

The Relationship between University Students' Foreign Language Learning Motivation and Anxiety

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Abstract

Generally, when motivation is high, the anxiety of a person is reduced and success is increasing. One of the subjects related to learning in general, and language learning in particular, is related to "anxiety". The aim of this research is to determine the relationships between foreign language learning motivation and student anxiety. 305 students were involved in the relational survey model of the research. The participants of the research are students of B1 level who study in language preparation of A University. Data of the study were collected with the Motivation in Learning Turkish as a Foreign Language Scale and, Anxiety in Learning Turkish as a Foreign Language Scale. We used the descriptive statistics, t-test, ANOVA, and Pearson correlation coefficient for data analysis. The participants have the highest degree of motivation in the dimension of instrumental motivation and the lowest degree of motivation in the dimension of cultural motivation. Views of the participants on the internal motivation, instrumental motivation, and motivation to learn Turkish as a foreign language differ from each other according to their gender and views on instrumental motivation and their mother tongue as well. The participants feel the highest degree of anxiety in listening and having the lowest degree of motivation in writing. The participants' internal motivation to learn Turkish as a foreign language, as well as their anxiety about speaking, writing, and studying Turkish as a foreign language, have negative and significant relationships.

Keywords: Foreign language learning motivation, foreign language learning anxiety, Turkish, Turkish as a foreign language.

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Introduction

There are numerous studies devoted to the role of motivation in the learning process. Those studies revealed that students who are sufficiently motivated can shape their behaviors according to their purposes, demonstrate behaviors suitable for the learning process they are successful at improving their skills, and are determined to learn (Sevim, 2019). Motivated students process information in depth, insistently manage difficult tasks, have a positive attitude towards school, and find school satisfactory. These students do not create problems at school (Akbaba, 2006).

Motivation also plays a crucial role in students' foreign language learning achievement in a classroom environment and it is in a centric position along with language ability (Acat & Demiral, 2002). It is an indisputable fact that motivation is one of the most important dimensions that bring success in language teaching (Lightbown & Spada, 2013) and that increase one's determination in using a foreign language (Ahmed, 1989 cited in: Sevim, 2019). Gardner and Lambert (1959) divided motivation sources into instrumental and integrative. Instrumental motivation focuses on language learning for more immediate and practical goals, while integrative motivation focuses on language learning for personal development and cultural enrichment. Studies have shown that these types of motivation are associated with success in second language learning. In this study, motivation is classified into three types "internal, instrumental, and cultural" (Acat & Demiral, 2002; Sevim, 2019):

Internal Motivation. Internal motivation is related to the intrinsic driving force. The reasons for these intrinsic driving forces are the desire to learn a foreign language to improve oneself, to visit the country that learner is interested in, and think that by speaking a foreign language one will gain respect. People with internal motivation demonstrate behaviors such as using opportunities properly, enjoying learning a language, and expressing a desire to speak the language as their mother tongue.

Instrumental Motivation. Instrumental motivation focuses on the external benefits of individuals during the learning process. The sources of motivation are to be able to work in a country using that language, to live comfortably in that country, to continue educational life, to climb the career ladder, to please employers/teachers, and to be more successful at work/study. There are practical reasons behind language learning motivation in this dimension.

Cultural Motivation. This dimension focuses on culture-oriented issues. The dimension is based on reasons such as being interested in the civilization and culture of that language, being respected by the society in which that language is spoken, and considering that society as friendly. People with this motivation are people who have accepted society using the language they have learned.

One of the subjects related to learning in general, and language learning in particular, is related to "anxiety". In general, anxiety is feeling an unpleasant emotional state accompanied by physiological symptoms (Feist, 1990) and is an emotional reaction to psychological events and changes in human nature. In this sense, anxiety is defined as "sadness, disturbing thought, worry, and sorrow" (Turkish Language Association, 2022). A worried person tends to exaggerate everything. They can even accept daily routine problems as if the world has come to an end (Cokluk-Bökeoglu & Yılmaz, 2005). In addition to its constructive and positive features, anxiety also has destructive and disruptive elements that arise when it reaches pathological dimensions (Canbaz et al., 2007).

Research has shown that people learning a foreign language experience a certain level of anxiety (Altunkaya, 2017). According to Teimouri et al. (2019) large-scale meta-analytic study, there is a strong significant relationship between language anxiety and second language achievement. Language learning anxiety can be defined as a "learned emotional response" developed in the language learning process (Kilic, 2017). Polatcan (2018) defined anxiety in learning a foreign language as "retreating into one's shell due to the feeling of failure". Anxiety in learning a new foreign language can be classified in the four dimensions of basic language skills such as "listening, writing, speaking, and reading" (Genc-Koylu & Isik, 2020).

Listening Anxiety. Listening anxiety generally can be referred to as worrying about not being able to understand listening text while listening for the first time; worrying while listening to unknown topics, while being interviewed in the learned language; worrying that the learned language will not be

understood when it is spoken too quickly; feeling anxious about not being able to understand what is being said.

Writing Anxiety. This type of anxiety can be defined as worrying to write in the learned language, having difficulty in writing; worrying about writing exams and concerning about writing practices for which the learner is unprepared, feeling anxious about writing assignments; feeling uneasy when organizing one's thoughts in writing activities; concerns about not being able to get one's thoughts together or not being able to convey one's thoughts fully in writing form.

Speech Anxiety. It is related to worrying when answering questions, making presentations in class, or participating in a dialogue in front of group mates. People with speech anxiety are worried about expressing their opinion on a subject in the speaking class, about speaking with native speakers of the learned language, or feeling anxious when they need to speak unprepared.

Reading Anxiety. This dimension is related to the increase of anxiety when one starts to read a long text in the learned language and encounters an unknown word or grammar rule while reading or when a learner is worried about making a mistake in pronunciation while reading the text.

Generally, when motivation is high, the anxiety of a person is reduced and success is increasing (Kirova et al., 2012; Yan & Horwitz, 2008). In this regard, we tried to determine the relationship between anxiety and motivation of students who are learning Turkish as a foreign language. In order to achieve this common general purpose, we tried to find the answers to the following questions:

1. What are the motivations of students who learn Turkish as a foreign language?
2. Do the motivations of students who learn Turkish as a foreign language differ according to gender, field, and mother tongue?
3. What are the anxieties of students who are learning Turkish as a foreign language?
4. Do the anxieties of students who learn Turkish as a foreign language differ according to gender, field, and mother tongue?
5. Is there a relationship between the motivation and anxiety of students learning Turkish as a foreign language?

Method

In this study, we used a relational survey model. The relational survey model is designed to assess whether or not there is a change between variables and, if so, to specify the nature of change. In this study, the relational survey model was used since it tried to determine the relationships between foreign language learning motivation and student anxiety.

Population and Sample

The population of the study includes 1050 students enrolled in language preparation at A University's High School of Foreign Languages. In determining the sample size, Cochran's (1962) sample size determination formula was used (Balci, 2021) and it was determined that the sample of the study should consist of 281 people at 95% confidence level. Considering the fact there can be losses and unusable measurement scales, scales were applied to 320 people. 305 scales were returned. Participants of the research are students of B1 level language preparation of A University. The language levels in the language preparation of A University are "A1, A2, B1, B2, and C1". Students at B1 level are able to read and understand text in Turkish easily. Therefore, the scales were used in Turkish.

201 of the participants (n=305) were women (65,9%), 104 were men (34,1%); 271 were native speakers of Kyrgyz (88,9%), 34 native speakers of other languages (11,1%); 141 students came from villages (46,2%), 33 of them from towns (10,8%), 131 of them from cities (43,0%). 167 of the participants were students in the field of social sciences (54,8%), 88 from the fields of science/mathematics, and 50 from the fields of language education.

Data Collection Tools

The research data were collected with the Motivation to Learn Turkish as a Foreign Language Scale (Sevim, 2019) and with the Anxiety in Learning Turkish as a Foreign Language Scale (Genc-Koylu & Isik, 2020).

Motivation to Learn Turkish as a Foreign Language Scale. The scale was developed, and by Sevim (2019). The scale consists of 3 sub-dimensions [internal motivation-9 items; instrumental motivation-8 items; cultural motivation-5 items] with 22 items. In Sevim's (2019) study, Cronbach's Alpha reliability coefficients were determined as .63 for the internal motivation sub-dimension, .79 for the instrumental motivation sub-dimension, .72 for the cultural motivation sub-dimension, and .84 for the scale. The Likert-type scale was used in the research consisting of answers such as "1-strongly disagree, 2-slightly agree, 3-undecided, 4-mostly agree, 5-completely agree". An increase of points obtained from the scale indicates an increase in motivation in that dimension.

Anxiety in Learning Turkish as a Foreign Language Scale. The scale was developed by Genc-Koylu and Isik (2020). The scale consists of 4 sub-dimensions [listening anxiety-15 items; writing anxiety-10 items; speaking anxiety-8 items; reading anxiety-6 items] with 39 items. According to Genc-Koylu and Isik's (2020) study, Cronbach's Alpha reliability coefficients were determined as .72 for the listening anxiety sub-dimension, .83 for the writing anxiety sub-dimension, .82 for the speaking anxiety sub-dimension, and .78 for the reading anxiety sub-dimension, and .90 for the scale. The Likert-type scale was used in the research consisting of answers such as "1-strongly disagree, 2-disagree, 3-partially agree, 4-agree, 5-completely agree. An increase of points obtained from the scale indicates an increase in anxiety in that dimension.

Data-Analysis

In order to determine the personal data in the research and to evaluate the answers related to the scale, descriptive statistics were used. For the comparison of the participants' views, a t-test, one-way variance analysis (ANOVA) were applied. In order to decide which statistics to use in the analysis of the data, it was first examined whether the data showed a normal distribution. For this purpose, Kolmogorov-Smirnov Test was used. The results of the Kolmogorov-Smirnov Test were .21 ($p > .05$) for Motivation to Learn Turkish as a Foreign Language, and .24 ($p > .05$) for Anxiety in Learning Turkish as a Foreign Language.

For the determination of relations Pearson correlation coefficient was used. The Sidak test, one of the post hoc multiple comparison tests, was used for the significant F values to determine the source of the difference. In the dimensions where differences have been found, η^2 (eta-squared) type of statistics was used to determine the degree of effect of the difference. η^2 value is a measure in which η^2 between 0.01-0.05 indicates a small effect; between 0.06-0.13 indicates a medium effect; η^2 greater than 0.14 indicates a large effect. The correlation coefficient between 0.70-1.00 in absolute value is high; between 0.69-0.30 is moderate. The value between 0.29-0.00 is defined as a low-level relationship.

Findings

In this section, the participants' motivations for learning Turkish as a foreign language, as well as their concerns about learning Turkish, were presented and compared based on several variables. The tables used in the analysis for the purpose of comparison consist of only the data in the dimensions in which statistical difference is determined. Afterwards, the relationships between the motivation and anxiety of the participants to learn Turkish were determined. The general situation regarding the motivation of the participants to learn Turkish is given in Table 1.

Table 1.

The Participants' Motivation to Learn Turkish as a Foreign Language (n=305)

Points	Mean (M)	Standard Deviation (S)	Answer Scale
Instrumental Motivation	3.90	0.51	Mostly agree
Internal Motivation	3.79	0.73	Mostly agree
Cultural Motivation	3.35	0.84	Undecided
Total	3.74	0.53	Mostly agree

As shown in Table 1, the participants have the highest motivation in the dimension of instrumental motivation (M=3.90-mostly agree), and the lowest motivation in the dimension of cultural motivation (M=3.35-undecided). In general, the motivation of the participants to learn Turkish as a foreign language is quite high.

Table 2 presents the results of the t-test analysis conducted to compare the motivation of the participants to learn Turkish as a foreign language according to gender.

Table 2.

Comparison of Participants' Motivation to Learn Turkish as a Foreign Language According to Gender (n=305)

Points	Gender	n	Mean (M)	Standard Deviation (S)	sd	t	η^2
Internal Motivation	1) Female	201	3.97	0.51	303	3.30*	.03
	2) Male	104	3.77	0.51			
Instrumental Motivation	1) Female	201	3.88	0.71	303	2.93*	.03
	2) Male	104	3.62	0.75			
Cultural Motivation	1) Female	201	3.40	0.85	303	1.66	--
	2) Male	104	3.23	0.81			
Total	1) Female	201	3,81	0,51	303	3,40*	.04
	2) Male	104	3,59	0,54			

*p<.05

As shown in Table 2, the cultural motivations of the participants [$t_{[303]}=1.45$; $p>.05$] do not statistically differ according to gender. The participants' internal motivations [$t_{[303]}=3.30$; $p<.05$], instrumental motivations [$t_{[303]}=2.93$; $p<.05$] and their motivation to learn Turkish as a foreign language [$t_{[303]}=1.45$; $p<.05$] statistically differs according to gender. In terms of internal motivation, instrumental motivation, and motivation to learn Turkish as a foreign language, female participants have a higher level of motivation than male participants.

The η^2 statistic was used to determine the degree of effect of the detected differences. Accordingly, participants' views differ at a "low level" in internal motivation, instrumental motivation, and motivation to learn Turkish as a foreign language.

There is no statistically significant difference according to the field of education in the participants' internal motivation [$F_{[2-304]}=2.61$; $p>.05$], instrumental motivation [$F_{[2-304]}=1.04$; $p>.05$], cultural motivation [$F_{[2-304]}=1.77$; $p>.05$] and their motivation to learn Turkish as a foreign language [$F_{[2-304]}=2.69$; $p>.05$].

Table 3 presents the results of the t-test analysis conducted to compare the motivation of the participants to learn Turkish as a foreign language according to the mother tongue.

Table 3.

Comparison of the participants' motivation to learn Turkish as a foreign language according to mother tongue (n=305)

Points	Mother Tongue	n	Mean (M)	Standard Deviation (S)	sd	t	η^2
Internal Motivation	1) Kyrgyz	271	3.92	0.52	303	1.91	--
	2) Other languages	34	3.74	0.51			

Table 3 continuing

Instrumental Motivation	1) Kyrgyz	271	3.76	0.73	303	2,14*	.02
	2) Other languages	34	4.04	0.70			
Cultural Motivation	1) Kyrgyz	271	3.31	0.83	303	1.68	--
	2) Other languages	34	3.57	0.86			
Total	1) Kyrgyz	271	3.72	0.53	303	0.90	--
	2) Other languages	34	3.81	0.51			

*p<.05

As indicated in Table 3, internal motivation [$t_{[303]}=1.91$; $p>.05$], cultural motivation [$t_{[303]}=1.68$; $p>.05$] of the participants and their motivation to learn Turkish as a foreign language [$t_{[303]}=0.90$; $p>.05$] do not statistically differ according to mother tongue. However, there is a statistically significant difference in the instrumental motivation of the participants according to the mother tongue [$t_{[303]}=2,14$; $p<.05$]. Participants whose mother tongue is not Kyrgyz ($M=4.04$) have higher instrumental motivation than participants whose mother tongue is Kyrgyz ($M=3.76$). The η^2 statistic was used to determine the degree of effect of the detected difference. Accordingly, the views of the participants change at a “low” level in instrumental motivation.

Table 4 demonstrates the general situation of the participants' anxiety in learning Turkish as a foreign language.

Table 4.

Participants' of anxieties in learning Turkish as a foreign language

Points	Mean (M)	Standard Deviation (S)	Answer Scale
Listening Anxiety	2.94	0.48	Partially agree
Reading Anxiety	2.41	0.72	Disagree
Speaking Anxiety	2.31	0.68	Disagree
Writing Anxiety	2.29	0.68	Disagree
Total	2.56	0.47	Disagree

As can be seen in Table 4, the participants experience the highest level of anxiety in listening ($M=2.94$ -partially agree). The participants experience relatively a lower level of anxiety in reading ($M=2.41$ -disagree), speaking ($M=2.31$ -disagree), and writing ($M=2.29$ -disagree). Even though the participants have a certain level of anxiety in all sub-dimensions and generally in learning Turkish as a foreign language, these anxieties are at a low level.

Table 5 provides the results of the t-test analysis conducted to compare the participants' anxiety in learning Turkish as a foreign language according to gender.

Table 5.

Comparison of the participants' anxiety in learning Turkish as a foreign language according to gender ($n=305$)

Points	Gender	n	Mean (M)	Standard Deviation (S)	sd	t	η^2
Speaking Anxiety	1) Woman	201	2.35	0.67	303	1.49	--
	2) Man	104	2.22	0.69			

Table 5 continuing

Writing Anxiety	1) Woman	201	2.25	0.66	303	1.18	--
	2) Man	104	2.35	0.72			
Reading Anxiety	1) Woman	201	2.43	0.71	303	0.91	--
	2) Man	104	2.36	0.74			
Listening Anxiety	1) Woman	201	3.02	0.46	303	4.26*	.06
	2) Man	104	2.78	0.48			
Total	1) Woman	201	2.59	0.45	303	1.84	--
	2) Man	104	2.49	0.50			

*p<.05

As seen in Table 5, there is no significant difference according to gender in speaking anxiety of the participants [$t_{[303]}=1.49$; $p>.05$], writing anxiety [$t_{[303]}=1.18$; $p>.05$], reading anxiety [$t_{[303]}=1.91$; $p>.05$] and anxiety in learning Turkish as a foreign language [$t_{[303]}=1.84$; $p>.05$]. Nevertheless, there is a statistically significant difference in listening anxieties [$t_{[303]}=1.49$; $p<.05$] of the participants according to gender. Female participants ($M=3.02$) have a higher level of anxiety in listening than male participants ($M=2.78$). The η^2 statistic was used to determine the degree of effect of the detected difference. Accordingly, the views of the participants change at a “moderate” level in listening anxiety.

Table 6 presents the results of the ANOVA analysis conducted to compare the participants' anxieties in learning Turkish as a foreign language according to the field of education.

Table 6.

Comparison of participants' anxiety in learning Turkish as a foreign language according to the field of education (n=305)

Points	Field of Education	n	Mean (M)	Standard Deviation (S)	sd	F	η^2	Significant Difference [Sidak]
Speaking Anxiety	1) Social sciences	167	2.25	0,60	2-304	1,64	--	--
	2) Science/ Mathematics	88	2.41	0.77				
	3) Language education	50	2.29	0.74				
Writing Anxiety	1) Social sciences	167	2.21	0.65	2-304	3.95*	.03	1-2
	2) Science/ Mathematics	88	2.45	0.74				
	3) Language education	50	2.24	0.64				
Reading Anxiety	1) Social sciences	167	2.34	0.68	2-304	1.51	--	--
	2) Science/ Mathematics	88	2.49	0.77				
	3) Language education	50	2.49	0.75				
Listening Anxiety	1) Social sciences	167	2.94	0.46	2-304	0.36	--	--
	2) Science/ Mathematics	88	2.95	0.49				
	3) Language education	50	2.88	0.53				
Total	1) Social sciences	167	2.52	0.43	2-304	1.97	--	--
	2) Science/ Mathematics	88	2.64	0.53				
	3) Language education	50	2.54	0.49				

*p<.05

As shown in Table 6, speaking anxiety [$F_{[2-304]}=1.64$; $p>.05$], reading anxiety [$F_{[2-304]}=1.51$; $p>.05$], listening anxiety [$F_{[2-304]}=0.36$; $p>.05$] of the participants and anxiety in learning Turkish as a foreign

language [$F_{[2,304]}=1.97$; $p>.05$] do not differ statistically according to the field of education. However, there is a statistically significant difference in writing anxiety [$F_{[2,304]}=3,95$; $p<.05$] according to the field of education. Students of science/mathematics ($M=2.45$) feel more anxious in writing than students of social sciences ($M=2.21$). According to the η^2 statistics, to determine the degree of effect of the detected difference, the views of the participants change at a “low” level in writing anxiety.

Statistically there is no significant difference in total points of the sub-dimensions such as speaking anxiety [$t_{[303]}=1.45$; $p>.05$], writing anxiety [$t_{[303]}=1.55$; $p>.05$], reading anxiety [$t_{[303]}=0.59$; $p>.05$], listening anxiety [$t_{[303]}=0.58$; $p>.05$] of the participants and anxiety in learning Turkish as a foreign language [$t_{[303]}=0.63$; $p>.05$] according to mother tongue.

The results of the Pearson correlation analysis conducted to determine the relationship between the motivations of the participants to learn Turkish as a foreign language and their anxiety in learning Turkish are given in Table 7.

Table 7.

The Relationship between Motivation and Anxiety of the Participants to Learn Turkish as a Foreign Language (n=305)

		Anxiety in learning Turkish as a foreign language				
		Speaking anxiety	Writing anxiety	Reading anxiety	Listening anxiety	Total Point
Motivation to learn Turkish as a foreign language	Internal motivation	-.43**	-.41**	-.27**	-.07	-.37**
	Instrumental motivation	.07	-.09	-.01	.14	.00
	Cultural motivation	-.09	-.04	-.02	.08	-.02
	Total	-.24**	-.22**	-.12*	.07	-.15**

**p<.01

As seen in Table 7, there is a statistically significant, moderate level and negative relationship between internal motivation and speaking anxiety [$r=-.43$; $p<.01$] of the participants. As the participants' internal motivation increases, their speaking anxiety decreases. Internal motivation explains 18.49% of the variability in speaking anxiety.

There is a statistically significant, moderate level, and negative relationship between internal motivation and writing anxiety [$r=-.41$; $p<.01$]. As the participants' internal motivation increases, their writing anxiety decreases. Internal motivation explains 16.81% of the variability in writing anxiety.

Statistically significant, low level and negative relationship are between internal motivation and reading anxiety [$r=-.27$; $p<.01$]. As the participants' internal motivation increases, their reading anxiety decreases. Internal motivation explains 7.29% of the variability in reading anxiety.

There is a statistically significant, moderate level and negative relationship between internal motivation and anxiety in learning Turkish as a foreign language [$r=-.37$; $p<.01$]. As the participants' internal motivation increases, their anxiety about learning Turkish as a foreign language decreases. Internal motivation explains 13.69% of the variability of anxiety in learning Turkish as a foreign language.

Statistically significant, low level and negative relationship are between the motivation of the participants to learn Turkish as a foreign language and their speaking anxiety [$r=-.24$; $p<.01$]. As the participants' motivation to learn Turkish as a foreign language increases, their speaking anxiety decreases. Motivation to learn Turkish as a foreign language explains 5.76% of the variability in speaking anxiety.

There is a statistically significant, low level, and negative relationship between motivation to learn Turkish as a foreign language and writing anxiety [$r=-.22$; $p<.01$]. As the participants' motivation to learn Turkish as a foreign language increases, their writing anxiety decreases. Motivation to learn Turkish as a foreign language explains 4.84% of the variability in writing anxiety.

There is statistically significant low level and negative relationship between the motivation of the participants to learn Turkish as a foreign language and reading anxiety [$r=-.12$; $p<.05$]. As the participants' motivation to learn Turkish as a foreign language increases, their reading anxiety decreases. Motivation to learn Turkish as a foreign language explains only 1.44% of the variability in reading anxiety.

There is a statistically significant, low level, and inverse direction between motivation to learn Turkish as a foreign language and anxiety to learn Turkish as a foreign language [$r=-.15$; $p<.01$]. As the motivation of the participants to learn Turkish as a foreign language increases, their anxiety about learning Turkish as a foreign language decreases. Motivation to learn Turkish as a foreign language explains only 2.25% of the variability in the anxiety of learning Turkish as a foreign language.

Discussion, Conclusion, and Suggestions

The motivation and anxiety of university students learning Turkish as a foreign language are thoroughly examined. In the beginning, the participants' motivation and anxiety concerning learning Turkish were determined and compared using a number of variables. Afterwards, the relationships between these two variables and their sub-dimensions were determined. According to the findings, the participants' motivation to learn Turkish as a foreign language is relatively high. The participants have the highest level of motivation in the instrumental dimension and then in the internal and cultural motivation dimensions respectively. According to the works on foreign language motivation, the instrumental motivation of university students is higher (Al-Tamimi & Shuib, 2009). It was determined that in previous studies done in Turkey, the instrumental motivations of people who learn Turkish as a foreign language (Tok & Yigin, 2013) and those who learn another foreign language (Uludag, 2001) are generally higher than other types of motivation. According to the research of Tok and Yigin (2013), foreign students who came to Turkey have instrumental motivation sources (academic, economic, touristic, political, and, marriage etc.) the most in learning Turkish.

There is a considerable gender difference in the participants' internal, instrumental motivation to learn Turkish. Although the level of the effect of the detected differences is low, this difference is in favor of female students. Some studies conducted in Turkey (Ertan, 2008; Pulat, 2010) and other countries (Chang, 2005; Demir, 2022; Mori & Gobel, 2006; Nikitina & Furuoka, 2005; Peacock, 1997; Varisoglu, 2018) have found that female students are more motivated in comparison to male students.

There is no difference according to the field of education in general dimensions and sub-dimensions of motivations of the participants to learn Turkish as a foreign language. Accordingly, it can be said that the motivation to learn Turkish as a foreign language is not influenced by the field of education.

There is a difference in the instrumental motivation according to the mother tongue. Students whose mother tongue is not Kyrgyz have higher instrumental motivation than students whose mother tongue is the Kyrgyz language. Despite the fact that the level of effect of the detected difference is low, it can be said that the motivations of students whose mother tongue are languages other than Kyrgyz are more instrumental in learning Turkish. Although the difference is not statistically significant, the fact that the internal motivation of students whose mother tongue is Kyrgyz is higher than students whose mother tongue is not Kyrgyz confirms this view.

The students who have participated in the research have a low level of anxiety about learning Turkish as a foreign language. The language skills, in which participants feel anxiety the most, are listening, reading, speaking, and writing skills respectively. Genc-Koylu (2020) also found in his research that people who learn Turkish as a foreign language experience "listening, reading, speaking and writing" anxiety at an intermediate level. In another study (Sevim, 2014), it was determined that foreign students had a low level of anxiety in speaking Turkish. Although speaking and listening skills are seen as the skills that cause anxiety the most (Horwitz et al., 1986), it has been revealed that anxiety can occur not only in speaking but in all four basic language skills that form the basis of foreign language teaching such as reading, listening and writing (Iscan, 2016). MacIntyre (1995) stated that anxiety also affects second-level activities in language learning, such as listening, learning, and understanding, and that anxious students are worried about misunderstanding or misinterpreting grammatical rules. Iscan (2016) in his research with Turkish learners in Jordan determined that

students' foreign language anxiety levels are high and that it causes a lack of motivation in students. The fact that the participants have low anxiety about learning Turkish as a foreign language is crucial in terms of learning the language and making this learning permanent.

The participants' speaking, writing, and reading anxieties, as well as their anxiety in learning Turkish as a foreign language, do not differ by gender. In some studies, it was determined that foreign language learning anxiety does not differ according to gender (Batumlu & Erden, 2007; Demir, 2022; Sarigul, 2000).

The listening anxiety of the participants differs according to gender. Female participants feel more anxious in listening than male participants. However, the effect of the detected difference is at a moderate level. Nevertheless, along with studies that found that women feel a high level of anxiety in listening (Abu-Rabia, 2004; Cheng, 2002; Elkhafaifi, 2005), there are also studies that found the opposite (Kitano, 2001). Although it is not related to foreign language anxiety, Uçgun (2016) found that in secondary schools, girls are more anxious than boys in listening and reading according to the gender variable.

There is no significant difference according to gender in speaking, writing, and reading anxiety of the participants. In some previous studies on speaking (Boylu & Cangal, 2015; Sallabas, 2012; Sen & Boylu, 2015; Sevim, 2014), reading (Altunkaya, 2015, 2017; Capan & Karaca, 2013), and listening (Altunkaya, 2017; Capan & Karaca, 2013; Elkhafaifi, 2005) no significant difference was determined according to gender. According to the obtained results and the inconsistent research results included here, gender is not an important determinant of students' foreign language learning anxiety.

The views of the students on the dimension of writing anxiety differ according to the field of education. Students of science/mathematics feel a higher level of anxiety than students of social sciences. Although the effect of the detected difference is low, it may be a feature of the field that students of science/mathematics are anxious in writing. Because writing studies in science/mathematics fields are less than social sciences and these fields are generally based on numerical operations.

The views of the participants on the anxiety of learning Turkish as a foreign language and its sub-dimensions do not differ according to the mother tongue. Accordingly, for this study, it can be said that the anxiety of learning Turkish is not influenced by the mother tongue.

There are significant, moderate level and negative relationships between motivation and anxiety. As students' internal motivation increases, their anxiety in speaking, writing, reading, and anxiety in learning Turkish decreases. According to relevant studies, motivation and anxiety are negatively correlated (Alico, 2016; Gomari, 2013; Liu & Chen, 2015; Liu & Huang, 2011; Luo et al., 2020; Tahernezhad et al., 2014; Wariyo, 2020).

There is no significant relationship between instrumental, cultural motivations, and anxiety in learning Turkish as a foreign language and its dimensions. As the motivation of the participants to learn Turkish as a foreign language increases, their anxiety in speaking, writing, and reading and anxiety in learning Turkish as a foreign language decreases. Accordingly, it can be said that the main determinant source of motivation in learning Turkish as a foreign language is internal motivation.

There are some limitations to this study. The investigation was only conducted at one university. Similar investigations in diverse samples will improve the generalizability of the results. Furthermore, qualitative research methods should be applied to gain more comprehensive conclusions on the subject.

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Ethic statement: In this study, we declare that the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" are complied with and that we do not take any of the actions based on "Actions against Scientific Research and Publication Ethics". At the same time,

we declare that there is no conflict of interest between the authors, which all authors contribute to the study and that all the responsibility belongs to the article authors in case of all ethical violations.

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