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THE RELATIONSHIP BETWEEN ENGLISH PREPARATORY SCHOOL
STUDENTS' ANXIETY AND MOTIVATION IN TÜRKİYE

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This thesis is dedicated to my dear mother and my husband for their endless
love and support.



The Relationship Between English Preparatory School Students' Anxiety and
Motivation in Türkiye

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Zeynep Bayazit

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April 2025

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum & Instruction.

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ABSTRACT

The Relationship Between English Preparatory School Students' Anxiety and Motivation in Türkiye

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The present study aims to comprehend the relationship between English preparatory school students' anxiety and motivation. In order to achieve this aim, this quantitative study will first examine the correlation between foreign language anxiety (FLA) and motivation of English preparatory students. Then, it will explore to what extent FLA can predict students' intrinsic and extrinsic motivation when controlling for gender, university type (foundation/state), and students' enrollment reason (by choice/compulsory) to preparatory schools. To be able to widen the scope of comprehension of the predictive roles, intrinsic and extrinsic motivation of students will also be tested as predictors of FLA with the same controlling variables. The sample consists of 136 Turkish students. Two surveys were used: the Turkish translation of *Foreign Language Classroom Anxiety Scale* (Gürsu, 2011) and the *Motivation Scale for Learning English* (Aktaş & Gündoğdu, 2018). Scale results showed .938 and .848 Cronbach's Alpha results, respectively. The present study first presents the frequencies according to the surveys' answers. Then, through Spearman correlation, it was found that there is a negative and significant ($p < .001$) correlation between anxiety and motivation (-.386). In addition, through multiple regression tests, the predictive roles of the factors were tested. According to the results, regardless of the controlling variable, intrinsic motivation showed a significant inverse predictor role for predicting FLA ($p < .001$). The same applied for FLA's prediction of intrinsic motivation ($p < .001$). The present study concluded that there is a significant negative relationship between English preparatory school students' anxiety and motivation.

Keywords: anxiety, motivation, foreign language anxiety, intrinsic motivation, extrinsic motivation.

ÖZET

Türkiye’deki İngilizce Hazırlık Öğrencilerinin Kaygı ve Motivasyonları Arasındaki
İlişkisi

Zeynep Bayazit

Eğitim Programları ve Öğretim Yüksek Lisans Programı

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Bu çalışmanın amacı, İngilizce hazırlık okulu öğrencilerinin kaygıları ile motivasyonu arasındaki ilişkiyi anlamaktır. Bu nicel çalışmada önce İngilizce hazırlık sınıfı öğrencilerinin yabancı dil kaygısı ve motivasyonları arasındaki korelasyon incelenecektir. Daha sonra, cinsiyet, üniversite türü (vakıf/devlet) ve öğrencilerin hazırlık okullarına kayıt nedenleri (isteğe bağlı/zorunlu) kontrol edildiğinde kaygının öğrencilerin içsel ve dışsal motivasyonlarını ne ölçüde yordayabildiği araştırılacaktır. Yordayıcı rollerin anlaşılmasının kapsamını genişletebilmek için öğrencilerin içsel ve dışsal motivasyonları da aynı kontrol edici değişkenlerle kaygının yordayıcıları olarak test edilecektir. Örneklem, 136 Türk öğrenciden oluşmaktadır. İki anket kullanılmıştır: Yabancı Dil Sınıfı Kaygı Ölçeği’nin Türkçe çevirisi (Gürsu, 2011) ve İngilizce Öğrenme Motivasyonu Ölçeği (Aktaş & Gündoğdu, 2018). Ölçek sonuçları sırasıyla .938 ve .848 Cronbach Alpha sonuçlarına sahiptir. Bu çalışma ilk olarak anket cevaplarına göre frekansları sunmaktadır. Daha sonra Spearman korelasyonu ile kaygı ve motivasyon arasında negatif ve anlamlı ($p < .001$) bir korelasyon olduğu bulunmuştur (-.386). Ayrıca, çoklu regresyon testleri aracılığıyla faktörlerin tahmin edici rolleri test edildi. Sonuçlara göre, kontrol değişkeni fark etmeksizin, içsel motivasyon kaygıyı tahmin etmek için önemli bir ters tahmin edici rol gösterdi ($p < .001$). Aynısı kaygının içsel motivasyonu tahmin etmesi için de geçerliydi ($p < .001$). Bu çalışmada İngilizce hazırlık okulu öğrencilerinin kaygıları ile motivasyonları arasında anlamlı ve negatif bir ilişki olduğu sonucuna varılmıştır.

Anahtar kelimeler: kaygı, motivasyon, yabancı dil öğrenme kaygısı, içsel motivasyon, dışsal motivasyon.

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TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZET.....	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	ix
LIST OF FIGURES.....	x
CHAPTER 1: INTRODUCTION	1
Introduction	1
Background	2
Anxiety.....	4
Motivation.....	7
Problem	9
Purpose.....	11
Research Questions	13
Significance.....	13
Definition of Key Terms	14
CHAPTER 2: REVIEW OF RELATED LITERATURE.....	15
Introduction	15
Anxiety and Foreign Languages	17
Motivation and Foreign Languages	27

Anxiety and Motivation's Correlation in FL/SL Setting	37
Predictive Roles of Anxiety and Motivation in FLL	43
Conclusion.....	48
CHAPTER 3: METHODOLOGY	50
Introduction.....	50
Research Questions	51
Research Design.....	51
Context	52
Participants.....	54
Instrumentation	55
Method of Data Collection.....	57
Methods of Data Analysis.....	58
CHAPTER 4: RESULTS	62
Introduction	62
Motivation.....	63
Anxiety.....	70
Anxiety and Motivation	75
The Relationship of Anxiety and Motivation through all Survey Items.....	78
Intrinsic Motivation by FLA when Controlling for Gender, University Type and Enrollment Reason	85

FLA by Intrinsic and Extrinsic Motivation when Controlling for Gender, University Type, and Enrollment Reason	89
Conclusion.....	92
CHAPTER 5: DISCUSSION	96
Introduction.....	96
Overview of the Study	96
Discussion of Major Findings	98
Implications for Practice	107
Implications for Further Research.....	113
Limitations	114
Conclusion.....	115
REFERENCES.....	118
Appendix A	134
Appendix B	136
Appendix C	137

LIST OF TABLES

Table	Page
1 Summary of Some of the Previous Studies about the Relationship of Motivation and Anxiety	38
2 University Type Distribution	55
3 Exploratory Factor Analysis for the Motivation Scale Items with 4 Factors Explained by Rotated Component Matrix ^a	58
4 Exploratory Factor Analysis for the Motivation Scale Items with 2 Factors Explained by Rotated Component Matrix ^a	60
5 Motivation Scale's Answer Frequency	64
6 Motivation Scale's Answer Frequency Summary by the Independent Variables	65
7 FLCAS Answer Frequency	70
8 Anxiety Scale's Answer Frequency Summary by the Independent Variables	72
9 The Significant Motivation Scale Items for the Relationship Between Anxiety and Motivation	78
10 The Significant Anxiety Scale Items for the Relationship Between Anxiety and Motivation	80
11 Correlation of Items Related to Students' Previous Learning Experiences in Both Scales	82

LIST OF FIGURES

Figure		Page
1	Model for Decreasing FLA	21



CHAPTER 1: INTRODUCTION

Introduction

The influence of anxiety and motivation on foreign language learners has interested researchers for years. The effects of these psychological factors on learners, including their learning processes, performances, and behaviors, have been studied extensively (Dewaele, 2011; Horwitz, 2001; Kasap & Power, 2019; Menggo, 2018). As both anxiety and motivation influence how learners act (Mowrer, 1939), it should not be a surprise that these two psychological factors can also influence each other (Liu et al., 2023). Moreover, this correlation might have other arguments such as the possibility to predict each other.

The research area regarding this mutual influence is limited but has been increasing in recent years. Researchers found significant correlations between these factors (Luo et al., 2020; Quintos, 2021). The results varied, the relationship was found both in a significant positive way (Quintos, 2021) and in a significant negative way (Samad et al., 2023). It also differed under different motivation types. For instance, Luo et al., (2020) found a relationship between anxiety and both extrinsic motivation and demotivation. Extrinsic motivation is a type of motivation that is driven by an external force. (Keaney & Mundia, 2014). While Samad et al., (2023) found a significant negative relationship between anxiety and both intrinsic motivation and amotivation. Intrinsic motivation is a type of motivation which is driven by individual's interest and willingness (Mahadi & Jafari, 2012).

While there have been some investigations on the correlation between anxiety and motivation, their correlation has rarely been conducted in Turkish settings. Moreover, this possible correlation could lead to reveal predictive roles; motivation

of the foreign language (FL) students might be predicted by foreign language anxiety (FLA) or FLA might be predicted by motivation. Even though there have been some studies around predictive roles (Liu & Cheng, 2014), most of the studies examined this with a third variable; academic achievement/performance and used it as the dependent variable (Alrabai, 2022; Neff, 2007; Wu et al., 2022). Therefore, the prediction among these psychological factors has not been examined as much as their roles to predict performance. In addition, the predictive roles of the factors among each other also have a limited research area in Turkish settings.

The aim of this study is to conduct further investigations about both the correlation between anxiety and motivation and the predictive roles of these psychological factors among each other under a sample of English preparatory students at selected institutions in Türkiye.

Background

Osterhout et al., (2004) stated that, "...language comprehension is clearly a function of the human brain" (p. 271). Therefore, just like acquiring our mother tongue (L1), second language (L2/SL) acquisition or foreign language learning (FLL) also starts in the brain. Shütze (2017) assumes that learning a FL is challenging, and being successful at it depends on *cognitive load*, which is '...what our brain can handle at a time' (p. 9). He continues by explaining that to be able to communicate in a FL, recalling words from our memory is crucial and to be able to learn a FL, learners should acquire a wide range of vocabulary and the grammar rules of the target language and store the learned information with all the coding in learner's long-term memory. According to Shütze, this can be accomplished through repetition of what was learned. This method has been observed in education, cognitive psychology, and neuroscience.

Even though the acquiring or learning process starts with cognitive comprehension, it continues with the affective environment when the learning is in a classroom. Leventhal and Scherer's (1987) neurological research discovered that cognition and emotions are highly interrelated. Another neurobiological study by Schumann (1994) shows that to be able to acquire full knowledge of a targeted language, there are two essential points: the learner should be motivated, and the learner should have the ability to acquire the grammatical knowledge of the language. With this conclusion, he states that *affect* is part of cognition. Schumann explains the reason for this relationship through the influence of affect on cognition; when the affective environment is positive with minimum stress, the brain engages with the given input at a maximum capacity. This interaction can be deeply exemplified with Krashen's (1982) Affective Filter Hypothesis. He stated that the acquisition process of a SL is highly related with affective factors such as motivation, anxiety, and self-confidence. He asserted that there is an invisible filter in the learners' brain. This filter can be seen as a barrier. When the anxiety of a student is high, with direct proportion, the filter is also high and prevents the learner from having an effective language learning.

When the anxiety level is low, conversely the filter is seen low as well which will lead to effective learning because the learner can focus on the class without the fear of embarrassment or anxiousness, and with high motivation and confidence. Therefore, the comprehensible input would not crash into the barrier and the learner can comprehend the input with the maximum engagement. Given this awareness of the cognition and emotional environment in language learning, it follows that FLL is a complex journey, and a combination of at least these two elements should be

considered to understand how it occurs: cognitive comprehension (Osterhout et al., 2004) and affective environment (Arnold & Brown, 2018).

Ross (2015) asserts how both motivation and anxiety factors affect FLL has received dramatic attention throughout years, starting with Gardner and Lambert (1959, as cited in Ross, 2015). The research history on the field has the focus on FLL (Gardner & Lambert, 1959) and Second Language Acquisition (SLA; MacIntyre, 2012) which are basically referring to the language that is not one's mother tongue but starts to learn or acquire it. Arnold and Brown (2018) explored the affective factors' influence on language learning. They found that emotions have an impact on SLA and FLL processes.

As for deeper insight into the affective factors that influence the foreign language learning process, along with factors such as self-confidence (Arnold & Brown, 2018) and teacher confirmation (Arnold, 2009), many researchers focused mainly on anxiety (Horwitz, 2001; Horwitz & Yan, 2008; Jee, 2016; Kasap & Power, 2019; Suciati, 2020) or motivation (Kong, 2009; Malloy et al., 2013; Menggo, 2018; Pitcher et al., 2007; Saranraj & Shahila, 2016). As the studies show that these two factors' impact is too influential to be overlooked, factors were also studied together about how they affect foreign language learning (Dewaele, 2011; Garrett & Young, 2009).

As a result, to achieve an effective language learning process, learner should be cognitively competent and affectively comfortable. This research will focus on the affect side of FLL through anxiety and motivation.

Anxiety

What is anxiety? It can be defined in various ways. According to Tyrer (1999), "Anxiety is clearly a state of mood or emotion of which an excess is

unpleasant” (p. 5), or it is “...an unpleasant emotional reaction to real or imagined dangers that is accompanied by autonomic discharge and subjectively experienced as "tension," "fright," or "nervousness"” (Spielberger, 1972, p. 13). Moreover, Schlenker and Leary (1982) defined the term as a cognitive-affective response which appears physiologically and psychologically. Lastly, Spielberger’s (1972) another definition of anxiety is, “an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the automatic nervous system” (p. 482). With the formal descriptions and general knowledge of the term, it is certainly a discomfort.

The overall definition of anxiety can be understood through these quotes however, as Pitsavos et al., (2006) mentioned, “Anxiety is a complex feeling of uneasiness, fear and worry...” (p. 320) which makes it hard to define. Its complexity might be coming from its different forms and how it occurs, as it is not just psychological but also physiological and behavioral experience (Noyes, 1998). So, to be able to comprehend both the discomfort and also the place it has in language learning fully, these definitions may not be enough.

Therefore, one may start from the very beginning, the etymology of it. The word has Greek and Latin roots and is derived from the Indo-Germanic word ‘angh’, this word covers two different forms of anxiety: “constriction” and “longer-lasting distress” (Tyrer, 1999, p. 3). This means that, there are at least two different forms of anxiety, it can be a situation based, temporary unease or a discomfort that is felt in a much longer period of time, which could be in relation with one’s characteristic. Even though other languages, such as French and Spanish, have different words (that refer to one of the two forms of anxiety) to use in relevant situations, English only uses ‘anxiety’ which leads to confusion at times (Tyrer, 1999). As Zeidner and

Matthews (2010) mentioned, early studies on the field had a perception where anxiety is a “unified concept” (p. 4) which means that anxiety’s power on humans were accepted and studied widely-however, the concept (anxiety) itself did not have the same awareness and it was accepted as a one kind, one directional feeling which has one negative meaning. This meant that anxiety itself (with its directions, variations etc.) did not have the attention but the concept of it had (with a one directional perspective).

This perception did not stay for too long, the reconstruction was made with the arise of new components and much more older ones’ late recognitions, which are still inspiring and fundamental for further research and categorizing anxiety. One of them is how Spielberger (1983) differentiated the two forms of anxiety that mentioned above (situation based/ temporary and discomfort that lasts longer) with labeling them state anxiety (temporary unease) and trait anxiety (discomfort) through his State-Trait Anxiety Inventory (STAI) (1972) and State-Trait Anxiety Inventory for Adults (STAI-AD) (1983). After comprehending the basic foundations of anxiety one can look at how it occurs on foreign language environment.

Anxiety in language learning, has a crucial place and slightly different explanation. MacIntyre and Gardner (1994) defined FLA and Second Language Anxiety as the tension, worry, and the uneasiness that learners feel in foreign or second language learning environments and contexts. The importance of anxiety in language classes has been observed and reported by researchers (Alsowat, 2016; Tran & Moni, 2015). Kasap and Power (2019) for instance, after interviewing FL teachers and anxious students, they found that anxiety has a negative impact on students’ class participation, group work, and pair work progress.

Similarly, Suciati (2020) found that students are negatively influenced by language anxiety during their foreign language speaking classes, after conducting a case study in Kudus. He also showed that this speaking anxiety was affected by cognitive, affective, and performance factors. In addition, after investigating the previous literature about language anxiety and combining them with her own previous studies, Horwitz (2001) suggested that language anxiety and achievement, and language anxiety and performance are correlated. In both cases, anxiety has a negative influence. Therefore, it is a general view that anxiety often influences language learners negatively. However, some studies resulted that high achieving students were experiencing high levels of anxiety, which can be seen as an example of the positively driven effect of anxiety (Onwuegbuzie et al., 1999).

Motivation

What is motivation? “Motivation refers to reasons that underlie behavior that is characterized by willingness and volition” (Lai, 2011, p. 2). According to Dhiman (2017), motivation is defined as the internal process of a person which leads one to his/her aim. The word motivation derives from the word *movere* which means ‘to move’ in Latin (Ushioda, 2008). Therefore, it would be safe to assert that “... motivation concerns what moves a person to make certain choices, to engage in action, and to persist in action” (Ushioda, 2008, p. 19).

Motivation as a concept cannot be limited to one area of life, its scope can vary from learning to personality, or to social behavior and it is one of the most researched phenomena in psychology (Stellar, 1994). According to Heine (2007), one cannot comprehend motivation only by the biological or formal descriptions. He asserts that cultural context affects motivation and expands his idea with this example; all humans, regardless of their cultures, most probably want to (therefore

have the motivation to) have things such as “...access to nice material rewards, having stimulating relationships, and earning the respect of peers” (p. 714). However, “...the ways that people get access to material awards, the kinds of relationships that they might find stimulating, and the ways they secure the respect of their peers are not identical across all context” because different cultural backgrounds create different value, belief and expectation fundamentals on people. (Heine, 2007, p. 714).

On the other hand, according to Heckhausen and Heckhausen (2018), motivation to achieve a particular target depends and on situational incentives and personal preferences. Therefore, as the expectations, motives, beliefs, and the kinds of motivations differ, one cannot assume such psychological factors as one applies all. After this definition and overview on motivation, examining the factor in the language learning environment is crucial for this study.

As for the perspective of motivation in an educational context, Gardner (2007) believes that in order to be a motivated learner, there should be a purpose, a goal which the learner wishes to achieve. Studies showed that there is a relationship between student motivation and language learning process. For instance, after investigating motivation in depth, Kong (2009) stated that motivation is *fatally important* in English language learning. She further argues that the ways and solutions to have motivated students in English language classrooms are more important than only being aware of the crucial role of motivation in learning. According to the author, teachers should inform students why the class is valuable and useful for them to raise interest and motivation.

Furthermore, after finding out a significant correlation between learners' ability to speak and English learning motivation from his questionnaire, Menggo

(2018) emphasized “... motivation is a psychology factor that significantly contributes toward students’ speaking performance” (p.73). Similarly, Saranraj and Shahila (2016) also asserted that “Motivation plays a significant role in successful second language learning, particularly in a classroom” (p. 7). As a result, the psychological factor, motivation, is seen as an important factor that affects language learning and the influences it provides can be negative or positive.

Both of these factors (anxiety and motivation) have interested researchers to investigate the relationships between them and their influences on SLA/FLL, generally separately. As both have impacts on the learning process, and their influences can be negative or positive according to the levels and types of both motivation and anxiety, the factors may also influence each other. This influence might lead into discovering predictive roles as well which would lead a deeper understanding on the matter of this correlation.

Problem

Researchers have mentioned the importance of *affect* in language learning classrooms. This affect includes psychological factors such as anxiety (Dewaele, 2011; Kasap & Power, 2019) and motivation (Horwitz, 2011; Suciati, 2020). Even though authors found solid relationships between the factors and how they can dominate a learner’s FLL process and achievement, Dewaele (2011) states that these psychological factors do not get the attention and consideration they deserve. Although this need continues to be an interesting topic for researchers, there is a shortcoming in the research area both about the correlation between anxiety and motivation in FL context, and about the predictive roles of the factors among each other.

Even though this relationship has started to get attention in recent years (Luo et al., 2020; Welesilassie & Nikolov, 2022), the research area is still limited (Quintos, 2021). Especially in Turkish context, there is a gap in the field of this correlation in FL context. Most of the time the studies that involve these psychological factors were usually related to either just anxiety and achievement (Dewaele, 2011; Horwitz, 2002; Kasap & Power, 2019; Teimouri et al, 2019) or to just motivation and achievement (Horwitz, 2011; Malloy et al, 2013; Menggo, 2018). When both of these factors are involved, usually, there were also other secondary factors as self-confidence (Samad et al., 2023).

Both the shortcoming in Turkish settings and the approach of involving the achievement variable into the research area are not limited to the correlation of the two (anxiety and motivation) but also to predictive roles of them. This leads to investigations that examine these factors' roles on predicting students' achievement and not the roles of predicting one of the factors with the other (Alrabai, 2022; Wu et al., 2022). Even though the bigger picture is about increasing the achievement, the factors' effect on students and their achievements are too influential, which arise the need of understanding their interplay rather than re-proving their influence on performance. This investigation could cause deeper understandings of the factors.

Therefore, too often the studies that investigate anxiety and motivation's effect on FLL, overlook the correlation and the predictive roles between the factors. Rather than repeating studies to reiterate that students are affected, there needs to be more understanding of the relationship in order to deeply comprehend their roles on FL students.

In the limited research area of this correlation (anxiety and motivation), the earlier studies did not have unified results (Luo et al., 2020) while the current studies

(Liu et al., 2023; Samad et al., 2023) indicate that there is a significant correlation between the factors. Moreover, the predictive roles of the factors also showed different results. These inconsistent results can be addressed by further examining the correlation between anxiety and motivation and the predictive roles of them.

Therefore, more research is needed that considers the relationship between anxiety and motivation in the FL context. Although, the relationship cannot be identified easily, testing their correlations and predictive roles could be a starting point. Also, it is possible this relationship might have unexpected outcomes, where students might be motivated by anxiety rather than negatively compromised as expected or it can be the contrast.

Purpose

In literature, the relationship between English preparatory school students' (or FL students in general) anxiety and motivation was not examined in-depth, especially in Turkish context. However, numerous studies expressed both factors' strong influences on FL students' learning and achievement. As in literature it was accepted that these psychological factors affect students' FLL process and achievement, the present quantitative study aims to both examine the relationship between English preparatory school students' anxiety and motivation and to contribute to the limited research area.

English preparatory school students were chosen primarily because when they are studying in preparatory schools, they are only responsible of their English classes, which could lead to gathering more accurate data about their motivation and anxiety towards learning English. In addition, they are enrolled to different departments which allows the data to be more diverse. In order to address English preparatory school students' anxiety and motivation, the data was collected with two

online surveys. One tested English preparatory school students' motivation towards learning English while one tested their FLA. Both surveys were designed in Likert-scale type.

To address the relationship, first, the correlation between English preparatory school students' anxiety and motivation was examined. To better understand the correlation, gender, university type, and enrollment reason variables were also examined under this correlation. Then, to what extent the selected motivation types (intrinsic and extrinsic) predict FLA and to what extent FLA predicts the motivation types were examined. Within these examinations, the independent variables (gender, university type, and enrollment reason) were controlling variables. Therefore, to examine the relationship, correlation and multiple regression tests were conducted in the present study and a correlational design was followed.

In short, the present study aims to examine the relationship between English preparatory school students' anxiety and motivation. There are different ways to examine two factors' relationship. In the present study, the factors' correlations and predictive roles were examined to understand the relationship. Along with the selected ways, the present study has four aims. The first one is exploring the correlation between anxiety and motivation of English preparatory school students. The second and third aims are related to factors' predictive roles on each other. The second aim is examining to what extent FLA predicts intrinsic and extrinsic motivation when controlling for gender, university type, and enrollment reason. To better understand the predictive roles, the third aim changes the independent and dependent roles and aims to examine to what extent intrinsic and extrinsic motivation predict FLA with the same controlling variables. The last aim is to contribute to the limited research area, especially in the Turkish context.

Research Questions

The purposes of this study will be addressed by answering the following research questions:

1. What is the correlation between anxiety and motivation of English preparatory school students in Türkiye?
2. To what extent does FLA predict English preparatory school students' intrinsic and extrinsic motivation when controlling for each of the following variables:
 - a) gender
 - b) university type
 - c) enrollment reason
- 3- To what extent do intrinsic motivation and extrinsic motivation predict English preparatory school students' FLA when controlling for each of the following variables:
 - a) gender
 - b) university type
 - c) enrollment reason

Significance

In line with the research objectives, as the research area is limited (especially in Türkiye), the main importance of the present research is providing further comprehension of anxiety and motivation's relationship in FL context by examining their correlations and predictive roles. Apart from the general perspective, the present study also examines the correlations and the predictive roles with certain independent variables: gender, university type, and enrollment reason. Therefore, if a significant correlation or a predictor is found under these variables, the findings will

be more specific for further research. Moreover, as intrinsic and extrinsic motivation are examined separately with FLA, if there is a difference according to the motivation types, it would be reported-which is also significant for both further investigations and comprehending the relationship.

Definition of Key Terms

Anxiety: “An unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the automatic nervous system” (Spielberger, 1972, p. 482).

Motivation: The internal process of a person which lead one to his/her aim (Dhiman, 2017).

Foreign Language Anxiety (FLA): A specific anxiety that refers to the nervousness that a learner experiences while learning a foreign language (Horwitz et al., 1986).

Intrinsic Motivation: It is a type of motivation that shows that the student wants to learn because the desire comes from within (Deci et al., 1991).

Extrinsic Motivation: It is a type of motivation that shows that the learner learns the topic because of an external aim, such as rewards (Mahadi & Jafari, 2012).

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

The elephant in the room is a phrase that is used when a group of people are discussing an issue but avoid talking about the obvious problem. Prior (2019) mentions how this phrase can be used to explain the lack of research and academic discussions of emotion on L2 learning studies. He states that a new researcher who is interested in studying either emotion or affect in language learning will find that other researchers prefer to discuss cognitive aspects of the brain and overlooking or misrepresenting the role of emotions. Fortunately, although Prior points out that historically emotions are the elephant in the room of language research, he points out there has been an “affective turn” in recent language learning research and emotions are getting harder to ignore (p. 516).

When pigs fly is a phrase that is used to suggest to something that will never happen (Dewaele, 2019). Dewaele (2019) is also aware of both the “applied linguists’ reluctance to engage with emotion” for decades and the newly arrived *affective turn* (p. 533). He prefers to combine both phrases (when pigs fly and elephant in the room) to describe the research improvement on the affective side of FLL as “the time of the flying elephants” (p. 533). It is clear that the *affect* part of the language learning process is left behind to cover the cognitive side of language learning, which is crucial to study, however, it is not the only perspective to understand the learning. According to Liu et al., (2009) cognition and emotion are not interdependent systems in conclusion of both behavioral and neuroscientific studies. Therefore, the value that cognition receive should be given to emotion and affect as well in order to comprehend the process of language learning.

With this *affective turn*, researchers started to get interested in psychological factors and their roles in foreign language learning and teaching (Dewaele et al., 2019). Their scope has covered factors such as “foreign language anxiety” and “motivation and attitudes” (p. 1). Anxiety (Dewaele, 2011; Kasap & Power, 2019) and motivation (Horwitz, 2011; Suciati, 2020) has been the focus for number of researchers while they tried to understand the relationship between those factors and language learning separately. These studies have improved and informed the field to understand how anxiety or motivation impact on the language learning. The studies that cover anxiety or motivation often concluded that both factors impact the language learning by influencing learners’ behavior and achievement (Horwitz, 2002; Malloy et al, 2013; Menggo, 2018; Teimouri et al, 2019). These similar conclusions of different psychological factors raise the question of; what is the relationship between anxiety and motivation on FL learners?

The relationship between anxiety and motivation is slowly gaining attention (Luo et al., 2020; Welesilassie & Nikolov, 2022). Even though there have been past studies around the correlation, not only the number is limited but also the findings are not consistent (Luo et al., 2020). The direction of the correlation (positive/negative), the interaction of which factor influence which, the dependability of the factors (e.g., anxiety covers motivation under its umbrella) and the causality (e.g., motivation is the cause of anxiety) of the factors are still an enigma with the different findings of each headline has (Luo et al., 2020). Therefore, the literature has no one certain answer for any kind of correlation between anxiety and motivation on FL learners.

Anxiety and Foreign Languages

Within this section, foreign language anxiety will be explained along with the types of anxiety in order to comprehend both the terminology and the reviewed studies' results. Horwitz et al., (1968) state that FL teachers are used to hearing complaints from FL students about the complexity of learning a FL. In their study, they state that students often blame a disability for why they cannot learn English. Students say they freeze up and fear being called on by the teacher. One of their students stated that someone should study why it is so challenging to learn languages. When researchers continue to describe how students explain the challenges they face, they mention such an important discourse that most readers that are interested in the field would associate with anxiety immediately, which is "mental block" (p. 126). In short, the researchers (Horwitz et al., 1986) first raise a question; these students (who claim to have a mental block against comprehending FL) are successful in other fields and are willing to learn the target language, then what prevents them? Then, they give the answer, it is foreign language anxiety (FLA).

Foreign Language Anxiety

In FLL context, language anxiety is accepted as a specific form of anxiety, and it has been the focus of extensive research (Yan & Horwitz, 2008). "Foreign language anxiety concerns performance evaluation within an academic and social context" which is why FLA, and three performance anxiety types are interrelated (Horwitz et al., 1986, p. 405). These types could be summarized as follows:

- 1- Communication apprehension: "... An individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 1977, as cited in Brogan et al., 2008, p. 159). Therefore, this kind of discomfort occurs in situations where one needs to communicate with

another person or a group of people. Fear of public speaking and stage fright could be considered under communication apprehension umbrella (Aeni et al., 2017).

- 2- Test Anxiety: This kind of anxiety occurs in academic evaluations due to the fear of failure. It can be simply defined as, “apprehension over academic evaluation” (Cakici, 2016, p. 191). Its scope consists of any kind of tests, exams, evaluations. Oral tests may provoke communication apprehension along with test anxiety for anxious students (Horwitz et al., 1986).
- 3- Fear of Negative Evaluation: “... apprehension about others’ evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Watson & Friend, 1969, p.449). This anxiety type can occur in any kind of evaluative context that one feels that other people are going to negatively evaluate him/her, in foreign language context it is greater as one holds the disadvantage of limited self-expression compared to mother tongue. Even though this type of anxiety has a parallel line with test anxiety as they both have a discomfort for evaluation, fear of negative evaluation has a much bigger scope, it is not limited to tests (Horwitz et al., 1986).

According to Horwitz et al., (1986), even though these three types of anxieties are significant to comprehend the foundations of FLA, it is not simply the mixture of the three. The authors define FLA as, “...a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). Researchers also designed an instrument that assesses the anxiety levels of FL students: Foreign Language Classroom Anxiety Scale (FLCAS). There are two more terms that are important to anxiety within the FL/SL context: facilitating and debilitating anxiety.

Facilitating and Debilitating Anxiety

According to Scovel's (1978) descriptions, facilitating anxiety "... motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behavior" while debilitating anxiety "... in contrast, motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behavior" (p. 139). Therefore, facilitating anxiety helps the students to perform while debilitating anxiety prevents students to perform. This can be seen as if the facilitating anxiety is the positive face of anxiety, and the debilitating anxiety is the negative side. Kleinmann (1977) exemplifies the situation as: facilitating anxiety, "Nervousness while using English helps me do better" and debilitating anxiety, "Nervousness while using English in class prevents me from doing well" (p. 98).

FLA in Literature

Anxiety has been studied extensively in FL context and researchers proved its direct influence on many learners (Kianinezhad, 2024). "The studies have revealed that foreign language anxiety, though sometimes facilitating, is predominantly debilitating in SL/FL learning" (Liu & Huang, 2011, p. 1). Therefore, even though there are students that experience a better interaction with anxiety which drives them to study, many learners suffer from its negative influences (MacIntyre & Gregersen, 2012). As it was proven to be a problem for many, studies were conducted about the relationship between anxiety and achievement/proficiency, and the causes of anxiety. Along with the results, researchers often presented suggestions regarding the negative influence to decrease and to make it manageable.

As presented before, feeling unease, and heightened nervousness while learning a new language was found to be a specific type of anxiety and have been termed as FLA by Horwitz et al., (1986) who were also the founders of FLCAS. FLCAS was a major contribution to the research field in order to "...measure the

level and nature of anxiety in second or foreign language classes” and it was used and adapted in numerous studies worldwide (Kianinezhad, 2024, p. 128). Most of those studies’ consistent results empirically supported the FLA theory with the use of FLCAS which made the scale more reliable over the years.

In this section of the study, the study field will be narrowed down to the ones that have used FLCAS for data collection and will present their findings in order to comprehend FLA’s place in literature. Study selection was also done according to the sample relevancy to the present study. Therefore, all the studies’ population and samples are in higher-education level. Since FLA can vary according to different cultures and proficiencies (Horwitz, 2016), the reviewed studies were also selected according to their conducted regions. The studies are from different cultures. It was done in order to examine if and how the findings differ or stay similar according to the perspectives and aims that were held to understand FLA from different parts of the world.

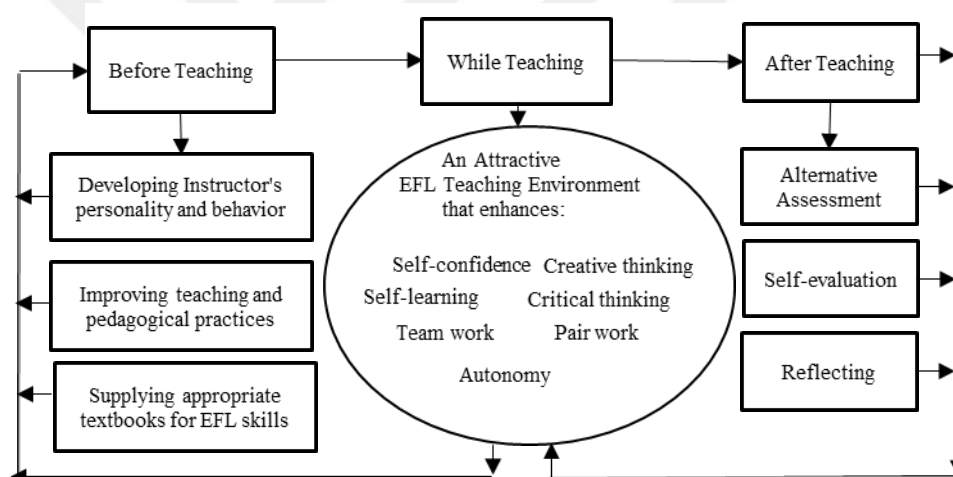
Starting with eastern regions, Alsowat (2016) accomplished a mixed methods study through questionnaires and interviews with 373 students who were English majors. He revised the existing FLCAS to break down the factors of FLA. He found a significant negative relationship between language anxiety and language proficiency. According to Alsowat’s findings, the factor that caused students to be anxious the most was the worry the learners experience because of the fear of failure. The second one is the expectation of teachers to memorize everything. This in fact conversely resulted into learners forgetting what they already know. The third factor was test-anxiety that the learners feel which was not surprising as the first factor is fear to fail the class.

As for Alsowat’s (2016) interviews, they were aimed to understand anxiety in a deeper level. According to highly anxious students, the most important causes of

FLA had a different ranking than the questionnaire results. For them, the most important cause was how syllabuses and textbooks were not suitable. As for the second cause, teachers' teaching competence and attitude was stated. Instructors' teaching way was the third. Therefore, Alsowat's findings showed that fear of failure, test anxiety, the guidelines and materials, and teachers' approach highly affected students. In order to decrease the impact, he not only gave suggestions but also created a proposed model for teachers with those suggestions. The model can be seen in Figure 1 (Alsowat, 2016, p. 208).

Figure 1

Model for Decreasing FLA



Note. From “Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA,” by Alsowat, 2016, *European Scientific Journal*, 12(7), p. 208 (<https://doi.org/10.19044/esj.2016.v12n7p193>).

Al Asmari (2015) on the other hand, conducted a study with using the translated version (to Arabic) of FLCAS. The researcher aimed to identify the learners' perceptions of FLA among the four types that was categorized (communication anxiety, test anxiety, negative evaluation anxiety and anxiety of English classroom). He administered it to preparatory students with different proficiency levels in order to investigate whether there is a significant difference

between different English proficiency levels and FLA perceptions. His findings indicate that without a significant difference according to English levels, participants had reported a ranking starting from the one that they suffer the most to the least. The four types' rankings were communication anxiety, negative evaluation anxiety, English classroom anxiety and test anxiety, respectively. He suggested that English as a Foreign Language (EFL) teachers should try to make their classrooms exciting and free from stress. Also, EFL teachers should let the learners know in advance about the new topics and the syllabus in order to support participation as it would give time to the student to prepare.

In order to detect the situations that cause FLA, Al Saraj (2014) conducted a study with EFL students. The researcher both used FLCAS (with revising it) and an open-ended question that asks them to think about the times they experience FLA and to create a list of the situations that cause them to experience high levels of anxiety. Students' lists revealed that they were mostly anxious about how others might perceive themselves if they make mistakes. The other themes were about negative evaluation, lack of self-confidence and self-image, speaking anxiety, and, listening and comprehension. Even though speaking anxiety was mentioned in FLCAS, author elaborated it with standing and giving presentations in classroom as this was one of the most mentioned fear of students. In a result of the survey, the researcher found that five of the items associated with highest levels of FLA were related to "... difficulty expressing one's thoughts in foreign language" (p. 64).

Al Saraj (2014) explained the matter about presentations and self-image detailly which was interesting. She explained it with associating it with Arabic culture and their typical teaching methods. In their culture, how people perceive one is crucial to have honor, and making mistakes not only do not leave a good impression on people but also are not tolerated much. So, within this context, it is no

surprise that a learner that grew in that kind of environment is less likely to participate the class to avoid making mistakes. As for presentation fear, he breaks it down into the teaching methodology. In their country (Saudi Arabia), the way that the lessons are held is far from student-centered approach. They depend on listening and memorizing. There are almost no opportunities for students to practice speaking in class which is the logic behind the students' speaking anxiety. It is new to them, and they are expected to do it in a new language.

Moving into western studies, Onwuegbuzie et al., (1999) conducted a truly insightful study by examining the relationship of FLA and 26 different variables. This alone could be a proof of Al Saraj (2014)'s more recent statement of western world is the place where "the most popular assessments of FLA were developed" (p. 50). The study aim was to determine the factors which can predict FLA. As the researchers first examined the correlations and then the predictive roles, the study was relevant with the present study.

In a USA college, Onwuegbuzie et al., (1999) gathered data from 210 students who were enrolled in French, Spanish, German, and Japanese courses (as a FL). Their findings showed that there was significant correlation between FLA and 15 independent variables. Expected final FL course average, perceived scholastic competence and perceived intellectual ability, respectively had the largest correlation with FLA. As the expected grade, as a theme, was detected to be one of the most correlated factors with FLA, this finding is in a parallel line with the eastern studies (Al Asmari, 2015; Al Saraj, 2014) and FLCAS. According to the found predictive roles, Onwuegbuzie et al., (1999) determined that highly anxious students tended to have one or more of the following characteristics: "older, high academic achievers, had never visited a foreign country, had not taken any high school foreign language courses, had low expectations of their overall average for their current language

course, had a negative perception of their scholastic competence, or had a negative perception of their self-worth” (Onwuegbuzie et al., 1999, p. 227).

High academic achievers being highly anxious was both surprising and understandable at the same time because of facilitating anxiety. This result differed from the eastern study which did not mention the two types of anxiety in the findings however mentioned that students’ fear and nervousness can even lead them not to participate, which is termed as debilitating anxiety (Al Saraj, 2014). This difference could be occurred because of the cultural differences. According to the reviewed studies, while in the Arabic culture anxious students were scared to make mistakes and how that would appear to others, the anxiety prevented them to do better, American students had high achievements even though they also had high levels of anxiety. This finding is interesting considering American students were also highly affected by self-image. A further study could explain whether this difference is truly about cultural difference.

With the aim of measuring the FLA levels of Spanish university students, Cebreros (2003) conducted a quantitative study through translating and administering FLCAS. She selected a sample that had at least intermediate level of English (n = 33) on purpose as in Horwitz et al., (1986)’s FLCAS study they mentioned that FLA can be seen commonly in higher education, at least when the learner is beginning to learn the FL. Cebreros (2003) divided the scale results to four sub-groups: speaking, listening, test and general anxiety.

According to Cebreros’ (2003) results, most of the students had a fear of making mistakes. Students found speaking the target language challenging as they think the numerous rules they have to comprehend is frustrating. Speaking anxiety was also associated with self-confidence. A considerable number of students were nervous about answering a question without a preparation. As for listening anxiety,

the participants were experiencing high levels of anxiety when they do not comprehend what the instructor is saying and they reported that they feel overwhelmed when the teacher corrects them, and they do not understand it. The most influential type was detected as test anxiety. Learners (72%) reported that they feel unease while taking a FL test. Moreover, 88% of them reported that they worry about the consequences of not being successful and fail their FL class. This result is consistent with FLCAS, eastern and western studies that were mentioned.

Beside from these individual findings, the most interesting part of the study is how in overall, the averages of the 17 items of the survey were calculated to be higher than the in the original FLCAS study even though Cebreros' (2013) sample consisted of students who had a certain level of experience with the FL. This result indicates that FLA cannot be exclusive to beginner learners. She explains that "in any educational system the demands on students normally get bigger as their knowledge increases" (p. 5). This statement could be the reason of how American high achieving students were experiencing high levels of anxiety (Onwuegbuzie et al., 1999).

In Türkiye, Karagöl and Başbay (2018) conducted a study with the aim of assessing the correlations between FLA, attitude towards English and, English speaking skills. Their sample consisted of 518 English preparatory students who had different language levels. According to Karagöl and Başbay's (2018) results, a weak positive significant correlation between attitude towards English and speaking skills was found. This indicated that the learners who approach English more positively tend to speak English more successfully. Second result showed a weak significant negative relationship among FLA and English-speaking skills. According to this result, students who are experiencing higher levels of anxiety are less successful in speaking. The other finding of the study was related to attitude towards English and FLA. Researchers found a significant negative relationship among them. This meant

that when students are less anxious, they tend to have more positive attitudes towards FL.

Another study was conducted in Türkiye with the same participant selection (English preparatory students) by Tuncer and Temur (2017). Their aim was to examine the FLA perceptions of students under five sub-topics (gender, whether the students have been to abroad, the field of science they are enrolled to, income status and, FL skills achievements). To achieve that, they used the FLCAS's Turkish translation (Gürsu, 2011) and gathered the participants' grades regarding to FL skills.

According to the findings of Tuncer and Temur (2017), speaking anxiety and FLA were significantly correlated, which would support all of the studies that have been mentioned before however, this correlation was found only for female students which differs this study. Moreover, they found that in general, male students had low levels of anxiety and less anxious male students had higher grades. Other finding showed that the learners who had been abroad had lower levels of FLA, speaking anxiety and interest to FL course. Both the students who had and had not been to abroad have the same level (moderate) of anxiety for talking with foreigners. The third variable (field of science) was examined under three sciences: Science, Health and Social Sciences. There was no statistical difference among them and FLA. The other variable (income status) also resulted as the former. The last variable (language skills) however, showed otherwise. They found a significant negative relationship among reading, writing skills and main course scores with speaking anxiety, interest to FL course and FLA.

This section has reviewed studies from different cultures which used FLCAS to comprehend FLA in higher education. While some results stayed consistent (for instance; speaking), some differed (for instance; gender). Even though each study examined FLA in similar contexts, they approached to FLCAS with different

perspectives through considering different sub-topics. This review was done in order to have further comprehension on the place of FLA in literature from different perspectives and to understand the present study's findings regarding FLCAS.

Motivation and Foreign Languages

Motivation is one of the most important factors in order the learner to develop the understanding and the use of the FL or SL successfully (Dörnyei, 1994; Oxford & Shearin, 1994). As motivation is one of the most crucial factors that directly influence learners' success (Ilgar, 2004), it is no surprise that in SL and FL learning context, motivation and its' influence on learners and their achievements have been studied for decades (Dörnyei, 1994). In almost all studies that had published in the research area of motivation in SL/FL context, it is likely that one can find at least one statement that explains how much important this psychological factor is in order to learn. However, one cannot understand the why and how without looking at the matter in a deeper level because the findings that discussed in the studies would have certain terminology that categorize motivation.

To truly begin to comprehend the factor in FL context, one should understand the types of motivation that researchers in the field often have mentioned or studied. There are many conceptualizations of this psychologic factor with different models, types and, theories in SL learning (Atay & Kurt, 2010). Even though when researched, it is clear that motivation has a much wider umbrella that even covers Maslow's hierarchy of needs (as one would need motivation in order to achieve any of the steps, (Aslan & Dogan, 2020), and even though when narrowed it down into SL and FL context, the theories it bring is still various, this study will cover the most fundamental and related ones.

Language Learning Motivation

This is the most general form of motivation that will be discussed. It is basically the “motivation to learn (and acquire) a second language” (Gardner, 2007, p. 11). This motivation form can occur in any kind of second language learning (SLL) or FLL context when the learner is eager to learn, and it is important to note that language learning motivation is not a trait (Gardner, 2007).

Gardner and Lambert (1972) (as cited in Mahadi & Jafari, 2012, p. 232) asserted that there are two motivation kinds: integrative and instrumental. These are well-known in the field and according to the authors, integrative motivation has more impact on effective language learning (Rubin, 1975).

Integrative Motivation

This type of motivation is related with culture and socializing. People with integrative motivation to learn the target language has “... the intention of participating in the culture of its people” (Mahadi & Jafari, 2012, p. 232). So, this type occurs “... when the student likes to join or be a member of the certain crowd and the culture” (Mahadi & Jafari, 2012, p. 232).

Instrumental Motivation

This kind of motivation seeks some kind of usefulness as a result of learning the language. It “... suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive” (Mahadi & Jafari, 2012, p. 232). It occurs when learners anticipate benefits out of learning the language (Mahadi & Jafari, 2012).

L2 Motivational Self System

L2 Motivational Self System (L2MSS) is an instrument to assess motivation, and it has a certain perspective for motivation. According to Fan (2024), L2MSS was proposed by Dörnyei and Csizér (2005; as cited in Fan, 2024). Dörnyei and Csizér

associated L2 motivation with the perceptions of self: expected self, possible self, and with the environment that the learners learn the target language in, and the learning experiences it brings (Fan, 2024, p. 38). By the perception of selves, model assess whether the student is motivated due to achieve an “idealized self” with a “... combination of integrativeness and internalized instrumental motives” or due to the need to succeed to fit in the expectations and avoid negative outcomes (which is associated with extrinsic motivation) (Fan, 2024, p. 38). Lastly to assess the learner’s motivation according to the learning environment and experiences (Fan, 2024).

A fundamental theory in human motivation is Deci and Ryan’s (2000) *Self-Determination Theory*. As the present study also covers types of motivation that were covered under this theory, it will be explained in depth.

Self-Determination Theory

Deci and Ryan presented the Self-Determination Theory (SDT) which is “... an approach to human motivation and personality that uses traditional empirical methods” and sheds light into the fact that how crucial “... humans’ evolved inner resources for personality development and behavioral self-regulation” (Ryan et al., 1997, as cited in Ryan & Deci, 2000, p. 68). This theory has “... offered empirical psychology a much-needed framework for understanding the organismic-humanistic perspective on personality” (Bauer & McAdams, 2000, p. 276). Among all the theories about human motivation, SDT counts as one of the most cited (Cerasoli et al., 2016).

This theory focuses on humans’ psychological requirements and conditions for positive self-motivation/ self-determination to occur (Ryan & Deci, 2000). Researchers identified the needs to achieve well-being, satisfaction, motivation and, determination in three categories: competence, relatedness, and autonomy. In other words, SDT argues “... that human function depends on satisfaction of three basic

psychological needs: the needs for autonomy, competence, and relatedness”
(Cerasoli et al., 2016, p. 781).

- 1- Autonomy: This need can be seen related with having choices (Locke & Schattke, 2019). It describes “... a process of "self-rule," that is, of regulating one's own behavior and experience and governing the initiation and direction of action” (Ryan, 1991, p. 209). Therefore, autonomy fulfills the human need of feeling in control, having choices and the flexibility to behave according to this free will (not forced, controlled or manipulated).
- 2- Competence: This need refers “... to the desire to demonstrate and improve one’s abilities” (Cerasoli et al., 2016, p. 783). Therefore, performance outcomes are directly associated and predictable with this need however, two underlying components that are “competence-relevant” should be referred; “*challenge and skill*”(Cerasoli et al., 2016, p. 783). Challenge and skill should be a combination in order to satisfy competence as one should feel a right dose of challenge to keep on going without feeling underwhelmed along with using one’s skill (Cerasoli et al., 2016).
- 3- Relatedness: This need “... reflect the universal human desire to be valued, respected, and desired by important others” (Cerasoli et al., 2016, p. 784). It is a form of need that highlights the importance of interpersonal relationships, especially having meaningful interactions (Cerasoli et al., 2016).

These needs are important because “... to fully internalize a behavioral regulation” , which will lead to self-determination, there is a “... need to feel satisfaction of three basic needs” (Deci & Ryan, 2010, p. 2).

Researchers exemplify the self-determination theory in real life. For instance, when a child’s fundamental psychological needs are satisfied with the support of parents, child “... internalize behavioral regulations more fully” (Deci & Ryan, 2010,

p. 2). Another scenario can be seen in health care, this time when physicians “... support the competence, relatedness, and autonomy of their patients when interacting with them about behaving in healthier ways”, patients tend to internalize these behaviors and “... become more self-determined” (Deci & Ryan, 2010, p. 2). As the examples show, the theory can be seen in various context such as, “... education, parenting, work, health care, and sports” (Deci & Ryan, 2010, p. 2).

In short, “... self-determination means acting with a sense of choice, volition, and commitment, and it is based in intrinsic motivation and integrated extrinsic motivation” (Deci & Ryan, 2010, p. 2). Apart from the distinction of autonomous motivation and controlled motivation, SDT was fractured into three motivation types (Ryan & Deci, 2000): amotivation, intrinsic motivation and extrinsic motivation.

Amotivation

This motivation type “... results from not valuing an activity” (Ryan, 1995, as cited in Ryan & Deci, 2000, p. 72). In this study, it would also be beneficial to emphasize that this motivation type is associated with anxiety (Ryan et al., 1997). Briefly, amotivation can be defined as the “... absence of any desire to exert effort” (Howard et al., 2016, p. 75).

Intrinsic Motivation

Intrinsic means “...inside the entity” (Locke & Schattke, 2019, p. 277). Intrinsic motivation briefly refers to the “... eagerness and interest to do and take part in some certain activities” because one sees them as interesting, “... attractive and pleasant” (Mahadi & Jafari, 2012, p.232). To get into more detail, Deci et al., (1991) explain the behaviors that are intrinsically motivated are basically there because of the satisfactory their performance brings. This type of motivation is associated with the pleasure that one has while doing the behavior.

The importance of this motivation type both in general and in SDT can be summarized with this quote “Perhaps no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, the inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn” (Ryan & Deci, 2000, p. 70). Humans experience intrinsic motivation in different contexts in their life span. For instance, as a child one will be curious and playful and as an adult one will seek interests and both will lead to intrinsic behaviors.

Extrinsic Motivation

Extrinsic means “... outside the entity or object” (Locke & Schattke, 2019, p. 277). Extrinsic motivation, conversely, refer to doing or being a part of an activity in order to achieve something out of it (such as rewards) which does not directly link to the main activity (Mahadi & Jafari, 2012). Behaviors that are extrinsically motivated “... are instrumental in nature” (Deci et al., 1991, p. 328). These acts are not done because of an interest but because when done, there will be “some separable consequence” (Deci et al., 1991, p. 328).

Motivation in FL Literature

Without motivation, being successful is something hard to achieve and in the context of FLL, lack of motivation is beyond a challenge, it is one of the essentials to have in order to achieve effective learning (Ushioda, 2008). Deci and Flaste (1996) state that the most important and effective motivation to learn the target language is when it is driven within the learner. According to this importance, in Deci and Ryan (2000)’s presented SDT, where the motivation that comes within is referred as intrinsic motivation and mentioned its cruciality along with autonomy. SDT presented more than intrinsic motivation, it presented other types such as amotivation and extrinsic motivation, as explained before.

As SDT is among the leading theories of motivation, it had gained the attention of researchers in the field (Chatzidimou, 2019). Examining the types of motivation in FL context will present a more in-depth review to understand motivation's place in literature. Therefore, within this section, there will be review of some studies that focused at least one of the types that were supported in SDT. Apart from this distinction, again, the study selection was made from the studies that selected FL students studying at university levels as a sample. In order to comprehend the possible differences and similarities of the findings among different cultures, selection was also made to include studies from different regional backgrounds.

Chatzidimou (2019) conducted a study in the light of SDT in Greece. With the aim of examining the motivational directions of German Language and Literature students ($n = 152$), she designed a questionnaire. The questionnaire measured five important elements for the present study. First, it assessed extrinsic motivation and three sub-topics about it: external regulation, introjected regulation and identified regulation. Second variable was intrinsic motivation with sub-items about knowledge, accomplishment and stimulation. Third one was amotivation, followed by perceived competence and anxiety.

According to Chatzidimou's (2019) findings, students had higher intrinsic motivation levels than extrinsic motivation, while only exception being identified regulation. According to the researcher, students had interest and satisfaction over learning German. Amotivation on the other hand, found to be uninfluential which is understandable considering the intrinsic motivation levels and how it was explained that students had (internally and externally) had reasons to continue on their learning journey.

Another finding of the study (Chatzidimou, 2019) showed that while students' perceived competences were high, their anxiety levels were in an average to low level. As the sample's lowest proficiency is B1, this finding draws a parallel line with Alsowat (2016) and contrasts with Cebreros (2003) and Onwuegbuzie (1999). Another contrasting point to Onwuegbuzie (1999)'s findings was about age, Chatzidimou (2019) found that older students (who were in their fourth or fifth year) reported to have lower anxiety levels than younger students (freshmen). Other finding of the study showed that the higher competence in the target language resulted with higher values of intrinsic motivation and lower levels of anxiety.

Oletić and Ilić (2014) aimed to detect how SDT framework manifests itself on Serbian ESL students' motivation. Their objective was to examine whether students are motivated intrinsically or extrinsically towards English. They gathered data from both high-school ($n = 30$) and university students ($n = 30$). According to their results, without a difference according to the different groups of samples, students reported that they were much more motivated extrinsically rather than intrinsically. This result directly contrasts with Chatzidimou's (2019) findings. As for this results' insights, learners think that if they learn English, they will be rewarded in the future. According to the tested items, this reward is related to going abroad. Even though students believe that being successful is important and most of them chose to learn the target language (especially university students), they reported that they do not think English learning and the activities are fun. Researchers believe that teachers should be aware of that and try to make classes more interesting. Last finding indicates that female university students were found to be slightly more motivated from male students and female high school students.

Shaikhholeslami and Khayyer (2006) were also interested in amotivation, intrinsic and extrinsic motivation orientations of students. Their purpose was to study

the correlations between these three types of motivation with ESL achievements of 230 Iranian university students. Consistent with SDT, they found a negative relationship between amotivation and achievement. One of the important parts of the results was how the researchers found that Iranian students were not externally motivated, and their feelings were more important than the external sanctions or rewards. The last and surprising result was the negative relationship between knowledge (a sub-scale under intrinsic motivation) and achievement. According to Shaikholeslami and Khayyer (2006), this finding indicates that the act of English learning is not being done with the aim of mastering at it. They explain that students only try to get high grades and performance rather than improving themselves and exploring the target language.

Kamaruddin et al., (2017) aimed to detect the possible factors that can impact on FL students' motivations to learn Malay and to analyze the most influential factors both for intrinsic and extrinsic types. They administered the Attitude Motivation Battery Test to foreign university students from five different Malaysian universities. The test results explained that students had higher intrinsic motivation levels than extrinsic for learning the target language. This finding showed exact opposite directions with Oletić and Ilić's (2014) study. Continuing with the results, in intrinsic motivation, the top two factors that were found to be influential on learners were about: feeling confident for asking help from the instructor to correct confusions (86.67%) and the eagerness to speak the language perfectly (85.33%), respectively. According to the researchers, these findings showed how dependent the students are to the teachers and how they do not want to make mistakes. These results could be associated with the competence need that was presented in SDT with the aim of improving the ability to learn and speak the language.

As for extrinsic motivation, findings of Kamaruddin et al., (2017) showed that the top two factors were about: learning Malay is essential in order to communicate with natives (84%) followed by how it is important to learn the language in order to understand the Malay culture (82.67%). As these results show more cultural and social aims to learn the language, these could refer to the relatedness need of SDT, especially with the aim of having interactions.

Lastly, in Türkiye, Şad and Gürbüzürk (2009) conducted a study with 111 English preparatory students. They examined students' motivations according to two variables: gender and whether learners are studying in preparatory voluntarily or not. In order to answer their aims, researchers translated the Language Learning Orientation Scale into Turkish and distributed it.

According to Şad and Gürbüzürk's (2009) findings, learners were more motivated extrinsically (external regulation and identified regulation sub-scales) than intrinsically (knowledge, accomplishment, stimulation sub-scales). However, students' introjected regulation (sub-scale for extrinsic motivation) was measured to be low. These finding both contradicts and parallel with Chatzidimou (2019)'s study: Greek students were more intrinsically motivated but both Greek and Turkish students resulted to have low levels of introjected regulation. Another finding of the study showed that Turkish students' level of amotivation is low. It was also found that male students have significantly higher levels of amotivation while female students had higher intrinsic motivation levels.

In the study (Şad & Gürbüzürk, 2009), the students who were studying in the preparatory school voluntarily were found to have higher motivation levels than the ones taking it as compulsory. Also, the students who are enrolled obligatorily found to have higher levels of amotivation. The researchers summarize and discuss the results with stating that even the learners who were studying willingly had low self-

determination levels. The external motivation levels found to be higher which means students feel that they need to learn English to reach an external gain, such as choosing better occupations. They also argued that the differences between the gender variable could be explained with cultural backgrounds. According to Şad and Gürbüztürk (2009), females may have the intentions of becoming more active in socio-economic status as in cultures like Turkish has more male dominance in that field.

In short, motivation types were examined at university level FL context from different parts of the world. Even though according to regions, the influences of types differ, overall, motivation was found to be a significant factor that affects FL students' attitudes or achievements. As both anxiety's and motivation's places in FL context were presented, according to the present study's aim, it is crucial to examine the factors' correlation in literature.

Anxiety and Motivation's Correlation in FL/SL Setting

The influence of anxiety and motivation on FL/SL learning has been a popular topic among researchers for decades, however, these studies usually examined the two factors' influence separately and usually focused on their separate impacts on achievement rather than the interrelationship of the factors (Carreira, 2006). Even though it has been proven over and over that there is a significant relationship between these factors and language learning achievement, the relationship between the factors was not studied extensively, and when studied, there were usually other factors involved, such as self-confidence (Samad et al., 2023). Khodadady and Khajavy (2013) summarized the limited area in EFL context: "Individual differences have been studied extensively by experts " and even though the results showed that there is a significant correlation between these factors and FL

achievement, “... relatively few studies have examined the role of these two constructs simultaneously” (p. 270).

Fortunately, the relationship between anxiety and motivation in FL/SL context is slowly becoming an interesting topic between researchers (Luo et al., 2020; Welesilassie & Nikolov, 2022). In Turkish context, the relationship between anxiety and motivation (without other factors) was studied in mathematics achievement in middle school context (Süren, 2019), test anxiety among university students (Yıldız, 2021), participation in psychical activities (Kılıç, 2020), and in COVID-19 context (Tekin, 2020) but not in FL/SL or preparatory school context. When one looks the literature worldwide, there are studies that examined the matter in FL/SL context (Liu et al., 2023; Liu & Huang, 2011; Luo et al., 2020; Quintos, 2021; Samad et al., 2023), however, the matter “... remains under-researched” (Liu et al., 2023, p. 1). Moreover, even though there are some studies, they “... have not provided definitive results on anxiety’s correlation with motivation in foreign language learning contexts” (Luo et al., 2020, p. 53). These indefinite results lay back to more former studies, and they were summarized by Luo et al., (2020, p. 58) and presented in Table 1.

Table 1

Summary of Some of the Previous Studies about the Relationship of Motivation and Anxiety

Relationship	Statement	Reference
Overall correlation	Motivation and anxiety are negatively correlated	(Alico, 2016; Amiyousefi & Tavakoli, 2011; Gardner et al., 1983; Gardner et al., 1997; Hashimoto, 2002; Jain & Sidhu, 2013; Kirova et al., 2002; Magelinskaitė et al., 2014)
	Motivation and anxiety are/could be positively correlated	(Strack & Esteves, 2015; Strack et al., 2017; Strack et al., 2015; Wang et al., 2018)
	Motivation and anxiety are directly correlated	(Dai & Zhao, 2007)
	Motivation and anxiety are indirectly correlated	(Qin & Wen, 2002)
	There is no correlation between anxiety and motivation	Zhang, (2009)

Relationship	Statement	Reference
Interaction	Motivation has an effect on anxiety.	(Baloglu, 2003; Lavasani et al., 2011)
	Anxiety is part of motivation	
Dependability	Motivation has an effect on anxiety.	(Papi, 2010; Scovel, 1978)
	Anxiety is part of motivation	
Causality	Motivation is part of anxiety.	(Lavasani et al., 2011)
	Anxiety is part of motivation	
Causality	Motivation causes anxiety.	(Dornyei, 2003; Schwartz, 1972; Scovel, 1978)
	Anxiety causes motivation	(Deng, 2004; Liu, 2005)

Note. From “Will Anxiety Boost Motivation? The Relationship Between Anxiety and Motivation in Foreign Language Learning,” by Luo et al., 2020, *Malaysian Journal of ELT Research*, 17(1), p. 58.

It is clear that there has been a confusion about the matter with different findings on different contexts. This could be a cause of the limited research area or as the topic is psychological and it is hard to have a definite result. According to the present study’s relevancy, the following section is dedicated to review some of the latest studies that have been conducted to examine the correlation between FLA and motivation in FL context and with adult learners.

Luo et al., (2020), examined the relationship between anxiety and motivation in FL learning with the aim of finding out if anxiety could be used in order to boost the motivation levels. Their sample consisted of 173 Chinese college students. Their findings showed a positive and significant relationship between the factors in FLL context. While intrinsic motivation was found to have a significant correlation with facilitating anxiety, extrinsic motivation found to be significantly correlated with both facilitating and debilitating anxiety. Amotivation was also found to have a significant correlation with both types, while more correlated with debilitating. Their findings differed from the general assumption of negative correlation between the two factors. As for anxiety, they found significant correlation between facilitating anxiety and three motivation types (intrinsic, extrinsic and, amotivation) and found

that debilitating anxiety is significantly correlated with extrinsic motivation and amotivation. With these results, they believe that anxiety can be used to boost motivation.

Liu and Huang (2011) investigated the relationship in EFL context with a sample of 980 Chinese undergraduate students from different study fields. According to the FLCAS scores, the participants who had been learning the target language for over six years, did not feel anxious towards English. Researchers commented that this finding could be interpreted as "... in higher proficiency, more confidence, and less anxiety" occurs (p. 4). This finding contrasts with Onwuegbuzie et al., (1999)'s findings where he found that higher proficiency results in higher anxiety. As for motivation, Chinese students were either "... moderately or even strongly motivated to learn English" (p. 4). As for the relationship, the learners that had high FLCAS scores, in contrast, scored low in both motivation types (intrinsic and extrinsic). The opposite relationship was also mentioned as less anxious students were found to be more motivated. Therefore, they found that FLA and English learning motivation are significantly negatively correlated and, both of them significantly correlates with learners' English performances.

Samad et al., (2023) also aimed to examine the two factors' relationship in EFL context in Pakistan with a sample of 318 public university students. According to the results, researchers found a significant negative correlation between the factors. Their finding also showed that among this correlation, intrinsic motivation and amotivation have the strongest relationships with anxiety. Therefore, in order to reduce anxiety, researchers suggest that students' motivational levels should be heightened intrinsically. Moreover, they found negative association between anxiety and language achievement.

Quintos (2021) also examined the relationship with students (who take FL classes) from a state university in Philippines. The questionnaire results showed that there is a significant correlation between anxiety and motivation. The results also presented an important detail which is the fact that the participants perceived FLL as a way of “... employment opportunities, effective communication, and exploring foreign culture” which means that the students were extrinsically motivated as they feel learning the target language is a need to pass or achieve something (p. 645). This resulted with an anxiety growth as they also felt the fear of “... the possible consequences of being unable to achieve learning expectations and self-goals” (Quintos, 2021, p. 645).

Carreira (2006) conducted a study to both examine the relationship of the factors. Her sample consisted of 91 female sophomore students who study English in a foundation university in Japan. Carreira’s results showed that the students who set themselves a reason to learn the language tend to have lower levels anxiety. Moreover, the learners who have “intellectual satisfaction” also felt less anxious. Therefore, Carreira suggests that teachers should explain why learning English is important (to give them reasons to be motivated) and use “...teaching materials in which students can find intellectual satisfaction” (p. 26).

The interesting conclusion from Carreira’s (2006) findings is that apart from the two-correlation explained above (which were under the same subscale for motivation), no other correlation was found which provides a “... weak support to the hypothesis of a relationship between motivation and foreign language anxiety” which differs from the other studies that have been reviewed (p. 26). This result can be interpreted in more than one way. It can be because of the uncertainty of the relationship due to lack of studies. It can also be resulted differently because of the cultural differences or data collection differences (FLCAS was not used).

Khodadady and Khajavy (2013) also aimed to examine both the correlation between FLA and motivation, and the motivation types that could predict FLA in Iranian EFL context. They selected a sample from a foundation English Language institute with 264 students. Extrinsic motivation had subscales (introjected and identified regulation) as well as intrinsic (accomplish and knowledge). FLA had four subscales: negative attitude, fear of communication, negative evaluation fear and comfortableness.

Khodadady and Khajavy's (2013) results showed that amotivation is significantly and positively correlated to FLA. Accomplishment found to have a significant negative relationship with the fear of negative evaluation. Knowledge also found to have a negative relationship with negative evaluation as well as negative attitude. Intrinsic motivation found to have a significant negative correlation with FLA. As for extrinsic motivation, except for identified regulation, researchers found a positive significant relationship. Another purpose of the study was to detect which of the motivation types can predict FLA. According to the regression analysis, amotivation and introjected regulation could be used to predict FLA. Researchers explained this prediction: according to the results, learners who do not have a purpose to learn English and the ones who study it for a certain "internal pressure" are the ones that suffer from high levels of anxiety in EFL classes (p. 281).

Welesilassie and Nikolov (2022) also contributed to the area of the relationship between the two psychological factors in adult EFL context from Ethiopia. Their sample consisted of 65 undergraduate students who study EFL. According to the researchers' findings, the students were not satisfied about "...the method of instruction and the environment in which it was delivered" (p. 6). In contrast, students were highly motivated about external reasons. As for FLA, debilitating anxiety levels found to be higher than facilitating. According to the

relationship, researchers found a positive and significant correlation between “the ideal L2 self and debilitating anxiety” and learning experience and debilitating anxiety (p. 6).

In short, the correlation between FLA and motivation in FL context has not explored as much as their correlation on student achievement. In the remaining studies that examined the factors’ correlation, it was observed that there is a significant correlation. However, the direction of the correlation (positive/negative) changed according to motivation and anxiety types. Also, some sub-scales or types did not show significance. Therefore, the matter did not conclude with a unified answer but concluded with a perception that the factors are interrelated. The relationship will be examined with the factors’ predictive roles as well. Therefore, some of the studies that explored their predictive roles will be reviewed.

Predictive Roles of Anxiety and Motivation in FLL

The relationship of the factors cannot only be explained by correlation. There are different ways to contribute to the explanation of the relationship such as predictive roles. In literature, studies often used students’ achievements as the predicting variable and anxiety and motivation as the predictors (Alrabai, 2022; Neff, 2007; Wu et al., 2022;). These studies often found at least one of the factors to be a significant predictor of FL learners’ achievement. Few studies that used these psychological factors as predictors of EFL achievement were reviewed below. These studies were selected according to the relatedness to the present study sample; they had university students as their sample and their participants also studied EFL. They were also selected from different cultures.

Alrabai (2022), conducted causal research by examining the “predictive power” of students’ anxiety and motivation and “... their causality in explaining proficiency in English as a foreign language (EFL) and other interrelated affective

variables, including attitudes, self-confidence, and grit” (p. 1). The sample consisted of 282 Arabic EFL students and 8 teachers from a Saudi university. This experimental study divided students into four groups; each had different controlling environment. In the first group, “... learners were exposed to anxiety-regulating strategies”, in the second one the strategies were motivational, in the third: learners “... were exposed to both anxiety-controlling and motivational strategies”, last group did not have any intervention (p. 1).

Alrabai’s (2022) results showed that the widest positive change was seen in the third group. In addition, all affective variables influenced L2 proficiency while motivation and anxiety were found to be the most important predictors and causal variables among all. However, it was also seen that, in order to support positive changes, “... teacher behaviours and practices geared towards promoting learners’ motivation were much more effective than efforts deployed to control learners’ anxiety” (p. 27).

Wu et al., (2022) also examined anxiety and motivation’s predictive roles on English achievement. They also added self-efficacy variable as a predictor. Their sample consisted of 223 Chinese university students who are enrolled to the top universities of China. The researchers found a significant negative correlation between anxiety and motivation, especially between anxiety and intrinsic motivation sub-scales. According to this result, Wu et al., (2022) believe that anxious EFL learners probably would not participate to class willingly which will diminish intrinsic motivation. As for the regression results, it was found that anxiety significantly and negatively; intrinsic motivation (the knowledge sub-scale) and self-efficacy significantly and positively predicted English achievement of students. With these results, they state that “these findings further pinpoint the importance of

English use anxiety, motivation, and self-efficacy in second language acquisition and learning” (p. 10).

Neff (2007) explored anxiety and motivation’s roles on 41 Japanese second-year university students’ English oral performances. In these EFL classes students were expected to perform presentations. Neff (2007) developed “rating sheets” for both teachers and students to evaluate students’ presentations (p. 29). In addition, a questionnaire that assess “... participants’ motivation (integrative and instrumental) and anxiety in relation to using English as a foreign language” was distributed (p. 30). According to the multiple regression analysis, anxiety and motivation explained “... a significant amount (30%) of the variance in the oral delivery scores” (p. 35). L2 anxiety was found to be the only significant variable. In order to determine its effect, a hierarchical regression analysis was tested while controlling for the motivation types. This resulted in 19% of the variance of the presentation scores when only accounted for anxiety. Therefore, anxiety found to be a significant predictor of oral performance (negatively).

As one may understand, anxiety and motivation often used as predictors of FL/SL achievement and at least one of these factors resulted to have a significant role in predicting students’ achievement. As they play a significant role in FL/SL learning outcomes, there is a value in understanding their predictable power on each other. Even though most of the time they were used as predictors, there have been studies that focus on their internal prediction as well (Alamer & Almulhim, 2021; Camacho et al., 2021; Liu & Cheng, 2014). Some of the studies that had this focus were reviewed below. The studies that were selected have different perspectives, some explored anxiety as a predictor variable while some explored motivation for that role. This kind of selection was done to have more insights of the relationship and to better address the present study. As for the samples of these studies, apart

from one (from the ones that are not Turkish), others had university students as their participants. Although the participants were middle and high school students, two studies (Aydın, 2016; Durmuş, 2024) were carefully selected because they were conducted in Türkiye, like the present study.

Liu and Cheng (2014) conducted a study with four research questions. One of them is “Is language anxiety a significant predictor of learning motivation?” (p. 289). With a sample of 150 freshmen students (who study EFL) in China, they distributed questionnaires. In order to assess anxiety FLCAS, and to assess motivation AMTB scales were used, and both of the instruments were modified and translated. In order to answer their research question, they did a regression test and language anxiety was found to be a significant predictor of motivation according to their results.

Camacho et al., (2021) followed a different pattern to examine the predictors of students’ academic motivation, and the change of their motivation during the early period of COVID-19 in Portugal. They preferred to distribute their questionnaires to parents rather than students. Their sample consist of 394 parents whose children were in grades 1-9. They examined anxiety, teacher and peer support as predictors. They used pretest-posttest to explain the change. According to their findings, “students’ anxiety and teachers’ social support, as perceived by parents, were highly significant predictors of academic motivation changes” (p. 1). They also noted that anxiety had a negative and teacher support had a positive impact on student motivation. Peer support did not show a significance as a predictive role.

Alamer and Almulhim (2021) examined the relationship of language anxiety and motivation. Their approach was more detailed with a mixed methods study. First, through open-ended questions, they collected data to categorize the language anxiety types reported by 134 Saudi university students who study English. According to their categorization, apart from the general language anxiety, there

were four sub-types: “... social, psychological, proficiency-related, and contextual” (p. 6). After that, Alamer and Almulhim (2021) tested the prediction of these type of language anxieties by SDT related motivation through regression. They both tested the basic psychological needs of humans (autonomy, relatedness and competence) and motivational orientations (controlled motivation and autonomous motivation). According to their findings, “... relatedness negatively predicted social anxiety but positively predicted psychological anxiety, and competence negatively predicted psychological, achievement, and general language anxiety” (p. 8). As for motivational orientations, only controlled motivation showed a role of positive prediction of general language anxiety.

Aydın (2016), also aimed to examine the prediction of FLA by six independent variables which are “... language learning motivation, interest in foreign languages, self-efficacy, shyness, fear of negative evaluation and foreign language achievement” (p. 4). Aydın (2016) examined these variables’ predictable effects both directly and indirectly and she used path analysis to do so. The study’s sample consisted of 570 Anatolian High School students in Türkiye. FLA was analyzed by a modified version of FLCAS. According to the findings, other than self-efficacy variable, all of the others found to have both direct and indirect effect on predicting FLA. Shyness was found to be the most important variable to predict FLA and the second one was language learning motivation. Therefore, language learning motivation was found to be a significant predictor of FLA in a Turkish setting in this study.

In order to examine “... the course satisfaction, motivation and attitudes of secondary school students as predictors of their foreign language anxiety level”, Durmuş (2024) conducted a quantitative study with a sample of 450 middle school students in Türkiye. According to his results, all variables showed a moderate

significant relationship with FLA, and they explained FLA's variance by 22.6%.

However, motivation was not found to be a significant predictor of FLA. This result differed from previous studies that were reviewed.

Within the reviewed studies, most of them resulted that these factors could predict each other in FL settings. These findings are important for further research on the relationship of these factors.

Conclusion

As a result, this chapter first explained terminology and theories related to FLA and motivation. Then, some relevant studies that have examined FLA, motivation, their correlation and their predictive roles on each other were reviewed.

In literature, anxiety and motivation are known for their significant influences on FL/SL processes, when examined separately. The factors' correlation has also been studied however, the area is limited, and the findings are not unified. Researchers suggest that further studies are needed to understand the relationship (Luo et al., 2020; Quintos, 2021). Most of the studies that were reviewed found significant correlations between the factors, however, the direction of the correlation varied. In almost all studies that were reviewed, it was stated that there is a short coming in the field of these factors' relationship in EFL context. As most of them were conducted in years between 2020-2024 (Luo et al., 2020; Quintos 2021; Samad et al., 2023; Welesilassie & Nikolov, 2022), this indicates that the literature gap remains.

Moreover, the predictive roles of these factors were generally used to predict FL achievement of students. The ability of anxiety and motivation to predict each other has not been investigated as much as the ability of the two to predict success. In the reviewed literature, most of the studies that researched their inter prediction found significant predictor roles. However, in the same setting as this study, Türkiye, while

one study found a significant predictive role (Aydın, 2016) of motivation predicting FLA, the other did not find this significance (Durmuş, 2024). These studies were done in different education levels, middle and high school. The present study could be the continuum with examining this matter at university level.



CHAPTER 3: METHODOLOGY

Introduction

As this quantitative study's aim was to examine the relationship between anxiety and motivation of English preparatory school students, the study was implemented in the preparatory departments of three different universities in Türkiye. One foundation university and two state universities were selected. These selections were made with the consideration of two factors. First, the preparatory classrooms of the selected universities should have students who are enrolled in different majors. The other requirement was choosing both a state and a foundation university in order to have data from different perspectives in the same context. Both of the factors were considered in order to have diverse data. The sample was selected with convenience sampling.

The universities that I gathered data from, and a few other universities, which I could not collect data from but contacted in order to ask for permission, were selected according to the possibility of whether I needed to be physically present in the classroom to explain and distribute the surveys even though I provided an online option.

In order to collect data, two surveys and a consent form were administered online. After reviewing the results, some participants' data were excluded because of not meeting the requirements of the consent form. The surveys that were distributed were: Turkish translation of Foreign Language Classroom Anxiety Scale (Gürsu, 2011) and Motivation Scale for Learning English (Aktaş & Gündoğdu, 2018). This chapter will be dedicated to explaining the context, research design, sample,

instruments, data collection, and data analysis methods in order to reach the study objectives and answer the research questions in detail, respectively.

Research Questions

The three research questions of the present study are presented below.

- 1- What is the correlation between anxiety and motivation of English preparatory school students in Türkiye?
- 2- To what extent does FLA predict English preparatory school students' intrinsic and extrinsic motivation when controlling for each of the following variables:
 - a) gender
 - b) university type
 - c) enrollment reason
- 3- To what extent do intrinsic motivation and extrinsic motivation predict English preparatory school students' FLA when controlling for each of the following variables:
 - a) gender
 - b) university type
 - c) enrollment reason

Research Design

The present research is a quantitative study that aimed to investigate the relationship between anxiety and motivation in the context of FLL by examining their correlation while controlling for other factors. The specified FL context in this study is English preparatory schools of Turkish universities. As the objective seeks to assess their influence on each other, a correlational research design was used.

Correlational design is used “to measure 2 or more variables to investigate the extent to which the variables are related” (Seeram, 2019, p. 176).

Correlational research design was also chosen in order to achieve more unbiased results as this design “can determine the relationship objectively” (p. 176). Due to the fact that Likert-scale type surveys were used, the data was ordinal and nonparametric. Therefore, to examine their correlation, the Spearman test was used in this research design as Spearman “is a nonparametric measure of relation between variables” (Rebekić et al., 2015, p. 47). In addition, in order to compare the mean ranks of the responses by item, Mann-Whitney U tests were conducted. Also, in order to examine to what extent one predicts the other, multiple regression tests were conducted, as regression analysis is used to predict the value of a variable by using one or more other variables (Akyıldız, 2024).

Context

This study was dedicated to examining the relationship between anxiety and motivation of English preparatory students by examining their correlation and predictive roles. In Türkiye, similar to many other countries, preparatory schools take place before freshmen year of universities. The aim of this one-year instruction is to improve students' FL skills. In Türkiye, generally, the target language of this school is English. However, if the learner is enrolled to departments from other foreign languages (e.g., Russian translation and interpreting), then, if the university provides it, the target language may change accordingly. In this study, languages other than English were not included.

This school is mandatory for the majors which have instructions in English. However, in most of the universities in Türkiye, preparatory school can be skipped through taking a proficiency test. There are variety of reasons students may or may not take the test. For instance, while some students do not want to wait a year to start

their majors, some want to improve themselves in FL. Also, some may want to skip the preparatory school but fail the exam. Given this background information about preparatory schools in Türkiye, this study aims to explore the correlation and predictive power between FLA and motivation in English preparatory school context.

There were several reasons for choosing preparatory school context for the present study. The first one is the age factor. The students will be old enough to understand the given surveys and the consent form. The second reason is the fact that in that one-year instruction period, they are not taking other classes regarding their majors which means their main focus in school is learning English. This allows students to gather more meaningful answers as their motivation and anxiety levels in the classroom will be mostly related to the FL itself, the classroom environment, activities, instructors' behavior, etc. The last reason is because students are enrolled to different departments which allows me to examine more diverse results.

As for university selection, I set two requirements. In Türkiye, public and foundation schools' instructions, especially for FL, are different. Most of the time, FL has an important place in foundation schools' curriculum while it can be more superficial in state schools. Even though higher-education level is the level that this distinction can be seen the least, in this study this general perception became one of the factors in sample selection. I aimed to collect data from at least one public and one foundation university in order to gather data from different perspectives and to see if and how their responses vary. The second factor was about learning whether the institution divides classrooms according to students' departments. If there were such cases, this would not allow me to collect data from different majors and perspectives. Therefore, in the present study, the participants had different majors.

Lastly, I gave importance to whether the students were taking the preparatory school willingly or because it was mandatory. This may influence learners' psychological factors. For instance, students who are taking it by choice may have higher motivation and in contrast, those who take it because they have to may have lower motivation.

Participants

Along with the research aims and questions, participants consisted of students who were enrolled to English preparatory schools in the selected universities ($n = 166$). All data could not be used because of two factors. First, the requirement to be at least 18 years old to participate was stated in the consent form given before the surveys. Data from students who filled out the survey even though they did not meet the requirement ($n = 23$) were excluded from the study. Also, there were students who marked the option of not willing to participate to the study ($n = 9$) on the consent form, but they still completed the surveys. These students' data were also removed. With these adjustments, the number of participants in the data sample was 136 (not 134 as two of the participants did not meet both of those requirements).

The gender distribution in the data is balanced with 66 (48.5%) male and 70 (51.5%) female students. Their ages vary from 18 ($n = 67$), 19 ($n = 44$), 20 ($n = 18$), 21 ($n = 1$), 22 ($n = 1$), 24 ($n = 1$), 25 ($n = 1$), 26 ($n = 2$) to 35 ($n = 1$).

The participants did not enroll to the same university. As mentioned above, the data was collected from three different universities in Türkiye. They were also located in different cities. One of them is a foundation university while other two are state universities. As this distinction is one of the parameters that was examined in the study, the distribution of them is important and given in Table 2.

Table 2*University Type Distribution*

University	n	%
State University I	69	50.70
State University II	26	19.10
Foundation University	41	30.20

The other parameter that was examined was students' enrollment reasons into preparatory schools. The students' reasons for studying in preparatory classes were divided into two categories according to whether they took the preparatory class because it is compulsory ($n = 78$), or that it is a choice ($n = 58$). This reason is important as it can influence anxiety and motivation levels. This distinction was made in the motivation scale that was used (Aktaş & Gündoğdu, 2018).

Instrumentation

In this quantitative study, two surveys were used (FLCAS and Motivation Scale for Learning English), and they were distributed at the same time to the same sample. The reason behind using two instruments is because while one survey is dedicated to assessing anxiety levels of FL learners (FLCAS), the other one measures the motivation levels of the English preparatory learners (Motivation Scale for Learning English). Both were designed in Likert scale (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1) and both were administered online. Some of the items in the FLCAS ($n = 9$) had positive meanings which are items 2, 5, 8, 11, 14, 18, 22, 28, and 32. Therefore, their answers were reverse coded in order to maintain consistency. With that adjustment, in each scale, when the scores were closer to 5, that meant the participant had higher levels of motivation and anxiety. In contrast, if the scores were closer to 1, that indicates lower levels of motivation and anxiety.

The scales were designed by other researchers (Aktaş & Gündoğdu, 2011; Gürsu, 2011; Horwitz et al., 1986). This section will present and explain both of the surveys' designing aims and the reasons why they were selected in this study.

Foreign Language Classroom Anxiety Scale

Horwitz et al., (1986), designed FLACS because they identified the literature gap on studies that focus on measuring anxiety in FL context in those years. They state this with these words after their literature review; “Anxiety measures typically have not been specific to foreign language learning” (p. 126). Therefore, their aim was to create a scale that assess anxiety levels of students who are learning a foreign language. FLCAS has 33 items. As for the scale's inter reliability, researchers express the test results in order to assess the reliability with these words; “The scale has demonstrated inter reliability, achieving an alpha coefficient of .93 with all items producing significant corrected item-total scale correlations. Test-retest reliability over eight weeks yielded an $r = .83$ ($p < .001$)” (p. 129). This scale was selected in the present study because it was created specifically to measure anxiety levels in FL context. Another reason is the fact that it was used and accepted worldwide. The scale's Turkish translation (Gürsu, 2011) was used because the participants were Turkish students and for gathering meaningful data, it is crucial that the participants understand the items.

Motivation Scale for Learning English

Aktaş and Gündoğdu (2018) state that even though there is an increase in the number of motivation scales lately, it is important to remember that the motivation levels of students can vary according to the education level they are in. Therefore, they designed this scale to measure the motivation levels of English preparatory students towards learning English. Their Cronbach-Alpha coefficient was .848. The scale has 15 items. The reason this scale was chosen in the present study is because it

was designed specifically for English preparatory school students. Also, the scale is in Turkish.

Method of Data Collection

In order to collect data, I contacted five different universities in Türkiye and was able to gather data from three of them. Out of the five, while some of them only required the ethical approval form from my institute, İhsan Doğramacı Bilkent University (see Appendix C), others demanded a rectorate approval from their own institutes. In order to get the approval, I prepared a proposal which included every important point of the present study in detail. After the proposal was approved within my institute, along with a research petition, these files were sent to the selected universities.

After the approvals, in all of the universities, surveys were distributed online, even though one of them asked me to be present and explain the study to the students before administering. In all universities, teachers distributed the link of the online surveys to the students through their email groups. As the data was collected online, I put the consent and information forms before the surveys. In the end of the forms, an item asked whether they understood the study and will participate voluntarily. Also, the researcher's e-mail address was given to answer any questions from participant candidates. However, participants' neither e-mail addresses nor names were collected. All of these were done in order to protect participants' privacy and confidentiality and to respect their willingness.

Data collection tools consisted of two five-point Likert-scale type surveys. The total number of the items was 48 and completing them took approximately 15-18 minutes. While the first survey (Motivation Scale for Learning English) assessed preparatory students' motivation to learn English, the second one (FLCAS) measured their FLA levels. The participation level was much higher in state universities ($n =$

95) than the foundation university ($n = 46$). However, when the fact that the sample had two state universities and one foundation university is considered, this difference is meaningful. Both surveys were in Turkish, and the data collected through Google Forms.

Methods of Data Analysis

This quantitative study collected data through distributing two five-point Likert-scale type surveys online. Therefore, the collected data was analyzed through quantitative analysis, using SPSS (Version 29).

First, I transferred all the data to SPSS (Version 29). Then, I grouped the variables that will be used in the study: gender, university type (state/foundation), and the students' enrollment reasons to the preparatory schools (by choice/compulsory). Apart from these variables, in order to have insightful understanding of the relationship, I also explored the motivation of the participants by examining their intrinsic and extrinsic motivation. I used these two motivation types in order to have further explanation of the possible relationship between motivation and anxiety. However, in the scale that I used, there were no sub-scales as intrinsic and extrinsic. Therefore, I ran an exploratory factor analysis. There were four factors so, I did the analysis again fixing the factor number to 4. The results can be seen in Table 3.

Table 3

Exploratory Factor Analysis for the Motivation Scale Items with 4 Factors Explained by Rotated Component Matrix^a

Component	1	2	3	4
Item 1		.583		
Item 2		.808		

Component	1	2	3	4
Item 3		.746		
Item 4		.688		
Item 5	.800			
Item 6	.866			
Item 7	.792			
Item 8	.473	.424		
Item 9	.838			
Item10				.790
Item11				.837
Item12				.547
Item13			.805	
Item14			.780	
Item15			.743	

The majority of the factors were distributed to the first two factors. Also, the 3rd factor's items (items 13, 14, and 15) were about students' ability for using English which could affect the results as those items were not directly related to intrinsic or extrinsic motivation types. Therefore, I removed those items. Moreover, the 4th factor only had three items. In order to explore if the remaining scale items could define intrinsic and extrinsic motivation, I tested the analysis again, fixing the factor number into two factors. When the results were examined, the items' values were high enough to justify the two factors. The results of that exploratory factor analysis are presented in Table 4.

Table 4

Exploratory Factor Analysis for the Motivation Scale Items with 2 Factors Explained by Rotated Component Matrix^a

Component	1	2
M1	.483	
M2	.689	
M3	.628	
M4	.365	.338
M5	.817	
M6	.777	
M7	.785	
M8	.563	
M9	.804	
M10		.771
M11		.835
M12		.563

According to the results, I examined the items and how they were grouped.

The items under the factors were related to intrinsic and extrinsic motivation.

Therefore, when I used these motivation types in my tests and analyzed them, items under the two factors were used. The first factor (items 1, 2, 3, 5, 6, 7, 8, and 9) described intrinsic motivation while the second factor (items 4, 10, 11, and 12) explained extrinsic motivation. Variables were grouped according to these types as well in SPSS (version 29).

The gender distribution was balanced (male 48.5%, female 51.5%) and in contrast, age distribution was predominantly 18–19-year-old students (82%). This

predominancy was the reason why age was not selected as a parameter in this study. The answer frequencies on the other hand, allowed me to understand to what extent the participants were motivated or experiencing FLA. Once those were done, a Cronbach's Alpha reliability test was done to all 48 items in order to measure internal consistency which found to be .88. When tested separately, motivation scale had .84 and anxiety scale had .93 Cronbach's Alpha value. As the alpha level is between 0.80-1.00, the reliability is high (Hair et al., 2010, as cited in Ahdika, 2017).

A normality test followed in order to detect whether the data was normally distributed. As the sample was greater than 50, Kolmogorov-Smirnov was used (Hasiloğlu & Hasiloğlu, 2023). According to the results, in both of the instruments, each item showed significance ($p < .001$) which showed that the data is not normal. Mann-Whitney U Tests were conducted to analyze the data for mean rank differences by item and Spearman Correlation was used in order to explore the correlation among variables. As for examining the relationship more with examining the factors' extent of predicting each other when controlling for other parameters, multiple regression analyses were conducted as regression is a "statistical tool for understanding the relationship between two or more variables" (Rubinfeld, 2000, p. 419).

In summary, this chapter presented the present study's participants, context, research design, data collection and data analysis methods. Therefore, English preparatory school students' anxiety and motivation were examined in the explained context and with the explained methods. Each step of the examination of the factors' relationship through data analyses are presented in Chapter 4.

CHAPTER 4: RESULTS

Introduction

The present study was conducted in order to comprehend to what extent anxiety and motivation are interrelated in the scope of English preparatory school students in Türkiye. In order to comprehend their relationship, the factors' correlations and their predictive roles were examined. As even the studies that were conducted in recent years state that this relationship was researched in a limited area, contributing to the literature in order to have a better understanding and foundation of the relationship was the objective of the study. As mentioned in Chapter 2, this relationship's insights varied according to the countries and cultures it was studied in, even the direction of the correlation differed. Therefore, studying it in Türkiye can reveal this correlation's directions within Turkish culture.

In addition, the extent of predicting FLA by motivation or motivation by FLA has not been studied as much as how they can predict achievement. The reviewed studies (which explore the factors' predicting roles on each other as well, not only their roles on predicting achievement) generally found direct or indirect predicting roles of these factors on each other. However, while one of the studies that was conducted in Türkiye with a sample of high-school students (Aydın, 2016) found that motivation is a significant predictor of FLA, another Turkish study (Durmuş, 2024) with a sample of middle school students did not find this to be evident of motivation on FLA. Therefore, along with correlation, studying the predictive roles of these factors with a university level sample can provide the further explanation of this relationship in Türkiye.

Along with these aims, the present study has three research questions:

- 1- What is the correlation between anxiety and motivation of English preparatory school students in Türkiye?
- 2- To what extent does FLA predict English preparatory school students' intrinsic and extrinsic motivation when controlling for each of the following variables:
 - a) gender
 - b) university type
 - c) enrollment reason
- 3- To what extent do intrinsic motivation and extrinsic motivation predict English preparatory school students' FLA when controlling for each of the following variables:
 - a) gender
 - b) university type
 - c) enrollment reason

This chapter will explain the data analysis with statistical non-parametric tests conducted in SPSS (version 29) and will present the results.

Motivation

The Motivation Scale for Learning English (Aktaş & Gündoğdu, 2018) was specifically developed in order to assess the motivation levels of English preparatory school students towards learning English. This survey was distributed to English preparatory students (N = 136) from three different universities in Türkiye. Under this title, the results of the motivation scale will be presented.

In the scale, according to the Likert type that was used (Strongly Agree = 5 and Strongly Disagree = 1), 5 indicates the highest motivation level and in contrast, 1

indicates the lowest. Table 5 shows the percentages of chosen answers which were found according to frequencies.

Table 5

Motivation Scale's Answer Frequency

Motivation Scale Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1-I would like to speak English fluently.	88.2%	11.0%	0.7%		
2- I would like to make English speaking friends.	61.0%	31.6%	5.9%	1.5%	
3- I would like to communicate with someone who speaks in English.	62.5%	31.6%	5.9%		
4- I would like to travel to English speaking countries.	84.6%	11.8%	3.7%		
5- I enjoy attending English classes.	26.5%	45.6%	22.1%	4.4%	1.5%
6- The topics I learn in English classes are fun.	19.1%	34.6%	33.8%	11.8%	0.7%
7- I do not want to miss English classes.	26.5%	36.8%	25.7%	8.1%	2.9%
8- If I had the opportunity, I would take English classes outside of school.	24.3%	17.6%	24.3%	19.1%	14.7%
9- English class topics are interesting.	16.2%	29.4%	40.4%	11.0%	2.9%
10- English classes are necessary for me to find a job.	77.9%	16.9%	3.7%	0.7%	0.7%
11- Learning English will help me advance in my career.	86.0%	11.0%	2.2%	0.7%	
12- I believe that learning English will help me find a job abroad.	88.2%	11.0%	0.7%		
13- I think I am talented in English communication.	17.6%	25.0%	42.6%	13.2%	1.5%
14- I believe that I will be competent in effective English communication.	27.2%	39.0%	28.7%	3.7%	1.5%
15- I believe that I am talented in understanding what is taught in class.	29.4%	47.1%	20.6%	2.2%	0.7%

According to the results of the survey, students' choices were mostly distributed between strongly agree (49%) and agree (26.7%) which indicates that students were motivated to learn English. The two items in the scale that had the highest percentage of agreement (99.2%) were items 1 ("I would like to speak English fluently") and 12 ("I believe that learning English will help me find a job abroad"). Both of these items were found to be highly motivating by 120 students out of 136. This percentage was followed by the item 11 (97.0%): "Learning English will help me advance in my career". The other item that showed almost as high percentage as the others (96.4%) was item 4: "I would like to travel to English speaking countries".

In contrast, while there were no students who chose the option of "strongly disagree" in 6 of the items, the percentage of students who chose it was found to be quite low in the remaining items except for one. That item was item 8 (14.7%): "if I had the opportunity, I would take English classes outside of school". This item was also found as the one where the answers were most scattered.

The answer frequencies for each independent variable (gender, university type, and enrollment reason) were also measured and summarized to better understand to what extent participants agreed on motivation items and to compare the frequencies under the parameters. Table 6 shows this summary.

Table 6

Motivation Scale's Answer Frequency Summary by the Independent Variables

Motivation Scale Answer Frequency	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Female	49.80%	28.30%	16.00%	4.10%	1.80%
Male	48.20%	24.90%	18.80%	6.30%	1.80%

Motivation Scale Answer Frequency	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
State University	49.20%	25.50%	17.90%	5.50%	1.90%
Foundation University	48.80%	29.30%	16.10%	4.20%	1.60%
By Choice	50.30%	25.30%	17.50%	4.90%	2.00%
Compulsory	48.10%	27.70%	17.20%	5.40%	1.60%

According to this summary, female students reported higher frequency on agreeing (strongly agree and agree options) to motivation items (78.1%) than male students (73.1%). Female students also reported lower frequency on disagreeing (disagree and strongly disagree) to the motivation items (5.9%) than male students (8.1%). These results showed that females reported higher motivation levels than males.

As for the university type variable, students who are studying in state universities reported lower frequency of agreement (74.7%) than students who study in foundation university (78.1%). Align with this result, students from foundation university also reported lower percentage of disagreement (5.8%) than state university students (7.4%). Therefore, foundation university students reported higher motivation levels than students from state universities.

Lastly, enrollment reasons to English preparatory schools were also examined. The results were almost the same for both agreeing and disagreeing the motivation scale items. Students who are studying in English preparatory school by choice showed agreement by 75.6% and disagreement by 6.9% while students who study compulsorily reported agreement by 75.8% and disagreement by 7%.

Motivation Types' Answer Frequency

As mentioned before, factor analyses were made to the motivation scale in order to refer to intrinsic and extrinsic motivation. In order to examine the agreement (strongly agree and disagree) to the items that refer to intrinsic (items 1, 2, 3, 5, 6, 7, 8, and 9) and extrinsic (items 4, 10, 11, and 12) motivation, their frequencies were examined under the independent variables.

According to the frequencies, female students reported higher agreement to both intrinsic (80.6%) and extrinsic (97.3%) motivation than male students (78.6%, 94.7%). Students who are enrolled to state universities reported almost the same agreement to intrinsic motivation items (79.3%) with foundation university students (80.4%). Students from foundation university reported higher agreement to the extrinsic motivation items (97.7%) than students from state universities (95.3%). As for the enrolment reason parameter, the agreement reports were the same for intrinsic motivation (79.6%) and almost the same for extrinsic motivation.

As a result of the general view, the participants were found to be motivated to learn English. Their primary reasons to be motivated were being able to speak English fluently (item 1) and their perception of learning it would facilitate the opportunity to find occupation abroad (item 12). It was interesting to realize that the third and fourth reasons the students wanted to learn English were also about career improvements (item 11) and traveling abroad (item 4). As all of these topics (except the motive to speak) to be motivated show certain external reasons to achieve or improve, and as being motivated by an external force is defined as extrinsic motivation (Mahadi & Jafari, 2012), these findings also indicate that the students were highly extrinsically motivated to learn English.

In addition, as a result of the overview of the independent variables' reported frequencies, it was seen that the agreement and disagreement to the motivation items

were close to each other. Especially, students who are enrolled to English preparatory schools by choice and students who take it as mandatory reported almost the same agreement and disagreement to the items. As a summary, female students, students who study in foundation university, and students who study compulsorily showed higher motivation.

Lastly, according to the motivation type frequencies, female students reported higher agreement to intrinsic and extrinsic motivation items. With a slight difference on intrinsic motivation, students who are enrolled to foundation university also reported higher agreement to both of the motivation types. Students who study by choice and because it is compulsory reported same percentage of agreement to the intrinsic motivation items and surprisingly, students who study compulsorily reported slightly higher extrinsic motivation.

Motivation and Gender

According to frequencies, mostly, both male and female students' answers distributed between strongly agree and disagree. Male students ($n = 66$) agreed on being motivated among the items (73.1%) in a lower frequency than female students ($n = 70$, 78.1%) In order to assess how male and female answers differed in each item of the scale, and to measure if the frequency difference is statistically meaningful in any item, a Mann-Whitney U test was conducted.

Findings did not show any significant differences among motivation responses according to gender. Therefore, both female and male students were motivated to learn English without a meaningful distinction to one gender.

Motivation and University Type

According to frequencies, participants who study in foundation university showed higher motivation (78.1%) than students who study in state universities

(74.7%). In order to examine how the answers to the motivation scale vary according to university kind (state/foundation), a Mann-Whitney U test was conducted.

Even though students from foundation university reported more agreement to the scale items than state university students, according to the test, there were no significant differences among items according to university type. The difference between answers was found the most in the item 2: “I would like to make English speaking friends” (.017) and the most similar perspectives were seen in the first item: “I would like to speak English fluently” (.936).

Motivation and Enrollment Reasons

In order to determine if the answers meaningfully differ according to the participants' enrollment to the preparatory schools (by choice/compulsory), a Mann-Whitney U test was conducted to compare mean rank differences by item. According to the test, there were no significant differences between the answers and enrollment reasons of the students. In fact, similar to the other two independent variables (gender and university type), the distribution was balanced. This result was interpreted as the agreement frequency on the items by the students who are studying by choice (75.6%) was reported to be almost the same to the students who study compulsorily (75.8%).

Intrinsic and Extrinsic Motivation

In order to explore the relationship between the selected two types of motivation according to the answers, a Spearman's correlation test was conducted. According to the Spearman correlation test, it was detected that there is a significant positive correlation between extrinsic motivation and intrinsic motivation $r_s(134) = .32, p = .001$. This result shows that each type can affect the other to decrease or increase the motivation levels. This also can be interpreted as how they should be valued together to increase overall motivation. However, as the correlation

coefficient result lays between 0.01 and 0.49, the relationship is weak (Al-Hameed, 2022).

Anxiety

FLCAS (Horwitz et al., 1986)'s was developed in order to measure the anxiety levels of FL students toward learning the target language. Horwitz et al., (1986) used the term FLA to specify this situation-based anxiety. In this study, the Turkish translation of the scale (Gürsu, 2011) was used. This survey was distributed to English preparatory students (N = 136) from three different universities in Türkiye. Under this title, the results of FLCAS will be presented. In this scale, same with the motivation scale, 5 indicates the highest anxiety level and on the contrary, 1 represents the lowest. Table 7 displays the frequencies of the answers.

Table 7

FLCAS Answer Frequency

Foreign Language Classroom Anxiety Scale (FLCAS)	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1- I never feel quite sure of myself when I am speaking in my foreign language class.	16.9%	19.1%	35.3%	23.5%	5.1%
2- I don't worry about making mistakes in language class.	5.1%	22.8%	34.6%	28.7%	8.8%
3- I tremble when I know that I'm going to be called on in language class.	8.1%	16.9%	16.2%	31.6%	27.2%
4- It frightens me when I do not understand what the teacher is saying in foreign language.	3.7%	16.2%	28.7%	27.2%	24.3%
5- It wouldn't bother me at all to take more foreign language classes.	7.4%	16.9%	28.7%	25.7%	21.3%
6- During language class. I find myself thinking about things that have nothing to do with the course.	8.8%	14.0%	27.9%	39.7%	9.6%
7- I keep thinking that the other students are better at language than I am.	7.4%	15.4%	29.4%	30.1%	17.6%
8- I am usually at ease during my tests in my language class.	9.6%	15.4%	38.2%	25.7%	11.0%
9- I start to panic when I have to speak without preparation in language class.	19.1%	25.0%	24.3%	21.3%	10.3%
10- I worry about the consequences of failing my foreign language class.	32.4%	27.2%	18.4%	13.2%	8.8%

Foreign Language Classroom Anxiety Scale (FLCAS)	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
11- I don't understand why some people get so upset over foreign language class.	14.0%	22.1%	27.2%	28.7%	8.1%
12- In language class, I can get so nervous I forget things I know.	5.9%	9.6%	19.1%	27.9%	37.5%
13- It embarrasses me to volunteer answers in my language class.	8.1%	12.5%	14.7%	26.5%	38.2%
14- I would not be nervous speaking the foreign language with native speakers.	14.0%	31.6%	31.6%	16.9%	5.9%
15- I get upset when I don't understand what the teacher is correcting.	10.3%	20.6%	27.2%	25.0%	16.9%
16- Even if I am well prepared for language class, I feel anxious about it	14.0%	12.5%	19.9%	25.7%	27.9%
17- I often feel like not going to my language class	6.6%	9.6%	25.7%	30.1%	27.9%
18- I feel confident when I speak in foreign language class	7.4%	13.2%	39.7%	29.4%	10.3%
19- I am afraid that my language teacher is ready to correct every mistake I make.	2.2%	10.3%	22.8%	27.9%	36.8%
20- I can feel my heart pounding when I'm going to be called on in language class.	6.6%	9.6%	20.6%	28.7%	34.6%
21- The more I study for a language test, the more confused I get.	3.7%	8.1%	14.0%	31.6%	42.6%
22- I don't feel pressure to prepare very well for language class.	7.4%	16.9%	28.7%	36.8%	10.3%
23- I always feel that the other students speak the foreign language better than I do.	7.4%	11.0%	30.1%	30.1%	21.3%
24- I feel very self-conscious about speaking the foreign language in front of other students.	8.1%	12.5%	21.3%	27.9%	30.1%
25- Language class moves so quickly I worry about getting left behind.	5.9%	10.3%	21.3%	29.4%	33.1%
26- I feel more tense and nervous in my language class than in my other classes.	5.1%	13.2%	23.5%	19.9%	38.2%
27- I get nervous and confused when I am speaking in my language class.	5.9%	13.2%	25.0%	28.7%	27.2%
28- When I'm on my way to language class, I feel very sure and relaxed.	6.6%	14.0%	33.10%	31.6%	6.6%
29- I get nervous when I don't understand every word the language teacher says.	3.7%	14.7%	34.6%	29.4%	17.6%
30- I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	10.3%	25.0%	25.0%	25.0%	14.7%
31- I am afraid that the other students will laugh at me when I speak the foreign language.	11.0%	6.6%	20.6%	25.0%	36.8%
32- I would probably feel comfortable around native speakers of the foreign language.	11.8%	17.6%	27.20%	25.0%	18.4%
33- I get nervous when the language teacher asks questions which I haven't prepared in advance.	11.8%	21.3%	27.2%	19.9%	19.9%

According to the frequencies of the answers, the results were much more scattered when compared to motivation. It was found that 59.6% of the participants felt anxious about the consequences of failing (item 10) and 45.6% of them reported that they experience anxiety when they speak FL with native speakers (item 14). The following two concepts that reported to lead the participants to be anxious were also about speaking with item 9 (44.1%): “I start to panic when I have to speak without preparation in language class” and with item 1 (36%): “I never feel quite sure of myself when I am speaking in my foreign language class”.

On the contrary, the least reported (11.8%) item (21) to feel FLA was: “The more I study for a language test, the more confused I get” followed by item 19 (12.5%) which was about the fear of rigorous teacher correction. The third item that showed the least agreement on experiencing anxiety over (item 12) was: “In language class, I can get so nervous I forget things I know”.

The answer frequencies for each independent variable (gender, university type and enrollment reason) were also measured and summarized to better understand to what extent participants agreed or disagreed on FLA items and to compare the frequencies under the parameters. This summary is presented in Table 8.

Table 8

Anxiety Scale's Answer Frequency Summary by the Independent Variables

FLCAS Answer Frequency	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Female	10.7%	17.4%	25.8%	26.2%	19.9%
Male	7.8%	14.4%	26.4%	28.0%	23.5%
State University	10.3%	16.7%	23.4%	27.3%	22.3%
Foundation University	6.9%	14.2%	32.4%	26.5%	20.0%
By Choice	9.4%	14.7%	23.0%	29.4%	23.5%
Compulsory	9.2%	16.8%	28.5%	25.3%	20.1%

According to the found percentages, female students reported higher agreement (strongly agree and agree) to the FLA items (28.1%) than male students (22.2%). Aligned with this, male students also showed higher disagreement (strongly disagree and disagree) to the items (51.5%) than female learners (46.1).

As for university type, students who are studying in state universities reported higher agreement (27%) than students from foundation university (21.1%). Interestingly, state university students also showed higher disagreement (49.6%) to the items than foundation university students (46.5%).

In the last independent variable, enrollment reasons, it was seen that students who study in English preparatory schools compulsorily reported higher agreement (26%) to the items than students who study willingly (24.1%). Aligned with this, students who study by choice reported higher disagreement (52.9%) to the anxiety items than students who study as mandatory (45.4%).

As a result of the overall frequencies, students mostly experienced FLA regarding to the fear of the possible outcomes of failing and speaking. The answers were much more scattered than motivation scale items. As a result, female students, students from state universities and students who study compulsorily reported higher FLA.

Anxiety and Gender

In the same manner as the motivation scale, the same independent variables were examined for anxiety. Therefore, first, in order to assess how do FLCAS answers of students vary according to gender, a Mann-Whitney U test was conducted. According to the findings, the most mean rank difference between male and female students was seen in the item 14: “I would not be nervous speaking the foreign language with native speakers”. In this item, between male and female

answers there was a statistically significant difference ($p < .001$). Male students were found to be significantly more anxious to speak FL with native speakers.

On the other side of a coin, the most similar answers were given to the item 8: “I am usually at ease during my tests in my language class”. Also, except for 7 items, female students were seen to experience anxiety more than male students. The items that male students expressed higher anxiety levels than female students are about: feeling unease to take more FL classes (item 5), in the FL class thinking about other things than FL (item 6), feeling comfortable in FL classes (item 8), finding FL class upsetting (item 11), being nervous to speak in the target language with native speakers of the target language (item 14), wanting to skip the FL class (item 17) and, getting more confused when studying for a FL test (item 21). Apart from the significant difference in the item 14, the overall agreement to FLA items was reported more by female students (28.1%) than male students (22.2%) according to frequencies and the mean rank differences.

Anxiety and University Type

In order to examine the answer distribution given to FLCAS within the university type variable, a Mann-Whitney U test was conducted. According to the findings, there was no predominance on one kind of university. While in 19 items, students from state universities reported higher anxiety levels than students from foundation university, in 14 items participants from foundation university experienced higher anxiety. However, one item showed a statistically meaningful difference which was in the item 8 (.002): “I am usually at ease during my tests in my language class”. Participants who are enrolled in the foundation university experience higher anxiety while they are taking tests. It was interesting to note that, in the item 31: “I am afraid that the other students will laugh at me when I speak the foreign language”, answers’ distribution was almost the same among universities.

Anxiety and Enrollment Reasons

To be able to explore the data according to students' enrollment reasons to the preparatory schools (compulsory/by choice), a Mann-Whitney U test was conducted. The test showed that there is no significant difference in answers according to university types. The largest mean rank difference (.072) was about the fear of the consequences of failing (item 10) and students who are enrolled compulsorily reported to experience anxiety about this fear more. The participants who study compulsorily also reported to agree more to the FLCAS items (26%) than the participants who chose to study (24.1%).

Anxiety and Motivation

As the research aim is to find out the relationship between anxiety and motivation in FL context, the most important test for the present study is the correlation test. In order to explore the correlation, a nonparametric correlation test was conducted by using Spearman correlation. According to the findings, in the examined FL context, there is a significant negative correlation between anxiety and motivation $r_s(134) = -.386, p < .001$. Therefore, when motivation increases, FLA decreases and same applies for the reverse scenario. In order to examine the relationship within the gender, university type and enrollment reason independent variables, the results from the scales were compared.

Anxiety and Motivation's Relationship by Gender

In order to observe gender within both factors' correlation (anxiety and motivation), a Spearman correlation test was conducted. As anticipated according to the found correlation between the factors, each genders' correlation between anxiety and motivation were negative. Moreover, according to the findings, there was a significant negative correlation between male students' motivation and anxiety r_s

(64) = $-.245$ $p = .048$. However, female students' anxiety and motivation correlation value was found to be low ($-.086$) and not significant.

Anxiety and Motivation's Relationship by University Type

In order to examine the relationship within university types, another Spearman test was conducted. According to the findings, both foundation and state university students' motivation and anxiety were significantly and negatively correlated. Students from foundation universities experienced the negative correlation by $r_s (39) = -.364$, $p = .019$, and state university students experienced it by $r_s (93) = -.396$, $p < .001$. The significance value was found to have more strength in state university students' data.

Anxiety and Motivation's Relationship by Enrollment Reason

Lastly, to explore the relationship within students' enrollment reasons to English preparatory schools, Spearman test was conducted. The findings show that regardless of the reason of enrollment, students' motivation and anxiety levels were significantly and negatively correlated to each other. However, the relationship strength differed, it was stronger for the compulsory ($r_s (75) = -.435$, $p < .001$) when compared to by choice ($r_s (57) = -.278$, $p = .033$).

Anxiety and Motivation Types' Correlation by Gender, University Type, and Enrollment Reason

After observing that in each independent variable, the correlation of anxiety and motivation was consistently seen to be significant (except for female students) and negative, the relationship was also examined under the selected motivation (intrinsic and extrinsic) types and anxiety. A Spearman correlation test was conducted.

The results showed difference than the results of the overall correlation by gender. According to results, male students' anxiety did not have a significant

relationship with their intrinsic or extrinsic motivation. Their anxiety showed negative correlation (-.208) with their intrinsic motivation and positive correlation with extrinsic (.063). Female students' anxiety on the other hand, showed a statistically significant negative correlation with their intrinsic motivation by $r_s (68) = -.378, p = .001$. Another different result from males is that females' anxiety showed a negative correlation with female extrinsic motivation (-.201).

Male students' intrinsic motivation and extrinsic motivation showed a significant positive correlation by $r_s (64) = .325, p = .008$. Female students' extrinsic and intrinsic motivation also showed a positive significant correlation with a weaker strength by $r_s (68) = .287, p = .016$.

In order to examine the relationship within the university type variable, a Spearman test was conducted. According to the results, neither anxiety of students from foundation university nor from state universities showed significant correlation with motivation types. However, it is interesting to note that in both university types, anxiety and intrinsic motivation showed negative correlations. Apart than that, in both university types, there were significant positive correlations found between motivation types.

In order to examine the relationship within the enrollment reason variable, a Spearman test was conducted. According to the results, the compulsory enrollment reason showed a significant negative correlation between anxiety and intrinsic motivation by $r_s (57) = -.389, p = .001$. Extrinsic motivation of compulsory option also showed a negative value with anxiety however it was not significant. The measured anxiety from the participants who chose to study in their preparatory schools did not show any significant correlation with either type of motivation. However, the directions were both negative. The second and last significant

correlation was found between motivation types in the mandatory option by $r_s(57) = -.509, p = .001$.

The Relationship of Anxiety and Motivation through all Survey Items

As a significant negative relation between anxiety and motivation is found, in order to comprehend the relationship in a deeper sense, each item from each survey were examined. In order to do that, both scale items' correlation tests (Spearman) were done. Motivation scale items were correlated with anxiety and anxiety items were correlated with motivation. Then, the items that showed significance were examined with focusing on the meaning and theme.

First, the motivation scale items were examined. Results show that except for item 11 ("Learning English will help me advance in my career"), all 14 correlations were negative. Among 15, 8 items showed negative significant relationship. The items are presented in Table 9.

Table 9

The Significant Motivation Scale Items for the Relationship Between Anxiety and Motivation

Item	r_s	p
Item 3: "I would like to communicate with someone who speaks in English".	-.194	.240
Item 5: "I enjoy attending English classes".	-.273	.001
Item 6: "The topics I learn in English classes are fun".	-.268	.002
Item 7: "I do not want to miss English classes".	-.261	.002
Item 9: "English class topics are interesting".	-.264	.002

Item	r_s	p
Item 13: "I think I am talented in English communication".	-.464	<.001
Item 14: "I believe that I will be competent in effective English communication".	-.406	<.001
Item 15: "I believe that I am talented in understanding what is taught in class".	-.477	<.001

According to the findings, the highest relationships were found under the same theme: self-perception on the ability to use/comprehend FL (items 15, 13, and 14, respectively). This indicates that if the learner has a positive self-perception of competence and confidence, FLA of the learner tend to decrease. The other high correlations were found in items 5, 6, 7, and 9, which are about whether students find their lessons interesting and fun or if they like to attend their English classes. These appear to be related to the students' previous learning experiences in FLL in English preparatory classes, as statements indicating whether learning the target language is interesting or not, or whether there is a desire to participate in classes can only be stated according to positive or negative experiences. Therefore, if learners' learning experiences are positive, they like to attend the classes and find learning interesting which tend to decrease FLA. The last one (item 3) was about socializing.

Conversely, in order to examine the anxiety scale items within the correlation, a Spearman test was conducted to each item. Only 7 items out of 33 did not have significant relationship and except for item 14 ("I would not be nervous

speaking the foreign language with native speakers”), all of them had negative results. 26 items showed significant correlation, and they are presented in Table 10.

Table 10

The Significant Anxiety Scale Items for the Relationship Between Anxiety and Motivation

Item	r_s	p
Item 1: “I never feel quite sure of myself when I am speaking in my foreign language class”.	-.265	.002
Item 2: “I don’t worry about making mistakes in language class”.	-.232	.007
Item 3: “I tremble when I know that I’m going to be called on in language class”.	-.217	.011
Item 4: “It frightens me when I do not understand what the teacher is saying in foreign language”.	-.177	.040
Item 5: “It wouldn’t bother me at all to take more foreign language classes”.	-.539	<.001
Item 6: “During language class. I find myself thinking about things that have nothing to do with the course”.	-.331	<.001
Item 7: “I believe that I will be competent in effective English communication”.	-.254	.003
Item 8: “I keep thinking that the other students are better at language than I am”.	-.323	<.001
Item 9: “I start to panic when I have to speak without preparation in language class”.	-.276	.001
Item 11: “I don’t understand why some people get so upset over foreign language class”.	-.327	<.001
Item 14: “I would not be nervous speaking the foreign language with native speakers”.	.286	<.001

Item	rs	p
Item 16: "Even if I am well prepared for language class. I feel anxious about it".	-.188	.029
Item 17: "I often feel like not going to my language class".	-.438	<.001
Item 18: "I feel confident when I speak in foreign language class".	-.413	<.001
Item 19: "I am afraid that my language teacher is ready to correct every mistake I make".	-.178	.038
Item 20: "I can feel my heart pounding when I'm going to be called on in language class".	-.215	.012
Item 21: "The more I study for a language test. the more confused I get".	-.176	.040
Item 22: "I don't feel pressure to prepare very well for language class".	-.370	<.001
Item 23: "I always feel that the other students speak the foreign language better than I do".	-.192	.025
Item 24: "I feel very self-conscious about speaking the foreign language in front of other students".	-.244	.004
Item 26: "I feel more tense and nervous in my language class than in my other classes".	-.231	.007
Item 27: "I get nervous and confused when I am speaking in my language class".	-.341	<.001
Item 28: "When I'm on my way to language class. I feel very sure and relaxed".	-.435	<.001
Item 29: "I get nervous when I don't understand every word the language teacher says".	-.222	<.001
Item 30: "I feel overwhelmed by the number of rules you have to learn to speak a foreign language".	-.144	.002
Item 33: "I get nervous when the language teacher asks questions which I haven't prepared in advance".	-.258	.002

According to the results, the highest correlation was found (item 5) about being comfortable or not to take more FL lessons. The following two (items 17, 28, respectively) were about the willingness and comfort to attend the class and how the students feel about going to the class. These items (as a theme) seem to be related with the motivation scale answers which were about their learning experiences (see Table 9). The reason for this possible relation is that students may express their desire to attend or not attend the lesson or their comfort or discomfort while going to the lesson based on their previous lesson experiences. The other highly correlated item (18) was about feeling confident to speak in the class.

As in both correlation tests some scale items seemed to be related to the same context of previous learning experiences, I wanted to explore these items' correlation. The aim behind exploring the correlation is that this context may be one of the joint reasons that determine students' anxiety and motivation. The items that were explained to be about this context (see Tables 9 and 10) were selected in order to test their correlation. Table 11 presents the correlation of the selected items.

Table 11

Correlation of Items Related to Students' Previous Learning Experiences in Both Scales

Spearman's rho		Anxiety Item 17	Anxiety Item 28	Motivation Item 5	Motivation Item 6	Motivation Item 7	Motivation Item 9
Anxiety Item 17	r_s	1.000	.327**	-.472**	-.463**	-.541**	-.470**
	Sig. (2-tailed)	.	<.001	<.001	<.001	<.001	<.001
	N	136	136	136	136	136	136
Anxiety Item 28	r_s	.327**	1.000	-.276**	-.288**	-.345**	-.238**
	Sig. (2-tailed)	<.001	.	.001	<.001	<.001	.005
	N	136	136	136	136	136	136
Motivation Item 5	r_s	-.472**	-.276**	1.000	.688**	.657**	.627**
	Sig. (2-tailed)	<.001	.001	.	<.001	<.001	<.001
	N	136	136	136	136	136	136

Spearman's rho		Anxiety Item 17	Anxiety Item 28	Motivation Item 5	Motivation Item 6	Motivation Item 7	Motivation Item 9
Motivation Item 6	r_s	-.463**	-.288**	.688**	1.000	.633**	.748**
	Sig. (2-tailed)	<.001	<.001	<.001	.	<.001	<.001
	N	136	136	136	136	136	136
Motivation Item 7	r_s	-.541**	-.345**	.657**	.633**	1.000	.584**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	.	<.001
	N	136	136	136	136	136	136
Motivation Item 9	r_s	-.470**	-.238**	.627**	.748**	.584**	1.000
	Sig. (2-tailed)	<.001	.005	<.001	<.001	<.001	.
	N	136	136	136	136	136	136

As anticipated, both of the anxiety items (items 17 and 28) were significantly and negatively correlated to all of the motivation items (items 5, 6, 7, and 9).

Therefore, under this possible determinative factor of previous learning experiences, the significant negative correlation of the students' motivation and anxiety continues.

Exploration of the Found Significant Anxiety Items when Correlated with Motivation in the Scope of FLA Theory

As explained in Chapter 2, within FLA theory, Horwitz et al., (1986), presented three subtypes: communication apprehension, test-anxiety and fear of negative evaluation. Even though they reflected that FLA is not simply a combination of them, in FLCAS, they designed items to refer to the categories. Within the items that found significant relationship with motivation, there are items that refer to each category.

Communication apprehension covered items such as 4, 9, 14, 27, and 29. In order to give example items, these five were consciously selected because they refer to communication apprehension through different perspectives. Items 9 and 27 refers to speaking anxiety that students experience in their FL classes, while 4 and 29 refer to the listening and understanding parts of the communication. These items report that students are also nervous about not being able to follow every word that their teachers say in foreign language. According to Horwitz et al., (1986) this situation

occurs because students feel like they could only understand what has been said if they can follow every word, every sentence the teacher pronounced. When one cannot understand what has been said (because of anxiety or results with being anxious about it), speaking anxiety most probably will be heightened as one would not know what to say. When this happens within classroom, it would not be surprising to lose motivation.

Lastly, item 14 (“I would not be nervous speaking the foreign language with native speakers”) is listed because it is the only item that reports a positive significant relationship with motivation. This could be interpreted as the possible excitement one can feel to talk with a foreigner in the target language. This excitement can reveal both anxiety and motivation at the same time with the same direction. If this excitement used in a way to achieve an effective communication, facilitating anxiety might be included in the situation.

As for referring to test anxiety, the most direct negatively significant item is item 8: “I am usually at ease during my tests in my language class” (reverse coded item). This finding indicates that students who are nervous about their tests tend to have lower motivation, it also applies for the opposite case. Therefore, finding ways to motivate and encourage students to achieve their potentials is crucial for students to feel comfortable while taking tests. However, this is a topic for deeper discussion as some students need the feeling of anxiety to achieve better (Onwuegbuzie et al., 1999).

Lastly, fear of negative evaluation was also significantly and negatively correlated to motivation. Items 7 and 23 indicate the nervousness one experience because of feeling less competent than others. This can be interpreted as students value other people’s opinion on their language levels and they are afraid to be negatively perceived and commented about their lack of proficiency.

Intrinsic Motivation by FLA when Controlling for Gender, University Type and Enrollment Reason

In order to address the second research question, FLA's predicting role over intrinsic motivation when controlled by the independent variables was tested. Each independent variable was tested separately as a controller variable of anxiety. Each of the results were explained under this title.

Intrinsic Motivation by FLA when Controlling for Gender

A multiple regression test was used in order to examine to what extent intrinsic motivation can be predicted by FLA when controlling for gender. According to the results, FLA showed an inverse significant ($p < .001$) role for predicting intrinsic motivation. Gender alone is not a significant predictor ($p = .128$). These findings will be explained in detail with the test results.

The modal summary results showed that when the overall fit of the model was evaluated, $R^2 = 0.11$ was found, which indicates that the model explains 11% of the variation in the dependent variable, intrinsic motivation. According to the ANOVA results, the model showed statistical significance ($F(2, 133) = 8.064, p < 0.01$).

According to the coefficients table, gender was not statistically significant ($B = .157, p = .128$). This indicates that in this model, gender did not have a meaningful influence on intrinsic motivation. FLA on the other hand (when controlling for gender), resulted to be a significant inverse predictor of intrinsic motivation ($B = -.290, p < .001$). This indicates that when one decreases, the other increases. In this model, one unit increase in FLA causes .290 units of decrease in intrinsic motivation. Moreover, according to the findings on the standardized coefficient ($\beta = -.321$), anxiety's one standard deviation increases causes intrinsic motivation to have .321 standard deviation decrease. To explain the caused change in a further sense with

explaining the exact change, standard deviations of the variables were found in the descriptives table of the results and the standard deviation of intrinsic motivation was multiplied by the β weight of the independent variable. Therefore, it was found that an increase in FLA (when controlled by gender) of .69 is associated with an intrinsic motivation decrease of -.20.

Overall, even though gender is not a significant predictor, FLA when controlling by gender has a significant predictor role in predicting students' intrinsic motivation. The prediction is inverse. Therefore, when FLA (controlling by gender) increases by a unit or by a standard deviation, intrinsic motivation decreases and when FLA decreases, intrinsic motivation increases.

Intrinsic Motivation by FLA when Controlling for University Type

Another multiple regression test was conducted to examine to what extent intrinsic motivation can be predicted by FLA when controlling for university type. According to the results, FLA showed an inverse significant role for predicting intrinsic motivation ($p < .001$). University type alone was not found to be a significant predictor ($p = .046$). The findings will be presented detailly according to the test results.

The modal summary and ANOVA results showed that when the overall fit of the model was calculated, it was found that this model explains 9.4% of the variance in intrinsic motivation ($R^2 = .094$, Adjusted $R^2 = .080$). Even though this is a small effect size, overall model still showed significance ($F(2,133) = 6.866$, $p = .001$). Therefore, in this model, at least one of the independent variables has a significant predictor role for explaining intrinsic motivation of the students.

In addition, the coefficients table was examined. According to the results, FLA (when controlling of university type) found to have a significant inverse predictor role ($B = -0.274$, $p < .001$) for predicting intrinsic motivation. According

to this finding, one unit increase in FLA causes .274 units of decrease of intrinsic motivation. Also, standardized coefficient ($\beta = -0.303$) explains that increase of one standard deviation in FLA leads to a .303 standard deviation decrease in intrinsic motivation. To state the exact change by the standard deviation and β weight, the same formulation was done with the previous prediction examination. This time, .68 increase in FLA (when controlling of university type) caused a .18 decrease of intrinsic motivation.

Overall, even though university type is not a significant predictor, FLA when controlling by it has a significant predictor role in predicting students' intrinsic motivation. The prediction is inverse. Therefore, when FLA (controlling by university type) increases by a unit or by a standard deviation, intrinsic motivation decreases and when FLA decreases, intrinsic motivation increases.

Intrinsic Motivation by FLA when Controlling for Enrollment Reason

The last multiple regression test for answering the second research question's intrinsic motivation part was conducted. This time it was conducted to examine to what extent intrinsic motivation can be predicted by FLA when controlling for enrollment reason. The model showed similar results to the previous examination with the explained variance. This model explained 9.3% of the variance ($R^2 = .093$, Adjusted $R^2 = .080$) in intrinsic motivation. The model showed statistical significance ($F(2, 133) = 6.835, p = .001$).

When the independent variables' results were examined separately, coefficient table showed that enrollment reason is not a significant predictor ($\beta = -0.028, t(133) = -0.338, p = .736$). On the other hand, FLA when controlling for enrollment reason was found to be a significant predictor ($\beta = -0.306, t(133) = -3.697, p < .001$). Therefore, an increase of standard deviation in FLA leads a decrease in intrinsic motivation's standard deviation by .306. Also, the found

unstandardized coefficient ($B = -.277$) means that for one unit increase in FLA, intrinsic motivation decreases by .277 units. To sum up, the test results show that FLA when controlling for enrollment reason is a significant inverse predictor of intrinsic motivation.

Extrinsic Motivation by FLA when Controlling for Gender, University Type and Enrollment Reason

To be able to address the second research question's extrinsic motivation part, to what extent extrinsic motivation can be predicted by FLA when controlling for the same independent variables was tested. All of the variables were tested separately. Multiple regression test was conducted.

Extrinsic Motivation by FLA when Controlling for Gender

In order to examine the extent of prediction of extrinsic motivation by FLA when controlling for gender was tested with multiple regression. The model summary table showed that this model explained 3.9% of the variance in extrinsic motivation ($R^2 = .039$, Adjusted $R^2 = .024$). The model was not statistically significant ($F(2, 133) = 2.692$, $p = .071$). Therefore, gender and anxiety together do not significantly predict students' extrinsic motivation.

When the independent variables examined individually, gender was found to be a significant predictor of extrinsic motivation ($B = .133$, $SE = .057$, $\beta = .199$, $t = 2.317$, $p = .022$). However, FLA was not a significant predictor ($B = -.018$, $SE = .042$, $\beta = -.037$, $t = -0.427$, $p = .670$). Overall, FLA when controlling for gender is not a significant predictor of students' extrinsic motivation.

Extrinsic Motivation by FLA when Controlling for University Type

Another multiple regression test was conducted for answering the second research question. In the current analysis, to what extent extrinsic motivation can be predicted by FLA when controlling for university type was examined. The overall

model was not significant ($F(2,133) = 1.813, p = .167$). Therefore, the total of predictors did not explain extrinsic motivation in a significant amount. The model could only explain 2.7% of the extrinsic motivation variance ($R^2 = .027$, Adjusted $R^2 = .012$).

When the variables were examined individually, university type was not found to be significant predictor ($B = .118, SE = .062, \beta = .163, t = 1.900, p = .060$). FLA also was not significant ($B = -.003, SE = .042, \beta = .006, t = -.070, p = .944$). Therefore, according to these findings, neither of the variables significantly contribute to the prediction of extrinsic motivation of the students. FLA when controlling for university type is not a significant predictor of extrinsic motivation.

Extrinsic Motivation by FLA when Controlling for Enrollment Reason

In order to answer the last part of the second research question, to what extent extrinsic motivation can be predicted by FLA when controlling for enrollment reason was tested with multiple regression. The overall model fit was not significant ($F(2,133)=0.125, p = .883$). This model could only explain variance of 0.2% in extrinsic motivation ($R^2 = .002$, Adjusted $R^2 = .013$). According to the coefficient table, neither enrollment reason ($B = .028, SE = .059, \beta = .042, t = 0.486, p = .628$) nor FLA ($B = .003, SE = .042, \beta = -.007, t = -0.075, p = .940$) was a significant predictor. According to these values, neither of the variables together or separately had the power of predicting students' extrinsic motivation.

FLA by Intrinsic and Extrinsic Motivation when Controlling for Gender, University Type, and Enrollment Reason

In order to answer the last research question, to what extent FLA can be predicted by intrinsic motivation and extrinsic motivation when controlling for the same three independent variables were examined. For this examination, multiple

regression tests were conducted separately for each motivation type and independent variable. All variables were separately tested with the same order.

FLA by Intrinsic and Extrinsic Motivation when Controlling for Gender

First, in order to understand to what FLA can be predicted by intrinsic motivation when controlling for gender was tested by multiple regression. The overall model was found to be significant ($F(3,132) = 5.967, p < .001$). According to the model summary it was known that $R^2 = .119$ and Adjusted $R^2 = .099$. This indicates that the model explains approximately 12% of the variance in FLA.

As ANOVA table indicated that at least one of the variables was a significant predictor ($p < .001$), coefficients table was examined. According to the table, intrinsic motivation (when controlling for gender) was the significant inverse predictor of FLA ($B = -.363, SE = .094, \beta = -.328, t = -3.882, p < .001$). According to the findings, when intrinsic motivation increases by one unit, FLA decreases by .363 units. In addition, when standardized values were examined, a standard deviation increase in intrinsic motivation causes a decrease in FLA standard deviation by .328. As for reporting the exact associated change, an increase in intrinsic motivation of .62 is associated with a FLA decrease of .22.

On the other hand, extrinsic motivation (when controlling for gender) was not found to be a significant predictor of FLA ($B = .093, SE = .176, \beta = .045, t = .526, p = .600$). Similarly, gender alone was not a significant predictor of FLA ($B = .207, SE = .114, \beta = .151, t = 1.816, p = .072$). Therefore, only intrinsic motivation (when controlling of gender) was found to be a significant predictor of students' FLA, and the significance was inverse.

FLA by Intrinsic and Extrinsic Motivation when Controlling for University Type

In order to understand to what extent FLA can be predicted by intrinsic motivation when controlling for university type, a multiple regression test was conducted. The overall model showed statistical significance ($F(3,132) = 4.782, p = .003$). According to the model summary table, $R^2 = .098$ and Adjusted $R^2 = .078$. This indicates that approximately 10% of the variance in FLA is explained by this model.

The coefficients table revealed that the significant inverse predictor was intrinsic motivation (when controlling for university type) ($B = -.257, SE = .095, \beta = -.323, t = -3.773, p < .001$). This indicates that when intrinsic motivation increases by one unit, FLA decreases by .257 units and when one standard deviation of intrinsic motivation increases, FLA decreases by .323 standard deviation. The exact caused change is (according to the standard deviations and multiplying with β); an increase in intrinsic motivation (when controlling of university type) of .62 is associated with a FLA decrease of .22.

On the other side of the coin, extrinsic motivation (when controlling for university type) was not found to be a significant predictor of FLA ($B = .158, SE = .178, \beta = -.077, t = .891, p = .375$). Similar to extrinsic motivation, university type also was not a significant predictor ($B = -.037, SE = .125, \beta = -.025, t = -0.300, p = .765$). According to these findings, when controlling for university type, only intrinsic motivation was found to be significant inverse predictor of FLA.

FLA by Intrinsic and Extrinsic Motivation when Controlling for Enrollment Reason

In order to answer the last part of the last research question, to what extent FLA can be predicted by intrinsic motivation and extrinsic motivation when

controlling for enrollment reason was tested. Multiple regression tests were conducted. In the findings of the intrinsic motivation, the overall model was statistically significant ($F(3,132) = 5.208, p = .002$). According to the model summary table, $R^2 = .106$ and Adjusted $R^2 = .086$. This indicated that variance of 10.6% in FLA is explained by this model.

Consistent with the prior tests, intrinsic motivation showed the significant inverse predicting power ($B = -.358, SE = .094, \beta = -.324, t = -3.804, p < .001$). The results indicated that a unit increase in intrinsic motivation leads to a decrease in FLA by .358 units. When standardized values were examined, they revealed that one standard deviation increase in intrinsic motivation causes .324 standard deviation decrease in FLA. Lastly, an increase in intrinsic motivation (when controlling for enrollment reason) of .62 is associated with a FLA decrease of .22. As for the test results of the extrinsic motivation (when controlling for enrollment reason), was not a significant predictor of FLA ($B = .159, SE = .175, \beta = -.077, t = .907, p = .366$).

According to the overall multiple regression test results, FLA was found to be a significant inverse predictor of intrinsic motivation, regardless of which variable it was controlling for. However, FLA and extrinsic motivation were not significant predictors of each other. Lastly, intrinsic motivation was found to be a significant inverse predictor of FLA, regardless of the controlling variable.

Conclusion

As a result, this chapter presented and explained the findings. According to the tests, students were motivated towards learning English. The responses to the anxiety scale on the other hand, did not report a strong predominancy as the responses to the motivation scale. Participant responses scattered and did not show a predominancy which could be interpreted as even though students had joint view on motivation, they had different perceptions of anxiety.

Motivation of the participants did not differ significantly under the tested independent variables (gender, university type, and enrollment reason). As the overview of the agreement frequencies, female students, students from foundation university, and students who study compulsorily reported higher motivation. As for anxiety, male students reported to experience significantly higher anxiety when speaking in FL with a native speaker. However, in overall reports, female students feel more discomfort. There was no meaningful difference regarding university type in FLCAS answers other than one item, which indicates that foundation university students experience FLA while taking FL tests more. Enrollment reason did not show any meaningful difference among answers. When compared, students who are enrolled compulsorily experience slightly higher FLA.

When the motivation types were examined under the independent variables, female students reported higher agreement (strongly agree and agree) to both intrinsic and extrinsic motivation items than male students. Students from foundation university also reported higher motivation on both types than students from state universities. Interestingly, the agreement to intrinsic motivation items was the same for both students who study voluntarily and compulsorily. In addition, another unexpected result was found as the students who study compulsorily reported higher extrinsic motivation.

Apart from the overview, the present study aimed to understand the relationship between English preparatory school students' anxiety and motivation with examining the factors' correlations and predictive roles. As for the correlation between anxiety and motivation of English preparatory students, there was a negative significant ($p < .001$) relationship ($-.386$). Independent variables were also tested to examine their correlation. According to the findings, male students' FLA and motivation were significantly ($p = .048$) and negatively correlated ($-.245$). However,

the correlation was not significant for female students. However, female students' intrinsic motivation and anxiety found to have a negative significant correlation ($p = .001$).

Moreover, students from each kind of university resulted to have a negative and significant correlation. The strength of the correlation was greater for the students from state universities ($p < .001$) than foundation university students ($p = .019$). Finally, both reasons for enrollment also showed a negative significant correlation however, the strength of the correlation was much stronger in the favor of compulsory option ($p < .001$). The intrinsic motivation and FLA of the students who were required to enroll also showed to have a significant negative correlation ($p = .001$).

The correlation was also examined under each scale items separately in order to investigate the item meanings of the ones that showed significant differences. According to the results, it was interpreted that students' self-perceptions of competence, confidence, previous learning experiences, test and speaking anxieties were important under the relationship. The previous learning experiences seemed to affect both factors and their correlation. This was discussed that it could be one of the possible reasons of the negative relationship.

In order to answer second and third research questions, multiple regression tests were conducted. When the results were examined, it was found that regardless of the controlling variable (gender, university type, enrollment reason), FLA is a significant ($p < .001$) inverse predictor of intrinsic motivation. Intrinsic motivation is also a significant ($p < .001$) inverse predictor of FLA. However, the same significant predictive roles were not seen between extrinsic motivation and FLA. The consistent predictive roles between FLA and intrinsic motivation are notable. These statistical

findings will be discussed in Chapter 5 to understand whether they are consistent to the reviewed literature and to comprehend the relationship with a deeper insight.



CHAPTER 5: DISCUSSION

Introduction

This chapter discusses the results, in response to the study's research questions and in light of a review of the literature. In particular, I will review any relationships found between student perceptions of anxiety and motivation and show if and how other researchers did or did not find comparable relationships. I will use these discussions to make recommendations about how understanding of the relationship can help educators provide students with an environment that is more motivating and less stressful. In addition, I will suggest additional research that could be conducted to expand the present study's findings. Lastly, the limitations of the study will be explained.

Overview of the Study

The present study aimed to discover if any relationship exists between the factors of foreign language anxiety (FLA) and motivation among English preparatory school students. In order to examine the possible relationship, the correlations and predictive roles of the factors were tested with three controlling variables (gender, university type, and enrollment reason). This investigation was conducted to support the comprehension of the relationship between the factors and to contribute to the research about this relationship in literature, which has been limited especially in the Turkish context.

The present study had three research questions which are presented below.

- 1- What is the correlation between anxiety and motivation of English preparatory school students in Türkiye?

2- To what extent does FLA predict English preparatory school students' intrinsic and extrinsic motivation when controlling for each of the following variables:

- a) gender
- b) university type
- c) enrollment reason

3- To what extent do intrinsic motivation and extrinsic motivation predict English preparatory school students' FLA when controlling for each of the following variables:

- a) gender
- b) university type
- c) enrollment reason

To address the research questions, in the present study two instruments were used: *Foreign Language Classroom Anxiety Scale* (Hortwitz et al., 1986)'s Turkish translation (Gürsu, 2011) and the *Motivation Scale for Learning English* (Aktaş & Gündoğdu, 2018). These scales allowed me to discover students' motivations towards learning English and their FLA perceptions in their foreign language classrooms. The results of the scales were examined both separately and together in order to have a better understanding of the two factors and their influence on each other.

While frequencies explained to what extent English preparatory students (in the present study's sample) agreed and disagreed with the survey items, Spearman correlation explained the correlation between the factors. In order to better understand the found significant negative correlation between anxiety and

motivation, the independent variables (gender, university type, and enrollment reason) and the selected motivation types (intrinsic and extrinsic) were also examined under the correlation. Lastly, through multiple regression tests, the predictive roles of FLA, intrinsic, and extrinsic motivation were examined with controlling variables. According to the findings, the present study concluded that there is a significant negative relationship between English preparatory school students' anxiety and motivation. This negative relationship especially applies for students' anxiety and intrinsic motivation in this sample.

Discussion of Major Findings

This section will present the major findings in order to address the relationship between English preparatory school students' anxiety and motivation in Türkiye. First, motivation scale results and anxiety scale results will be discussed separately in order to both comprehend if and how the findings are consistent or differed from the reviewed literature and to understand the participants' perceptions on the factors before discussing their relationship.

After the findings for each variable is studied separately, the findings about the relationship between anxiety and motivation will be discussed to comprehend the extent of their correlations and predictive roles. The key findings regarding to the gender, university type, and enrollment reason variables will also be discussed along with the significantly correlated scale items.

Motivation

Participants in this study were motivated to learn English. The results indicated that they were more motivated extrinsically. These external reasons were highly related to career improvements and travelling abroad. This finding indicates that Turkish students want to learn English because of the future facilities it can

provide, and this view leads them to be more extrinsically motivated than intrinsically.

Although a study by Kamaruddin et al., (2017) found that Malay students in a preparatory school had higher intrinsic motivation levels than extrinsic, it is more common for students to approach learning English with extrinsic rather than intrinsic motivation. Similar to the current study's findings, Quintos (2021) reported that Filipino students were more motivated extrinsically because they believe that learning the target language would make them achieve a certain thing. Şad and Gürbüz Türk (2009) found that Turkish students in preparatory classrooms were extrinsically motivated rather than intrinsically. So, it seems that, even after 16 years of study, researchers are still finding Turkish students are predominantly trying to learn a foreign language because of external influences.

Gender was not found to be the significant factor that affects motivation. However, similar to the current study, other researchers reported that females report higher motivation (Oletić & Ilić, 2014) than male students. Also, similar to Şad and Gürbüz Türk's (2009) findings, the present study found that female students' motivation levels are higher especially intrinsically.

The reported motivation did not significantly differ for students from state and foundation universities. However, students who are enrolled in foundation university reported slightly higher extrinsic and intrinsic motivation. The reason behind this could be how FL instructions are held differently in state and foundation institutes. Even though university is the educational level that this difference would be felt the least, foundation institutions tend to value FLL more in Türkiye. Güler (2020) also believes in this view and explains the insufficiency in state schools by

two arguments: foundation schools apply more FL hours than what the Turkish education system suggests and there is a shortage of FL teachers in state schools.

Şad and Gürbüztürk (2009) found that in general, students who enrolled voluntarily were more motivated to learn English than students who were required to enroll. The present study found no significant differences in the motivation between these two groups of students, however. Nonetheless, it is interesting to note that students who enrolled in a preparatory school by choice reported slightly lower intrinsic motivation levels than students who were required to attend. Although not significant, this factor contradicted anticipated directions. Even though both students who are willingly and compulsorily enrolled had almost the same frequency for reporting extrinsic motivation, as the percentage is too high (96.6%), the contradiction could be interpreted as the will behind their choice to study in preparatory schools probably consisted of external anchors.

Lastly, intrinsic motivation and extrinsic motivation were found to have a statistically significant positive correlation. This finding could have indicated that these types should not be considered separately as they drive each other to be better or worse however the strength of the relationship is too weak state that. Even though the strength is weak, as it is significantly positive rather than negative, the safer assumption could be about how the two types can have overlaps to motivate learners.

Anxiety

As anxiety has a complex nature (Pitsavos et al., 2006), it was not surprising that the results of FLCAS indicated that students have varied, and different perceptions of anxiety as opposed to the aligned responses regarding motivation. According to the most reported reasons that students felt anxious, the first one indicated they are afraid of failure, which was also reported to be a strong source of

anxiety by Alsowat (2016) and Cebreros (2003). According to results, another source of anxiety could be attributed to insecurities around speaking English, which is another fear often reported among language learners (Al Asmari, 2015; Cebreros, 2013).

Although the difference was not significant, overall FLCAS findings showed that female students experience anxiety more. This finding lays in a parallel line with Tuncer and Temur (2017)'s findings where they found that male students had lower anxiety than females. The only statistically significant difference between genders and FLA was that males indicated they are more insecure when speaking with native speakers.

According to university type parameter, similar to gender, no statistical significance was seen, except one which indicates that students from foundation university feels the discomfort more while taking FL tests. Also, among all items, even though not significantly different, state university students reported FLA more than students from foundation universities. The result of the significant difference of test anxiety could be interpreted because of the rigorous curriculum expectations on FL in foundation institutions. However, as this difference was not consistent in overall reports, this topic is open to discussions and further investigations.

The results showed that anxiety levels of students who are studying in the English preparatory school either by choice or because it is compulsory, were experiencing similar levels of anxiety. Overall, students who are enrolled because it is mandatory reported higher anxiety levels, this direction could be anticipated as the students do not study willingly. However, it was interesting to realize that those students also reported (slightly) higher motivation.

The Correlation of Anxiety and Motivation

The main purpose of this study was to examine any relationships between anxiety and motivation. In order to examine the relationship, first the correlation of the factors was tested. The findings show that there is a moderate significant and negative relationship between English preparatory school students' FLA and motivation. This relationship indicates that when motivation levels increase, on the contrary, the anxiety levels tend to decrease, and same applies for the reverse. This result is consistent with the findings of Liu and Huang (2011), Samad et al., (2023), and Carreira (2006). On the other hand, it contradicts with the findings of Luo et al., (2020) and Quintos (2021), as they found a significant positive relationship. In order to gain insights of the found correlation, the selected independent variables were examined again within the relationship.

The Correlation between Anxiety and Motivation in Consideration of Gender

The Spearman correlation revealed that male students' anxiety and motivation levels are negatively and significantly correlated. The measure was also in a negative direction for females, however the found significance in male students did not occur on female students. This gender differentiation is notable. Carreira (2006) – whose sample included only females – found a weaker relationship between anxiety and motivation in FL context when compared to other reviewed studies with a sample of both genders. Therefore, the correlation could be experienced differently by female students. As the study area on this is limited, there cannot be one strong assumption to solve this matter.

The Correlation between Motivation and Anxiety in Consideration of University Type

The negative correlation between motivation and anxiety was true whether students attended foundation or state universities. This finding should not be overlooked by teachers and researchers as it shows student motivation can address anxiety levels no matter where they choose to matriculate. Other researchers found similar and different results compared to the current study. Samad et al., (2023) studied with public university students and found a significant negative relationship. Carreira (2006) studied with foundation university students and found a weak negative relationship while Khodadady and Khajavy (2013) also studied with foundation university students and found both a negative and a positive significant relationship according to different motivation types. In this study, the sample was consciously selected from both university types. Therefore, the finding of both types indicate significant negative relationship is important to note.

The Examination of The Correlation between Anxiety and Motivation Based on the Analysis of Survey Items

Significant correlations were found according to the discussed independent variables. However, in order to fully explore the relationship between anxiety and motivation in FL context, examining the correlations between the survey items were essential.

Of the 15 motivation items, eight had negative significant correlations with FLA. Among these items, as a theme, students self-perception of competence and confidence were found to be most influential. Similarly, Onwuegbuzie et al., (1999) found that perceived intellectual ability significantly correlates with FLA. Moreover, Chatzidimou's (2019) study resulted that when students' perceived competences are

high, their FLA were reported to be low. These findings shows that if the student has a positive self-perception of competence or confidence, student's FLA tend to decrease. This result supports L2MSS's and SDT's views on the importance of self-perception and autonomy on motivation. Also, as FLA is highly related to self-perception, this result also supports Horwitz et al., (1986).

Another concept that was derived from the significant items was students' previous learning experiences. This was described in the items by reporting interest towards English lessons, finding topics fun, enjoying attending to the classes, and not wanting to miss classes. As these statements can be reported according to students' previous learning experiences, this finding was also noteworthy. The finding also shows how important it is to create interesting and effective lessons to affectively support students. The last significant correlation was found about the socializing benefit of learning English. This could be the most obvious external motivation motive among all the other items. It is interesting that this situation is under the lowest correlation since it was found that students' extrinsic motivation was greater than their intrinsic motivation. This finding can also be used in favor of students by explaining how the use of English breaks down the language barrier globally. Therefore, all the items could be used to decrease anxiety.

All the anxiety scale items were also examined according to the motivation results. The most discriminating situation on the correlation was found to be about how anxiety could prevent students to be motivated to take any other language classes. Therefore, it seems their fear was affecting their motivation related to their future courses. This result is noteworthy as this relationship do not only affect one's current FL classes but also affects the possible future knowledge and achievements. Therefore, the relationship should be controlled positively in the class environment.

The other significant concept was related to how the students feel when going to their language class and if they want to go. These feelings towards FL class were possibly pre-settled through the experiences from their former/continuing FLL period. This concept was determined due to items that stated how students feel frustrated to attend their FL classes. Therefore, students' previous learning experiences was found to be a possible joint reason of increasing or decreasing the factors. Similarly, the other significant item is about the pressure students feel to prepare well to the FL class which supports Al Asmari (2015)'s findings. This pressure could also appear because of the negative experiences that they had. These findings also indicate that the relationship is not only effective inside of the classroom, but its scope involves outside of the classroom as well.

Under the significant results, students' speaking anxiety was also found to challenge their motivation to learn. Students may be less willing to participate in class if they feel self-conscious or frustrated to speak (Suleimenova, 2013). As speaking needs rigorous practice, students with high anxiety may tend to isolate themselves from the speaking activities and this can result with not being competent or confident in speaking (even though 88% of the students wanted to speak fluently).

In summary, the present study results showed that there is a negative significant correlation between English preparatory school students' anxiety and motivation. The significant negative relationship between anxiety and motivation showed consistent results regardless of school type or reason for enrollment. Male students' anxiety and motivation also showed negative significant correlation while female student responses did not. However, female students' intrinsic motivation and anxiety was significantly and negatively correlated. Students who were required to enroll to preparatory school also showed to have a significant negative correlation

between their intrinsic motivation and anxiety. These findings were notable as only intrinsic motivation showed significant correlation with FLA when tested under the motivation types.

Predictive Roles of FLA, Intrinsic Motivation, and Extrinsic Motivation

According to the findings around the predictive roles of the factors, the results were parallel with correlation results according to the direction (negative) of the significance. Intrinsic motivation was found to be a significant inverse predictor of FLA and FLA in turn was found to be a significant inverse predictor of intrinsic motivation. In either case, the significance was still regardless of the controlling variable. However, extrinsic motivation was not found to be a significant predictor of FLA nor was FLA found to be significant predictor of extrinsic motivation.

In the reviewed literature there were no studies that studied these exact research questions regarding the predictive roles of the factors. As a significant predictive role was found between FLA and at least one of the motivation types (intrinsic motivation), the reviewed studies' general results (without the distinction of motivation types) were compared to the findings.

The direction of the prediction (inverse) was not consisted with Alamer and Almulhim (2021). As for the Turkish studies that were reviewed, findings aligned with Aydın (2016) but contracted with Durmuş (2024). I gave importance to those studies not only because they were studied in the same country as the present study but also because their samples' education levels differed as, middle school and high school. As the present study has a sample of students from universities, the findings could be examined in a continuum way.

According to the education levels, Durmuş (2024) studied motivation's predictive role on FLA with a sample from middle schoolers. The researcher's

findings indicated that motivation is not a significant predictor of FLA. While Aydın (2016) found that motivation is a significant predictor of FLA with a sample of high school students. These findings could lead to some interpretations. However, to be able to remove the possibility of whether the present study's significant finding is only explained by intrinsic motivation and not overall motivation as those two studies, a linear regression was conducted with FLA and motivation. The results were consisted with the intrinsic motivation findings. Therefore, it is certainly interesting that as the level of education increases, the relationship between students' anxiety and motivation emerges or that the existing relationship becomes stronger. However, this could only be a possible interpretation. There are not enough data to state this.

Implications for Practice

The present study aimed to have better understandings of the relationship between English preparatory school students' anxiety and motivation in Türkiye. The relationship was tried to be understood through their correlations and predictive roles. According to the findings, there is a significant negative correlation and significant inverse predictive roles between these factors. Therefore, as their relationship is interpreted as significant and negative, it means that when one increases, the other decreases.

According to the direction of the relationship, it is important to motivate students to lower their anxieties and lower their anxieties to heighten their motivation towards learning the foreign language. As the findings show that intrinsic motivation and FLA have a greater negative relationship, it is important to note that motivating students intrinsically could contribute to lower their anxiety levels.

Some practices could be done to support the affective environment in English preparatory classes with increasing motivation and decreasing anxiety. These practices involve direct feedback from students, distributing a survey before the start of the semesters, and specific implications through instruction approaches according to the findings of the study.

Feedback from Students

When students suffer from the negative side of the relationship between anxiety and motivation, it would be best to hear it from them to understand why and how they and their learning processes are affected. However, as anxiety already affects students' speaking, it may be hard to hear feedback about the class, especially in front of their peers. Also, teachers cannot provide one-on-one consultancy to every student.

Therefore, after lessons, students can anonymously write feedback about the class. They can express the areas where they felt motivated and less nervous or where they felt the opposite. This can be done online to make sure students feel comfortable to express opinions. So, teachers can directly learn from the students to which situation or activity could be encouraged to keep motivating students and lower their anxiety and which should be dealt delicately.

Distributing a Survey

According to the results, it was anticipated that students' prior FLL experiences might be one of the joint reasons of the relationship. As the sample's education level is university, they probably had years of experiences to learn English until enrolling to universities. It could be beneficial for teachers to know about those experiences, even if it is superficial. However, teachers cannot consult every student and hear their background. Therefore, a survey could be prepared that asks about

their previous English learning experiences and could be distributed before starting the semester. According to the results, teachers could select a preferred approach of teaching. The survey should be prepared in a way that it could be valid for every English preparatory class.

The survey would not only ask whether students had a positive or negative experience but also would seek for reasons. In English, or FL classes in general, there are certain activities that would be done regardless of the approach of the teacher. These activities often evolve around four skills activities: reading, writing, listening, and speaking. According to the present study's results and the reviewed literature, speaking activities tend to heighten anxiety levels. Therefore, with the help of the literature and with considering common activities that are done in these classes, this survey can ask students how they felt about those activities. As an example, if in one class, many students report that they had negative experiences and also, they reported that they felt anxious about speaking activities, then the teacher can interpret that that class's FLA is related to speaking. Therefore, the teacher would know that those activities should be handled delicately in order to lower anxiety and increase motivation.

As the survey would be distributed at the beginning of the semester, students would not have to deal with the same experiences that they had before. Also, as the same survey can be distributed at the beginning of the second semester, the difference of the answers (view of their current learning experiences) could be seen. The suggested implication of feedback from the students (explained above) would help the process to let the teacher know how their approach of teaching is going.

Lastly, the activities are not the only reasons to seek when it comes to positive or negative experiences. In both the reviewed literature and in the present

study's findings (when items were examined), concepts as peer, teacher, and self-perception are important to motivate or demotivate students. They could also feel anxious around those concepts. Therefore, in the survey, it is important to contain items that asks whether they are motivated, demotivated, or anxious around the environment of learning not only activities. The negative experience could be because of a fear of negative evaluation of somebody in the class. As an example, if in a class, most of the students reported that they had a hard time to meet their teachers' expectations or they have heard negative feedback and instant corrections all the time, then the teacher would know the source of the problem.

In order to direct the relationship of anxiety and motivation, teacher could use an encouraging approach, positive feedback, and enduring corrections with the information that the teacher received. Again, the success of directing the relationship to have a more comfortable affective FLL environment can be tracked with the feedback from the students within the semester and the difference can be seen at the beginning of the second semester with the same survey. Therefore, if the teachers were sculptors, the first survey would be the first step to sculpting the teaching approach with understanding the needs, continuing feedback would be the sculpting process, when there is an error, it could be seen and fixed, and whatever is working could be continued. The second survey would be the first completed sculpture, and how it became one could be seen and compared with the place that it started with.

Instruction Approach

The first two implications are about how can teachers know about the reasons that motivate students or cause them to be anxious. As the relationship of the factors is negative, that information would be used to increase motivation and decrease anxiety, according to the teacher's preferred approach of teaching. Under this title,

an example approach of teaching (in order to use the relationship in favor of the students) would be discussed, according to findings.

When the motivation scale items were examined within the relationship, the negative correlation between motivation and anxiety was found to be most meaningful about the students' self-perception of competence and self-confidence. In order to affect these perceptions positively, teachers can give positive feedback to students and help them to feel more confident and competent. As for negative feedback, they could be given in a clear but understanding way to not to damage their encourages or confidence. The feedback should not be used to rebuke learners but should be used to continue encouraging them whilst correcting.

Even though positive feedback is a way to achieve this aim of improving students' self-perceptions, it is not possible to give positive feedback in every class to every student. Therefore, the overall teaching process should be carried out in a parallel way with approaches that psychologically support the students. There can be various teaching approaches which teachers determine according to their class dynamic. However, to specifically refer to improvement of students' self-perceptions and directing the relationship between anxiety and motivation in a positive way, there can be a suggested approach.

To let them be more confident and competent, the course procedure (especially activities) can be done in a parallel line to Zone of Proximal Development (ZPD). This theory was designed by Vygotsky within child psychology however, it was adjusted to education of students from all ages and levels short after its discovery (Fani & Ghaemi, 2011). Usage of ZPD for teaching argues that to be able to gain and sustain students' attention and motivation, teachers should give input in a level that is not too easy but not too hard to comprehend, like Goldilocks Zone.

This could be done through only providing guidance to lead the students to do the task by themselves, in other words through scaffolding. This will also help the learner to realize where s/he did wrong without strong discouraging corrections.

As giving tasks and input in a level that students are slightly challenged could higher their curiosity (heightened intrinsic motivation) and through scaffolding, they can feel like they are doing the tasks independently (heightened confidence and self-perception of competence), their motivation levels can be heightened. Therefore, this approach directly relates with the present study's findings because it can increase intrinsic motivation which was found to be the significant inverse predictor of anxiety and showed higher negative correlation as well. Also, feeling of independency and success can improve their confidence and their self-perceptions of competence which are two of the concepts that highly negatively correlated with FLA in the present study. This could be implicated to English preparatory classrooms in order to control the relationship in a way that increases motivation and decreases anxiety.

These implications are presented to control the relationship in favor of students. If the student's positive or negative previous experiences of learning English and the reasons behind they felt motivation or anxiety could be known through the surveys, the teaching approach could be adapted. Whether the approach is useful or not could be determined and fixed with the feedback from students. In addition, within the selected approach, if the students are feeling confident, competent and has a positive self-perception, their motivation levels would increase while anxiety decrease. With these implications, decreasing anxiety will boost motivation or boosting motivation will decrease FLA.

Implications for Further Research

The research area of the relationship between anxiety and motivation in FL context is already limited, especially in the Turkish context. Also, results of the relationship are not unified. Therefore, studying it under any kind of approach would benefit the literature. The more data we gather, the more we could comprehend the relationship. However, according to the results of the current study, some specific areas for further research can be listed. For instance, both in the present study and former studies in the area, suggest that female motivation and anxiety differ from male students. This difference and its possible reasons can be tracked to discover if and how gender difference influence anxiety and motivation in a deeper sense.

According to the finding of the present study, there is a significant negative relationship between FLA and FL motivation among English preparatory school students in Türkiye. This finding is only the starting point of finding ways to motivate students and lower their anxiousness to learn English. In order to reach the point of finding solid solutions, further studies should examine which situations, activities or behaviors trigger anxiety and decrease motivation while which situations motivate students and lower their unease to learn English. If common situations, activities or behaviors are found, the positive ones can be used in favor of students to encourage them while the negative ones could be handled with a more sensitive approach. This way, we can start to control and direct the relationship for the student benefit.

Another important point is that anxiety types should be added to further studies. The present study examined both the relationship between anxiety and motivation in general and the relationship between anxiety and selected motivation types. The results differed depending on the relationship examined. Therefore, the

differences in results could be better interpreted with the contribution of anxiety types.

It was interesting to find that in Türkiye, while a study with a middle school sample found that motivation is not a significant predictor of anxiety, another study with a high school sample did. As the present study had a sample of university students and found that motivation is a significant predictor of FLA, the relationship between feeling these psychological factors and the education level could be investigated in Türkiye.

Limitations

The present study examines psychological factors: anxiety and motivation. Psychological factors are highly subjective and hard to generalize. Also, the data was collected with convenience sampling which also limits the strength to generalize the findings.

Another limitation is also about the sample: all the selected universities are located in the western region of Türkiye and all of them are in urban big cities. The findings are not generalizable to English preparatory schools in small towns or in the eastern, northern, or southern regions of Türkiye.

Moreover, study's sample had a lower number for foundation school students, therefore whilst comparing the university types, the data was not balanced. In addition, anxiety types were not included in the present study. Lastly, students' background information such as their high schools, their former education on FL, their proficiency on FL, their overall achievements in the preparatory classes, and whether they are diagnosed with any kind of trait anxiety are unknown.

Conclusion

This study explored the relationship between English preparatory school students' anxiety and motivation in Türkiye with a sample ($N = 136$) from three different universities. The relationship was tried to be understood with the factors' correlations and predictive roles. The results showed that there is a moderate negative significant correlation between the factors. Except from female students' anxiety and motivation, all the tested independent variables (gender, university type, enrollment reason) supported this correlation. However, female students' intrinsic motivation and FLA showed a significant negative correlation while male students did not. Only other significant negative correlation between intrinsic motivation and FLA was found for the students who study compulsorily.

When the predictive roles of anxiety and motivation were tested with using the independent variables as controlling variables, it was found that extrinsic motivation is not a significant predictor of FLA and FLA is not a significant predictor of extrinsic motivation, regardless of the controlling variable. However, intrinsic motivation is found to be a significant inverse predictor of FLA, and FLA is a significant inverse predictor of intrinsic motivation, regardless of the controlling variable.

With the results of both the correlation and predictive roles of the factors, this study concluded that English preparatory school students' anxiety and motivation have a significant negative relationship. This relationship is especially significant for intrinsic motivation. Therefore, it is important to value increasing students' intrinsic motives to learn the FL.

Moreover, each significant scale item shed light into interpreting which situations highlighted the correlation. It was found that students' previous

experiences of learning English could be one of the joint reasons that affect the relationship. It can be addressed through the implications of the explained survey and feedback. The survey can inform teachers about their classes' overall previous learning experiences and what commonly triggered them to be motivated or to be anxious. Then, an instruction guideline can be prepared, or a specific approach can be followed in consideration of the information gathered from the survey, at the beginning of the semester. Then, the success of the guideline or the preferred approach can be tracked with the online feedback from the students about their motivation and FLA within the semester.

On the other hand, it was also found that students' confidence and self-perceptions on their competence were important for them to feel motivated when examined under the correlation. These could be handled with using encouraging approaches such as ZPD. In ZPD, the given tasks are challenging *enough* for the students. Through scaffolding, teachers take on a guiding role to let the students discover the task and find the solutions on their own. Teachers provide hints, they do not give direct answers. Therefore, students often feel independent while completing the tasks which can increase their perception of competence and confidence. As the tasks are above their knowledge (in a way that can still be solved) and as teachers provide hints, their curiosity can be increased, which can also lead an increase in their intrinsic motivation. This way, students' FLA can decrease.

In conclusion, according to the results, in English preparatory schools (in Türkiye), motivation of the students should be increased, and FLA should be decreased to have more effective FLL processes. Especially intrinsic motivation should be valued. There is a value to be aware of this relationship and try to use it for

students' benefit. Further studies can shed light into *what* causes the relationship and *how* it could be directed.



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Appendix A

Turkish Translation of Foreign Language Classroom Anxiety Scale

(Gürsu, 2011)

YABANCI DİL SINIFI KAYGI ÖLÇEĞİ (Bu ölçek Gürsu (2011) tarafından geliştirilmiştir.) Sevgili öğrenciler aşağıda Yabancı Dil Sınıflarında Kaygı Ölçeği'nin (Horwitz et al.,1986) Türkçe çevirisi (Gürsu, 2011) bulunmaktadır. Ölçeğin amacı yabancı dil öğrenenlerin sınıf içi kaygı düzeylerini ölçmektir. Maddelerin karşısında yer alan seçeneklerden size en uygun olanı (X) ile işaretleyiniz. Doğru verilere ulaşılması adına cevaplarırken lütfen içten ve objektif olunuz. Lütfen yanıtsız madde bırakmayınız. Katılımınız için teşekkür ederim.	Kesinlikle Katılıyorum	Katılıyorum	Kısmen Katılıyorum	Çok Az Katılıyorum	Hiç Katılmıyorum
1. Yabancı dil dersinde konuşurken hiçbir zaman kendimden çok emin olamam.					
2. Yabancı dil dersinde hata yapmaktan endişe etmem.					
3. Yabancı dil dersinde bana söz verileceği zaman heyecandan titrerim.					
4. Öğretmenin yabancı dilde söylediklerini anlayamamak beni korkutur.					
5. Daha fazla yabancı dil dersi almak beni rahatsız etmez.					
6. Yabancı dil dersinde kendimi dersle ilgisi olmayan konuları düşünürken bulurum.					
7. Diğer öğrencilerin dil konusunda benden daha iyi olduklarını düşünürüm.					
8. Dil dersi sınavlarında genellikle rahatımdır.					
9. Dil dersinde hazırlıksız konuşmam gerektiğinde panik olurum.					
10. Yabancı dil derslerinden kaldığım taktirde oluşacak sonuçlar yüzünden endişelenirim.					
11. Yabancı dil derslerinin neden bazı insanların keyfini kaçırdığını anlamıyorum.					
12. Yabancı dil derslerinde o kadar tedirgin olurum ki bildiklerimi de unuturum.					
13. Yabancı dil dersinde sorulara gönüllü olmak beni utandırır.					
14. Ana dili yabancı olanlarla konuşurken tedirgin olmam.					
15. Öğretmenin hangi yanlışı düzelttiğini anlamadığım zaman üzülürüm.					

16. Dil dersine çok iyi hazırlansam bile derste endişelenirim.					
17. Çoğu zaman içimden dil dersine girmek gelmez.					
18. Yabancı dil dersinde konuşurken kendime güvenirim.					
19. Yabancı dil öğretmenimin yaptığım her hatayı düzeltmeye hazır olması beni korkutur.					
20. Dil dersinde bana bir şey sorulacak diye yüreğim ağzıma gelir.					
21. Dil sınavında ne kadar çok çalışırsam o kadar çok kafam karışır.					
22. Dil dersine çok iyi hazırlanmak için üzerimde baskı hissetmem.					
23. Her zaman diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını hissederim.					
24. Diğer öğrencilerin önünde yabancı dilde konuşurken utanırım.					
25. Dil dersi öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.					
26. Dil dersinde diğer derslere oranla daha gergin ve tedirgin olurum.					
27. Dil dersinde konuşurken tedirgin olurum ve kafam karışır.					
28. Dil dersime girerken, kendimden gayet emin olurum ve rahat hissederim.					
29. Dil öğretmenin söylediği her sözü anlamadığımda tedirgin olurum.					
30. Yabancı bir dili konuşmak için öğrenilmesi gereken kuralların sayısı beni bunaltır.					
31. Yabancı dilde konuştuğumda diğer öğrencilerin bana gülmesinden korkarım.					
32. Büyük ihtimalle kendimi, yabancı dili ana dil olarak konuşan insanların yanında daha rahat hissederim.					
33. Dil öğretmeni daha önceden hazırlanmadığım sorular sorduğunda tedirgin olurum.					

Appendix B

The Motivation Scale: İngilizce Öğrenmeye Yönelik Motivasyon Ölçeği

(Aktaş & Gündoğdu, 2018)

İNGİLİZCE ÖĞRENMEYE YÖNELİK MOTİVASYON ÖLÇEĞİ (Bu ölçek Aktaş ve Gündoğdu (2018) tarafından geliştirilmiştir.) Sevgili öğrenciler aşağıda İngilizce Öğrenmeye Yönelik Motivasyon Ölçeği (Aktaş & Gündoğdu, 2018) bulunmaktadır. Ölçeğin amacı İngilizce hazırlık öğrencilerinin İngilizce öğrenmeye yönelik motivasyon düzeylerini ölçmektir. Maddelerin karşısında yer alan seçeneklerden size en uygun olanı (X) ile işaretleyiniz. Doğru verilere ulaşılması adına cevaplarken lütfen içten ve objektif olunuz. Lütfen yanıtsız madde bırakmayınız. Katılımınız için teşekkür ederim.	Tamamen Katılıyorum	Büyük Ölçüde Katılıyorum	Kısmen Katılıyorum	Çok Az Katılıyorum	Hiç Katılmıyorum
1. İngilizceyi akıcı bir şekilde konuşmak isterim.					
2. İngilizce konuşan arkadaşlar edinmek isterim.					
3. İngilizce konuşan biriyle iletişim kurmak isterim.					
4. İngilizce konuşulan ülkelere seyahat etmek isterim.					
5. İngilizce derslerine katılmaktan zevk alırım.					
6. İngilizce derslerinde öğrendiğim konular eğlencelidir.					
7. İngilizce derslerini kaçırmak istemem.					
8. İmkânım olsa okul dışında da İngilizce dersi alırım.					
9. İngilizce ders konuları ilgi çekicidir.					
10. İngilizce dersi iş bulmam için gereklidir.					
11. İngilizce öğrenmek kariyerim açısından yükselmemi sağlayacak.					
12. İngilizce öğrenmenin yurt dışında da iş bulmama yardımcı olacağını düşünüyorum.					
13. İngilizce iletişim konusunda yetenekli olduğumu düşünüyorum.					
14. Etkili İngilizce iletişim konusunda yeterli olacağıma inanıyorum.					
15. Derste öğretilenleri anlama konusunda yetenekli olduğuma inanıyorum.					

Appendix C

Bilkent University Ethics Committee Approval



Bilkent Üniversitesi

Akademik İşler Rektör Yardımcılığı

Tarih : 18 Nisan 2024

Gönderilen : Zeynep Özkök

Danışman : Anita Nicole Alexander

Gönderen : H. Altay Güvenir
İnsan Araştırmaları Etik Kurulu Başkanı

Konu : “*The Relationship ...*” çalışması etik kurul onayı

Üniversitemiz İnsan Araştırmaları Etik Kurulu, 18 Nisan 2024 tarihli görüşme sonucu, “*The Relationship Between Anxiety and Motivation in English Preparatory Classrooms*” isimli çalışmanız kapsamında yapmayı önerdiğiniz etkinlik için etik onay vermiş bulunmaktadır. Onay, ekte verilmiş olan çalışma önerisi, çalışma yürütücüleri ve bilgilendirme formu için geçerlidir.

Bu onay, yapmayı önerdiğiniz çalışmanın genel bilim etiği açısından bir değerlendirmedir. Çalışmanızda, kurulumuzun değerlendirmesi dışında kalabilen özel etik ve yasal sınırlamalara uymakla ayrıca yükümlüsünüz.

Kovid-19 salgını nedeniyle konulmuş olan kısıtlamaların yürürlükte olduğu süre içinde, tüm komite toplantıları elektronik ortamda yapılmaktadır; aşağıda isimleri bulunan Bilkent Üniversitesi Etik Kurulu Üyeleri adına bu yazıyı imzalama yetkisi kurul başkanındadır.

Etik Kurul Üyeleri:

Ünvan / İsim	Bölüm / Uzmanlık	
Prof.Dr. H. Altay Güvenir	Bilgisayar Mühendisliği	Başkan
Prof.Dr. Haldun Özaktaş	Elektrik ve Elektronik Müh.	Üye
Doç.Dr. Işık Yuluğ	Moleküler Biyoloji ve Genetik	Üye
Dr. Öğr. Üyesi Burcu Ayşen Ürgen	Psikoloji	Üye
Dr. Öğr. Üyesi A.Barış Özbilen	Hukuk	Üye
Prof. Dr. Özgür Ulusoy	Bilgisayar Mühendisliği	Yedek Üye
Dr. Öğr. Üyesi A.Barış Özçelik	Hukuk	Yedek Üye

Kurul karar/toplantı No: 2024_04_18_01

Başvuru No: 545