Neden?

2. İngilizce dersinizi nasıl buluyorsunuz?

3. İngilizce dersinde kendinizi nasıl hissedersiniz ?

4. İngilizce dersinde size huzursuz eden seyler oluyor mu? Sınıfta yapılan hangi etkinlikler sırasında huzursuz oluyorsunuz?

5. Derste öğretmeniniz hangi dili konuşuyor? İngilizce konuştuğu zamanlArda, kendinizi nasıl hissedersiniz? Türkçe konuştuğu zamanlArda, kendinizi nasıl hissedersiniz?

6. Ingilizce öğrenmeye yönelik isteğinizi nasıl tStudent 8 edersiniz?

7. Ailenizin İngilizceyi öğrenebilmeniz için size ne gibi yardımı olur?

# APPENDIX B: Letter to the Minister of Education

Milli Eğitim Bakanlığına,

13/2/2012

Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü yüksek lisans programı öğrencisi olarak tez çalışması yapmaktayım. Asst. Prof. Dr. Naciye Kunt yönetiminde yapmakta olduğum tez çalışmamın gereği olarak Dipkarpaz İlkokulu ve Dipkarpaz Recep Tayyip Erdoğan Ortaokulu'nda ekte örneği verilen anketi ve röportaj sorularını uygulamak istiyorum. Anket öğrencilerin İngilizce öğrenmeye yönelik tutum, motivasyon ve kaygılarını tespit etmek üzere hazırlanmış ve tamamlanması 35-40 dakika sürmektedir.

Ekteki anketi Şubat sonrası ,okulların açılımıyla, ismi verilen okullArda uygulayabilmem için gerekli izin ve onayın verilmesi hususunda gereğini bilgilerinize arz ederim.

Emine Uluçaylı

Adres:

Şehit Rahme Cemal Sokak No. 9

Kuzucuk, İskele

Tel: 0533 863 3455

e-mail: emineulucayli@hotmail.com

Ek: Anket ve röportaj

# APPENDIX C: Letters from the Minister of Education

KUZEY KIBRIS TÜRK CUMHURIYETI
MİLLİ EĞİTİM GENÇLİK VE SPOR BAKANLIĞI
İLKÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı: İÖD.0.00-35/2012/1B

Lefkoşa, 20 Şubat 2012

Sn. Emine ULUÇAYLI
Şht. Mehmet Rahme Cemal Sokak No:9
Kuzucuk-İskele

"İngilizce Öğrenmeye Yönelik Öğrencilerin Tutum, Motivasyon ve Kaygıları" konulu anketin soruları Talim ve Terbiye Dairesi Müdürlüğü tarafından incelenmiş ve Müdürlüğümüze bağlı **Dipkarpaz İlkokulu öğrencilerine** uygulanmasında bir sakınca görülmemiştir.

Anketi uygulamadan önce okul müdürlükleri ile temas kurulması ve uygulama tamamlandıktan sonra da anket sonuçlarının Müdürlüğümüze ve Talim Terbiye Dairesi Müdürlüğüne iletilmesi hususunda bilgilerinizi saygı ile rica ederim.

M. Bumin PAŞA
Müdür

/ AA

Tel     (90) (392) 228 3136 - 228 6893
Fax     (90) (392) 228 7158
E-mail  meb@mebnet.net

Lefkoşa-KKTC

**KUZEY KIBRIS TÜRK CUMHURİYETİ**
**MİLLİ EĞİTİM GENÇLİK VE SPOR BAKANLIĞI**
**GENEL ORTA ÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ**

Sayı: GOÖ.0.00.35-A/11/12-487                                          17.02.2012

Sayın Emine Uluçaylı
Doğu Akdeniz Üniversitesi
Gazimağusa.

İlgi: 13.02.2012 tarihli başvurunuz.

Talim ve Terbiye Dairesi Müdürlüğü'nün TTD.0.00.03-12-12/118 sayı ve 17.02.2012 tarihli yazısı uyarınca ilgi başvurunuz incelenmiş olup müdürlüğümüze bağlı *Dipkarpaz Recep Tayyip Erdoğan Ortaokulu'nda* öğrenim gören tüm öğrencilere yönelik hazırlanan "İngilizce Öğrenmeye Yönelik Öğrencilerin Tutum, Motivasyon ve Kaygıları" konulu anket sorularının uygulanması müdürlüğümüzce uygun görülmüştür.

Ancak anketi uygulamadan önce anketin uygulanacağı okulun bağlı bulunduğu Müdürlükle istişarede bulunulup, anketin ne zaman uygulanacağı birlikte saptanmalıdır.

Anketi uyguladıktan sonra sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne ulaştırılması gerekmektedir.

Bilgilerinize saygı ile rica ederim.

**Mehmet S. Kortay**
**Müdür**

EU/PC

| | | |
|---|---|---|
| Tel | (90) (392) 228 3136 – 228 8187 | |
| Fax | (90) (392) 227 8639 | |
| E-mail | meb@mebnet.net | Lefkoşa-KIBRIS |

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# APPENDIX D: Interview Sample

Name:  Student 6

Age: 11

Sex:  Male

School: Dipkarpaz Primary School

Clas: 5A

1. Do you want to learn English very well?  If yes, why? What is/are your aim/aims in learning English? If no, why?

   *Yes. In other countries they speak English. I want to communicate with them in English when I go to their countries. We have got a shop here. Tourists come and I speak with them. I tell prices. I want to be a television announcer and I should learn English.*

2. How do you describe your English lessons?

   *Very good.*

3. How do you feel in your English lessons?

   *I feel good.*

4. Is there anything that bothers you during English lessons? Which activities bother you?

   *When there is complex topic, I got bored. If I don't give correct answer to my teacher in the classroom, I feel anxious.*

5. Which language does your teacher use during English lessons? How do you feel when he/she speaks English? How do you feel when he/she speaks Turkish?

   *Both of them. I prefer Turkish because we understand easily.*

6. How would you describe your desire to learn English?

*I want to travel foreign countries when I get older. I will work in the foreign countries and I should learn English.*

7. What do your parents do in order to help you in learning English?

*My father's English is very good. My mother helps me sometimes. Also, my brother knows English. He helps me.*

# APPENDIX E: Frequency Tables

**Frequency of age**

|  | Frequency | Percent % |
|---|---|---|
| 10 | 32 | 19.8 |
| 11 | 27 | 16.7 |
| 12 | 27 | 16.7 |
| 13 | 36 | 22.2 |
| 14 | 40 | 24.7 |
| Total | 162 | 100.0 |

**Frequency of gender**

|  | Frequency | Percent % |
|---|---|---|
| Female | 77 | 47.5 |
| Male | 85 | 52.5 |
| Total | 162 | 100.0 |

**Frequency of school type**

|  | Frequency | Percent% |
|---|---|---|
| Primary School | 59 | 36.4 |
| Secondary School | 103 | 63.6 |
| Total | 162 | 100.0 |

**Frequency of class**

|  | Frequency | Percent % |
|---|---|---|
| 4A | 17 | 10.5 |
| 4B | 15 | 9.3 |
| 5A | 13 | 8.0 |
| 5B | 14 | 8.6 |
| 6A | 16 | 9.9 |
| 6B | 11 | 6.8 |
| 7A | 19 | 11.7 |
| 7B | 17 | 10.5 |
| 8A | 20 | 12.3 |
| 8B | 20 | 12.3 |
| Total | 162 | 100.0 |

**Frequency of the items of adapted Attitude Motivation Test Battery Scale**

**Frequency of item 1:** Learning English is really great.

|  | Frequency | Percent% |
|---|---|---|
| Strongly Disagree | 2 | 1.2 |
| Disagree | 3 | 1.9 |
| Undecided | 4 | 2.5 |
| Agree | 61 | 37.7 |
| Strongly Agree | 92 | 56.8 |
| Total | 162 | 100.0 |

**Frequency of item 2:** My parents try to help me to learn English.

|  | Frequency | Percent% |
|---|---|---|
| Strongly Disagree | 2 | 1.2 |
| Disagree | 23 | 14.2 |
| Undecided | 29 | 17.9 |
| Agree | 58 | 35.8 |
| Strongly Agree | 50 | 30.9 |
| Total | 162 | 100.0 |

**Frequency of item 3:** I look forward to going to class because my English teacher is so good.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 11 | 6.8 |
| Disagree | 11 | 6.8 |
| Undecided | 34 | 21.0 |
| Agree | 37 | 22.8 |
| Strongly Agree | 69 | 42.6 |
| Total | 162 | 100.0 |

**Frequency of item 4:** I hate English.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 7 | 4.3 |
| Disagree | 12 | 7.4 |
| Undecided | 20 | 12.3 |
| Agree | 26 | 16.0 |
| Strongly Agree | 97 | 59.9 |
| Total | 162 | 100.0 |

**Frequency of item 5:** Studying English is important because I will need it for my career.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 3 | 1.9 |
| Disagree | 5 | 3.1 |
| Undecided | 7 | 4.3 |
| Agree | 44 | 27.2 |
| Strongly Agree | 103 | 63.6 |
| Total | 162 | 100.0 |

**Frequency of item 6:** My English class is really a waste of time.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 15 | 9.3 |
| Disagree | 10 | 6.2 |
| Undecided | 15 | 9.3 |
| Agree | 25 | 15.4 |
| Strongly Agree | 97 | 59.9 |
| Total | 162 | 100.0 |

**Frequency of item 7:** I don't think my English teacher is very good.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 60 | 37.0 |
| Disagree | 31 | 19.1 |
| Undecided | 13 | 8.0 |
| Agree | 13 | 8.0 |
| Strongly Agree | 45 | 27.8 |
| Total | 162 | 100.0 |

**Frequency of item 8:** My English teacher is better than any of my other teachers.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 19 | 11.7 |
| Disagree | 17 | 10.5 |
| Undecided | 61 | 37.7 |
| Agree | 25 | 15.4 |
| Strongly Agree | 40 | 24.7 |
| Total | 162 | 100.0 |

**Frequency of item 9:** Studying English is important because it will allow me to meet and converse with more and varied people.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 4 | 2.5 |
| Disagree | 6 | 3.7 |
| Undecided | 18 | 11.1 |
| Agree | 49 | 30.2 |
| Strongly Agree | 85 | 52.5 |
| Total | 162 | 100.0 |

**Frequency of item 10:** My parents feel that it is very important for me to learn English.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 6 | 3.7 |
| Disagree | 6 | 3.7 |
| Undecided | 16 | 9.9 |
| Agree | 55 | 34.0 |
| Strongly Agree | 79 | 48.8 |
| Total | 162 | 100.0 |

**Frequency of item 11:** Studying English is important because it will make me more educated.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 4 | 2.5 |
| Disagree | 4 | 2.5 |
| Undecided | 14 | 8.6 |
| Agree | 45 | 27.8 |
| Strongly Agree | 95 | 58.6 |
| Total | 162 | 100.0 |

**Frequency of item 12:** I really have no interest in English.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 6 | 3.7 |
| Disagree | 3 | 1.9 |
| Undecided | 22 | 13.6 |
| Agree | 31 | 19.1 |
| Strongly Agree | 100 | 61.7 |
| Total | 162 | 100.0 |

**Frequency of item 13:** I think my English class is boring.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 13 | 8.0 |
| Disagree | 10 | 6.2 |
| Undecided | 32 | 19.8 |
| Agree | 19 | 11.7 |
| Strongly Agree | 88 | 54.3 |
| Total | 162 | 100.0 |

**Frequency of item 14:** My English teacher has a dynamic and interesting teaching style.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 17 | 10.5 |
| Disagree | 17 | 10.5 |
| Undecided | 38 | 23.5 |
| Agree | 30 | 18.5 |
| Strongly Agree | 60 | 37.0 |
| Total | 162 | 100.0 |

**Frequency of item 15:** I enjoy the activities of our English class much more than those of my other classes.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 20 | 12.3 |
| Disagree | 16 | 9.9 |
| Undecided | 38 | 23.5 |
| Agree | 37 | 22.8 |
| Strongly Agree | 51 | 31.5 |
| Total | 162 | 100.0 |

**Frequency of item 16:** I wish I could have many native English speaking friends.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 10 | 6.2 |
| Disagree | 17 | 10.5 |
| Undecided | 36 | 22.2 |
| Agree | 46 | 28.4 |
| Strongly Agree | 53 | 32.7 |
| Total | 162 | 100.0 |

**Frequency of item 17:** Native English speakers are very sociable and kind.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 21 | 13.0 |
| Disagree | 19 | 11.7 |
| Undecided | 46 | 28.4 |
| Agree | 40 | 24.7 |
| Strongly Agree | 36 | 22.2 |
| Total | 162 | 100.0 |

**Frequency of item 18:** I put off my English homework as much as possible.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 12 | 7.4 |
| Disagree | 13 | 8.0 |
| Undecided | 21 | 13.0 |
| Agree | 32 | 19.8 |
| Strongly Agree | 84 | 51.9 |
| Total | 162 | 100.0 |

**Frequency of item 19:** English is a very important part of the school programme.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 8 | 4.9 |
| Disagree | 7 | 4.3 |
| Undecided | 21 | 13.0 |
| Agree | 45 | 27.8 |
| Strongly Agree | 81 | 50.0 |
| Total | 162 | 100.0 |

**Frequency of item 20:** My parents feel that I should continue studying English all through school.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 5 | 3.1 |
| Disagree | 6 | 3.7 |
| Undecided | 27 | 16.7 |
| Agree | 46 | 28.4 |
| Strongly Agree | 78 | 48.1 |
| Total | 162 | 100.0 |

**Frequency of item 21:** My parents have stressed the importance English will have for me when I leave school.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 9 | 5.6 |
| Disagree | 6 | 3.7 |
| Undecided | 24 | 14.8 |
| Agree | 49 | 30.2 |
| Strongly Agree | 74 | 45.7 |
| Total | 162 | 100.0 |

**Frequency of item 22:** My parents urge me to seek help from my teacher if I am having problems with my English.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 6 | 3.7 |
| Disagree | 6 | 3.7 |
| Undecided | 19 | 11.7 |
| Agree | 47 | 29.0 |
| Strongly Agree | 84 | 51.9 |
| Total | 162 | 100.0 |

**Frequency of item 23:** I want to learn English so well that it will become natural to me.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 8 | 4.9 |
| Disagree | 7 | 4.3 |
| Undecided | 21 | 13.0 |
| Agree | 38 | 23.5 |
| Strongly Agree | 88 | 54.3 |
| Total | 162 | 100.0 |

**Frequency of item 24:** When I have a problem understanding something in my English class, I always ask my teacher for help.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 4 | 2.5 |
| Disagree | 7 | 4.3 |
| Undecided | 19 | 11.7 |
| Agree | 38 | 23.5 |
| Strongly Agree | 94 | 58.0 |
| Total | 162 | 100.0 |

**Frequency of item 25:** Studying English is important because it will be useful in getting a good job.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 7 | 4.3 |
| Disagree | 5 | 3.1 |
| Undecided | 9 | 5.6 |
| Agree | 49 | 30.2 |
| Strongly Agree | 92 | 56.8 |
| Total | 162 | 100.0 |

**Frequency of item 26:** Studying English is important because it will enable me to better understand and appreciate the English way of life.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 8 | 4.9 |
| Disagree | 9 | 5.6 |
| Undecided | 24 | 14.8 |
| Agree | 47 | 29.0 |
| Strongly Agree | 74 | 45.7 |
| Total | 162 | 100.0 |

**Frequency of item 27:** To be honest, I really have little interest in my English class.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 20 | 12.3 |
| Disagree | 13 | 8.0 |
| Undecided | 22 | 13.6 |
| Agree | 35 | 21.6 |
| Strongly Agree | 72 | 44.4 |
| Total | 162 | 100.0 |

**Frequency of item 28:** My English teacher is a great source of inspiration to me.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 14 | 8.6 |
| Disagree | 12 | 7.4 |
| Undecided | 30 | 18.5 |
| Agree | 47 | 29.0 |
| Strongly Agree | 59 | 36.4 |
| Total | 162 | 100.0 |

**Frequency of item 29:** If I planned to stay in another country, I would try to learn their language.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 6 | 3.7 |
| Disagree | 11 | 6.8 |
| Undecided | 17 | 10.5 |
| Agree | 48 | 29.6 |
| Strongly Agree | 80 | 49.4 |
| Total | 162 | 100.0 |

**Frequency of item 30:** Learning English is a waste of time.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 10 | 6.2 |
| Disagree | 18 | 11.1 |
| Undecided | 20 | 12.3 |
| Agree | 26 | 16.0 |
| Strongly Agree | 88 | 54.3 |
| Total | 162 | 100.0 |

**Frequency of item 31:** My parents are very interested in everything I do in my English class.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 14 | 8.6 |
| Disagree | 20 | 12.3 |
| Undecided | 34 | 21.0 |
| Agree | 48 | 29.6 |
| Strongly Agree | 46 | 28.4 |
| Total | 162 | 100.0 |

**Frequency of item 32:** I would like to learn as much English as possible.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 11 | 6.8 |
| Disagree | 6 | 3.7 |
| Undecided | 15 | 9.3 |
| Agree | 45 | 27.8 |
| Strongly Agree | 85 | 52.5 |
| Total | 162 | 100.0 |

**Frequency of item 33:** I really work hard to learn English.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 5 | 3.1 |
| Disagree | 12 | 7.4 |
| Undecided | 25 | 15.4 |
| Agree | 51 | 31.5 |
| Strongly Agree | 69 | 42.6 |
| Total | 162 | 100.0 |

**Frequency of item 34:** Studying English is important because other people will respect me more if I know English.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 25 | 15.4 |
| Disagree | 15 | 9.3 |
| Undecided | 44 | 27.2 |
| Agree | 33 | 20.4 |
| Strongly Agree | 45 | 27.8 |
| Total | 162 | 100.0 |

**Frequency of item 35:** I would like to know more native English speakers.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 15 | 9.3 |
| Disagree | 12 | 7.4 |
| Undecided | 26 | 16.0 |
| Agree | 52 | 32.1 |
| Strongly Agree | 57 | 35.2 |
| Total | 162 | 100.0 |

**Frequency of item 36:** Studying English is important because I will be able to interact more easily with speakers of English.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 6 | 3.7 |
| Disagree | 6 | 3.7 |
| Undecided | 11 | 6.8 |
| Agree | 43 | 26.5 |
| Strongly Agree | 96 | 59.3 |
| Total | 162 | 100.0 |

**Frequency of item 37:** I really like my English teacher.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 9 | 5.6 |
| Disagree | 9 | 5.6 |
| Undecided | 11 | 6.8 |
| Agree | 40 | 24.7 |
| Strongly Agree | 93 | 57.4 |
| Total | 162 | 100.0 |

**Frequency of item 38:** I enjoy meeting people who speak English.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 6 | 3.7 |
| Disagree | 9 | 5.6 |
| Undecided | 24 | 14.8 |
| Agree | 53 | 32.7 |
| Strongly Agree | 70 | 43.2 |
| Total | 162 | 100.0 |

**Frequency of item 39:** To be honest, I really have no desire to learn English.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 8 | 4.9 |
| Disagree | 9 | 5.6 |
| Undecided | 26 | 16.0 |
| Agree | 24 | 14.8 |
| Strongly Agree | 95 | 58.6 |
| Total | 162 | 100.0 |

**Frequency of item 40:** My parents encourage me to practise my English as much as possible.

|  | Frequency | Percent % |
| --- | --- | --- |
| Strongly Disagree | 8 | 4.9 |
| Disagree | 23 | 14.2 |
| Undecided | 37 | 22.8 |
| Agree | 47 | 29.0 |
| Strongly Agree | 47 | 29.0 |
| Total | 162 | 100.0 |

**Frequency of item 41:** I love learning English.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 9 | 5.6 |
| Disagree | 4 | 2.5 |
| Undecided | 14 | 8.6 |
| Agree | 36 | 22.2 |
| Strongly Agree | 99 | 61.1 |
| Total | 162 | 100.0 |

**Frequency of item 42:** When I am studying English, I ignore distractions and pay attention to my task.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 10 | 6.2 |
| Disagree | 6 | 3.7 |
| Undecided | 27 | 16.7 |
| Agree | 44 | 27.2 |
| Strongly Agree | 75 | 46.3 |
| Total | 162 | 100.0 |

**Frequency of item 43:** The more I get to know native English speakers, the more I like them.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 16 | 9.9 |
| Disagree | 11 | 6.8 |
| Undecided | 39 | 24.1 |
| Agree | 40 | 24.7 |
| Strongly Agree | 56 | 34.6 |
| Total | 162 | 100.0 |

**Frequency of item 44:** My parents think I should devote more time to studying English.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 14 | 8.6 |
| Disagree | 11 | 6.8 |
| Undecided | 47 | 29.0 |
| Agree | 47 | 29.0 |
| Strongly Agree | 43 | 26.5 |
| Total | 162 | 100.0 |

**Frequency of the items of adapted Foreign Language Classroom Anxiety Scale**

**Frequency of item 1:** I never feel quite sure of myself when I am speaking in my English class.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 39 | 24.1 |
| Disagree | 19 | 11.7 |
| Undecided | 51 | 31.5 |
| Agree | 30 | 18.5 |
| Strongly Agree | 23 | 14.2 |
| Total | 162 | 100.0 |

**Frequency of item 2:** I tremble when I know that I'm going to be called on in English class.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 44 | 27.2 |
| Disagree | 35 | 21.6 |
| Undecided | 36 | 22.2 |
| Agree | 24 | 14.8 |
| Strongly Agree | 23 | 14.2 |
| Total | 162 | 100.0 |

**Frequency of item 3:** It frightens me when I don't understand what the teacher is saying in English.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 48 | 29.6 |
| Disagree | 23 | 14.2 |
| Undecided | 33 | 20.4 |
| Agree | 28 | 17.3 |
| Strongly Agree | 30 | 18.5 |
| Total | 162 | 100.0 |

**Frequency of item 4:** I keep thinking that the other students are better at English than I am.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 44 | 27.2 |
| Disagree | 28 | 17.3 |
| Undecided | 35 | 21.6 |
| Agree | 26 | 16.0 |
| Strongly Agree | 29 | 17.9 |
| Total | 162 | 100.0 |

**Frequency of item 5:** In English class, I can get so nervous I forget things I know.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 24 | 14.8 |
| Disagree | 17 | 10.5 |
| Undecided | 26 | 16.0 |
| Agree | 38 | 23.5 |
| Strongly Agree | 57 | 35.2 |
| Total | 162 | 100.0 |

**Frequency of item 6:** It embarrasses me to volunteer answers in my English class.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 57 | 35.2 |
| Disagree | 30 | 18.5 |
| Undecided | 38 | 23.5 |
| Agree | 21 | 13.0 |
| Strongly Agree | 16 | 9.9 |
| Total | 162 | 100.0 |

**Frequency of item 7:** I get upset when I don't understand what the teacher is correcting.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 35 | 21.6 |
| Disagree | 15 | 9.3 |
| Undecided | 46 | 28.4 |
| Agree | 35 | 21.6 |
| Strongly Agree | 31 | 19.1 |
| Total | 162 | 100.0 |

**Frequency of item 8:** Even if I am well prepared for English class, I feel anxious about it.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 33 | 20.4 |
| Disagree | 26 | 16.0 |
| Undecided | 50 | 30.9 |
| Agree | 26 | 16.0 |
| Strongly Agree | 27 | 16.7 |
| Total | 162 | 100.0 |

**Frequency of item 9:** I feel confident when I speak in English class.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 55 | 34.0 |
| Disagree | 42 | 25.9 |
| Undecided | 38 | 23.5 |
| Agree | 11 | 6.8 |
| Strongly Agree | 16 | 9.9 |
| Total | 162 | 100.0 |

**Frequency of item 10:** I can feel my heart pounding when I am going to be called on in English class.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 37 | 22.8 |
| Disagree | 19 | 11.7 |
| Undecided | 46 | 28.4 |
| Agree | 27 | 16.7 |
| Strongly Agree | 33 | 20.4 |
| Total | 162 | 100.0 |

**Frequency of item 11:** I always feel that the other students speak English better than I do.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 40 | 24.7 |
| Disagree | 40 | 24.7 |
| Undecided | 32 | 19.8 |
| Agree | 21 | 13.0 |
| Strongly Agree | 29 | 17.9 |
| Total | 162 | 100.0 |

**Frequency of item 12:** I get nervous and confused when I am speaking in my English class.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 42 | 25.9 |
| Disagree | 31 | 19.1 |
| Undecided | 44 | 27.2 |
| Agree | 28 | 17.3 |
| Strongly Agree | 17 | 10.5 |
| Total | 162 | 100.0 |

**Frequency of item 13:** I get nervous when I don't understand every word the language teacher says.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 28 | 17.3 |
| Disagree | 24 | 14.8 |
| Undecided | 30 | 18.5 |
| Agree | 40 | 24.7 |
| Strongly Agree | 40 | 24.7 |
| Total | 162 | 100.0 |

**Frequency of item 14:** I am afraid that the other students will laugh at me when I speak English.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 39 | 24.1 |
| Disagree | 21 | 13.0 |
| Undecided | 31 | 19.1 |
| Agree | 32 | 19.8 |
| Strongly Agree | 39 | 24.1 |
| Total | 162 | 100.0 |

**Frequency of item 15:** I get nervous when English teacher asks questions I haven't prepared in advance.

|  | Frequency | Percent % |
|---|---|---|
| Strongly Disagree | 26 | 16.0 |
| Disagree | 20 | 12.3 |
| Undecided | 44 | 27.2 |
| Agree | 32 | 19.8 |
| Strongly Agree | 40 | 24.7 |
| Total | 162 | 100.0 |

# APPENDIX F1: Summary of the key data from interviews of primary school students

| THEMES | ENGLISH LANGUAGE LEARNING | Key Words: |
|---|---|---|
| 1. Motivation | a. Learning English for instrumental reasons<br>   i.  further study orientations | • studying in a foreign country |
| |    ii.  future job orientation | • future job requires English<br>• job examinations<br>• to have a good job |
| | b. Learning English for integrative reasons | • desire to communicate with native speakers/tourists<br>• desire to speak with relatives who live in foreign countries<br>• desire to play games with foreign friends<br>• desire to have foreign friends<br>• desire to communicate with foreigners in foreign countries<br>• desire to visit foreign countries<br>• desire to speak English well |
| | c. Interest/joy | • English lessons are good/perfect/funny<br>• Feeling happy/good/perfect in English lessons<br>• Teacher is good<br>• Speaking in English<br>• Desire to learn all English words<br>• Reading books/texts in English<br>• Studying lessons<br>• Learning new things |
| | d. Parental | • Parents help in unknown words |

| | | involvement | • Parents don't know English. <br> • They buy books, dictionary, CD <br> • Family helps in learning English <br> • Learning by oneself is better. |
|---|---|---|---|
| 2. Anxiety | a. Class anxiety | | • Forgetting homework <br> • Noise |
| | b. English language use anxiety | | • Making mistakes <br> • Giving incorrect answers |
| | c. Why anxious/ not anxious | | • Complex topics <br> • Don't feel anxiety <br> • Can't give answers to the questions |
| 3. Position of English | a. Globalization and its relation to English | | • English is the language of the world |
| 4. Usage of L1 and L2 in classroom | a. Used language in the classroom | | • Both Turkish and English |
| | b. Preferred language | | • Both of them <br><br> • English <br><br> • Turkish |

# APPENDIX F2: Summary of the key data from interviews of secondary school students

| THEMES | ENGLISH LANGUAGE LEARNING | Key Words: |
|---|---|---|
| 1. Motivation | a. Learning English for instrumental reasons<br><br>i.   further study orientations | • studying in a foreign country |
| | ii.   future job orientation | • future job requires English<br>• to have a good job |
| | b. Learning English for integrative reasons | • desire to communicate with native speakers/tourists<br>• Desire to speak English<br>• desire to communicate with foreigners in foreign countries<br>• desire to visit foreign countries |
| | c. Interest/joy | • English lessons are good / nice / pleasurable/ educative<br>• Feel happy / successful / good / comfortable / calm / nice / excited / free in English lessons<br>• Love talking in English |
| | d. External influences | • Parents help in unknown words<br>• Parents don't know English.<br>• They buy books, dictionary, CD<br>• Family helps in learning English |
| 2. Anxiety | a. Class anxiety | • Noise |
| | b. English language use anxiety | • Forgetting learned things |
| | c. Why anxious/ not | • Don't feel anxiety<br>• Complex topics |

| | | | anxious | • Vocabulary |
|---|---|---|---|---|
| 3. | Position of English | a. | Globalization and its relation to English | • English is the language of the world |
| 4. | Usage of L1 and L2 in classroom | a. | Used language in the classroom | • Both Turkish and English |
| | | b. | Preferred language | • Both of them<br><br>• English<br><br>• Turkish |

# APPENDIX G: Subcategories of adapted AMTB and FLCAS

**Adapted AMTB**

**ATTITUDES TOWARD THE LEARNING SITUATION**

**A. Evaluation of the language instructor**

3. I look forward to going to class because my English teacher is so good.

7. I don't think my English teacher is very good.

8. My English teacher is better than any of my other teachers.

14. My English teacher has a dynamic and interesting teaching style.

28. My English teacher is a great source of inspiration to me.

37. I really like my English teacher.

**B. Evaluation of the language course**

6. My English class is really a waste of time.

13. I think my English class is boring.

15. I enjoy the activities of our English class much more than those of my other classes.

27. To be honest, I really have little interest in my English class.

**INTEGRATIVENESS**

**A. Integrative orientation**

9. Studying English is important because it will allow me to meet and converse with more and varied people.

26. Studying English is important because it will enable me to better understand and appreciate the English way of life.

36. Studying English is important because I will be able to interact more easily with speakers of English.

**B. Interest in English**

12. I really have no interest in English.

29. If I planned to stay in another country, I would try to learn their language.

38. I enjoy meeting people who speak English.


**C. Attitudes toward English speaking people**

16. I wish I could have many native English speaking friends.

17. Native English speakers are very sociable and kind.

35. I would like to know more native English speakers.

43. The more I get to know native English speakers, the more I like them.


**INSTRUMENTALITY**

**A. Instrumental orientation**

5. Studying English is important because I will need it for my career.

11. Studying English is important because it will make me more educated.

25. Studying English is important because it will be useful in getting a good job.

34. Studying English is important because other people will respect me more if I know English.


**MOTIVATION**

**A. Motivation intensity**

18. I put off my English homework as much as possible.

24. When I have a problem understanding something in my English class, I always ask my teacher for help.

33. I really work hard to learn English.

42. When I am studying English, I ignore distractions and pay attention to my task.

**B. Desire to learn English**

23. I want to learn English so well that it will become natural to me.

32. I would like to learn as much English as possible.

39. To be honest, I really have no desire to learn English.

**C. Attitudes toward learning English**

1. Learning English is really great.

4. I hate English.

19. English is a very important part of the school programme.

30. Learning English is a waste of time.

41. I love learning English.

**PARENTAL INFLUENCE**

2. My parents try to help me to learn English.

10. My parents feel that it is very important for me to learn English.

20. My parents feel that I should continue studying English all through school.

21. My parents have stressed the importance English will have for me when I leave school.

22. My parents urge me to seek help from my teacher if I am having problems with my English.

31. My parents are very interested in everything I do in my English class.

40. My parents encourage me to practise my English as much as possible.

44. My parents think I should devote more time to studying English.

**Adapted FLCAS**

**CLASS ANXIETY**

2. I tremble when I know that I'm going to be called on in English class.

3. It frightens me when I don't understand what the teacher is saying in English.

5. In English class, I can get so nervous I forget things I know.

7. I get upset when I don't understand what the teacher is correcting.

8. Even if I am well prepared for English class, I feel anxious about it.

10. I can feel my heart pounding when I am going to be called on in English class.

13. I get nervous when I don't understand every word the language teacher says.

15. I get nervous when English teacher asks questions I haven't prepared in advance.

**LANGUAGE USE ANXIETY**

1. I never feel quite sure of myself when I am speaking in my English class.

4. I keep thinking that the other students are better at English than I am.

6. It embarrasses me to volunteer answers in my English class.

9. I feel confident when I speak in English class.

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

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

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