

# The Effects of Extended Micro-Teaching Applications on Foreigners' Views on Motivation, and Process of Learning Turkish

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## Abstract

The aim of this study is to examine the effects of extended micro-teaching practices on foreigners' views on motivation, anxiety and process of learning Turkish. In the study, an exploratory sequential design, one of the mixed research designs in which quantitative and qualitative research techniques are used together, was applied. The study population consisted of 37 A2 level students studying at a private university in Istanbul, Turkey. In the study, the Turkish Learning Anxiety Scale of Foreigners to measure the anxiety of learning Turkish as a foreign language, the Motivation Scale for Learning Turkish as a Foreign Language to measure their motivation during learning Turkish, and the semi-structured scale interview form to evaluate students' opinions about the process were used. While simple and predictive statistical techniques were applied in the analyses of the data obtained through scales before and after the experimental process, the descriptive analysis technique was used in the analysis of the data obtained with the interview form. According to the findings of the study, the extended micro-teaching practices increased the motivation of foreigners during learning Turkish and reduced their language learning anxiety to a normal level. Besides, interviews with the students confirmed these results.

**Keywords:** extended micro-teaching practices, teaching Turkish as a foreign language, motivation, anxiety

## 1. Introduction

The communication network between people from different nations has been developing with the rapid advancement of technology as well as the resulting different dimensions of communication and communication channels. Individuals' need for learning a new language is also increasing. With the development of political, economic, cultural, and social relations between countries, the subject of learning foreign languages, which is at the center of these relations, gains great importance (Çakmak, 2014; Kıymaz & Özşahin, 2020; Memiş & Dursun, 2013). In terms of learning processes and paradigms, it is obvious that there are important differences between learning a foreign language and learning a native language (Kıymaz & Doyumğaç, 2019; Moeller, et al., 2015; Montero, et al., 2014). While the mother language is acquired naturally in the process, a foreign language is learned on demand, on request, or to meet an obligation. (Butzkamm, 2003; Yılmaz, et al., 2018; Doyumğaç & Tezcan, 2018). The motivation and anxiety of foreigners have a determinant effect on the success of the language learning process.

Anxiety is a type of phobia that occurs in the inner world of people when they are exposed to situations in which they feel incomplete or inadequate. Anxiety, frequently encountered in second language learning, directly affects skill areas. Anxiety during foreign language learning process may be characterized by the inability to use the language while in the community, the fear of not being able to express him/herself in the target language, the anxiety of being ridiculed, and various obstacles. Anxiety is a type of fear condition that accompanies with lack of motivation. People may experience a certain amount of anxiety in using a foreign language to communicate. This may also result in an increased difficulty of speaking especially in public. These people prefer to avoid speaking attempts (Ayres-Hopf, 1993). According to the literature, foreign language learning environments are the environments with high levels of anxiety (Akpur, 2005; Bailey, 1983; Batumlu, 2006; Çelebi, 2009; Dalkılıç, 2001; Gülsün, 1997; Horwitz, Horwitz, & Cope, 1986). There is a negative relationship between anxiety level and foreign language learning achievement (Abu-Ghararah, 1999; Baş, 2014; Batumlu & Erden, 2007; Göçer, 2014; Yan &

Horwitz, 2008). Many studies (Akpur, 2015; Hsu, 2005; Kwan, 2004; Takan, 2014) have demonstrated that the students with high motivation would have less anxiety level compared to the ones with low levels of motivation.

Especially in second language acquisition, the concepts of anxiety and motivation are two important interrelated variables. According to Crookes and Schmidt (1991), motivation is the student's orientation towards a second language learning goal, whereas according to Elliot and Covington (2001), motivation gives reasons for people's actions, desires and needs. Motivation can be defined as the direction of a person's behavior or factor driving a person to want repeating a behavior or vice versa. Pardee (1990) stated that what motivates a person to behave in a certain way or to develop a tendency for a certain behavior was a reason for motivation. Motivation is the underlying reason of behavior. Broussard and Garrison (2004) defined motivation as the characteristics that make us do something or not. In the literature, there are many studies about the effect of motivation in foreign language learning (Burgucu, 2011; Dörnyei, 1994; Gomari and Lucas), among which there are also studies on motivation experienced in teaching Turkish as a foreign language (Barın, 2008; Biçer, 2016; Çetin), 2013; Tok and Yığın, 2013; Tunçel, 2014; Yılmaz and Buzlukluoğlu Arslan, 2014). Motivation is a factor that is governed by the learner's level of anxiety and it plays an important role in second language acquisition. Considering the negative relationship between anxiety and motivation, it is important that methods and techniques should be used effectively so that students can actively take part in the learning process and use their language skills in a holistic way. In this context, it can be thought that the micro-teaching method, which is frequently used in teacher training, can also be applied to eliminate the circumstances that block process of learning related to the anxiety and motivation.

The main goal of a successful language teaching program is to introduce students to effective language learning strategies and experiences. The application of micro-teaching method, which has been proven as a successful method in teacher education, is called "extended micro-teaching" in language teaching. The learning environment in extended micro-teaching is the real school and classroom environment. The aims here are to reduce the foreign language learning anxiety of the student and increase their motivation. The number of students to whom the presentation is performed consists of the students in real classroom environment. The time spent for the presentation is the duration of the class hour in the school where the presentation is made. In this technique, the language learner is the leading role and is a real part of the micro-teaching practice.

Considering the studies that used extended micro-teaching applications emerged with the aim of training teachers but have also started to be applied in language teaching, the studies were conducted on the speaking skills and anxiety of Turkish teacher candidates (Bulut, 2015), the effect of students on Turkish speaking skills and anxiety (Şahin, 2016), improving their communicative skills (Mercan, 2019; Mercan & Cömert, 2019; Yoğurtçu, 2009), developing a positive attitude towards learning foreign languages, improving listening and pronunciation skills (Karaduman, 2018) however; no experimental study on the anxiety and motivation of foreigners to learn Turkish was noted in the literature. In this study, the effect of extended micro-teaching practices on foreigners' anxiety of learning Turkish, motivation and views about the process have been investigated. In line with the purpose of the study, answers to the following research questions were sought:

- Is there a significant difference in the means of Turkish learning anxiety and motivation mean scores between the experimental and control groups before the application?
- Is there a significant difference between the pre- and post-test average scores of the experimental and control groups regarding Turkish learning anxiety as well as motivation?
- Is there a significant difference between the experimental and control groups' anxiety about learning Turkish and their post-test average scores for their motivation to learn Turkish?
- What are the opinions of the participants on the application processes in the experimental and control groups?

## 2. Method

This section includes the design of the research, the study group, the data collection processes, and the analysis of the data.

### 2.1 Study Design

In the study, that the effect of micro-teaching practices on foreigners' motivation to learn Turkish, their anxiety, and their views on the application process was examined, an explanatory sequential pattern, one of the mixed research designs in which quantitative and qualitative research techniques were used together, was applied (Creswell, 2017). In the first stage of the study, which was carried out in two basic stages, the data obtained from the experimental

procedures were analyzed, and in the second stage, the results obtained in the experimental procedures by collecting qualitative data were explained in detail.

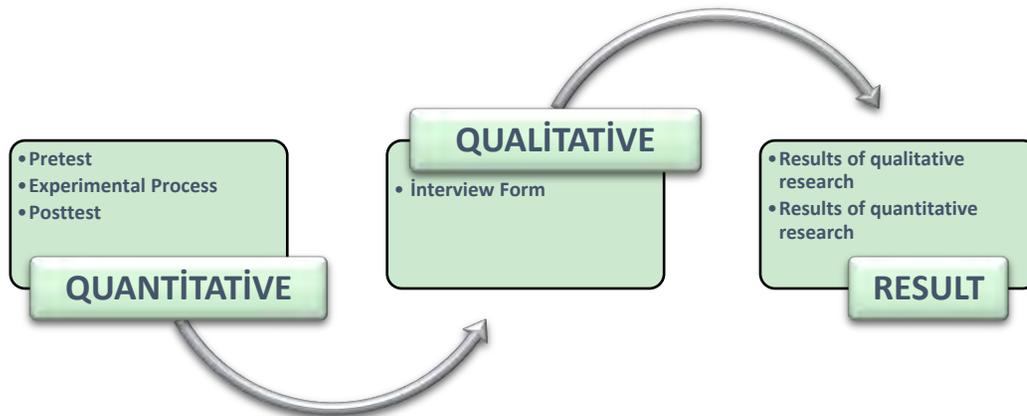


Figure 1. Research Process

In the first phase of the study, in order to measure the participants' Turkish learning anxiety and their motivation to learn Turkish, the Foreigners' Turkish Learning Anxiety Scale and the Motivation Scale for Learning Turkish as a Foreign Language were applied as pre-test. Micro-teaching applications were carried out for 6 weeks after the pre-test. After the experimental process was completed, the pre-tests were applied as post-test this time and the data obtained were analyzed. In order to explain the relations and orientations between the data obtained in the quantitative dimension, as the second stage, interviews were performed with the participants to evaluate the process. After analyzing the interview data, quantitative and qualitative information related to each other were compared and the results were interpreted.

### 2.2 Study Group

Since the effects of micro-teaching practices on foreigners' motivation and anxiety to learn Turkish were examined in the study, attention was paid to the fact that the study groups consisted of beginner level students. In this direction, the Turkish Teaching and Research Centers (TÖMER) including the beginner level student groups were searched. Then, it was determined that there were A2 level student groups at Atatürk University, Gaziosmanpaşa University and Nişantaşı University. The A2 level participants who were studying at Nişantaşı University TÖMER were determined as the study group. Anxiety and motivation scales were used as pre-tests to determine the control and experimental groups in Nişantaşı University TÖMER, where there were four groups at A2 level, and it was understood that three of the four groups did not show a significant difference in terms of both scales. One of these three groups was assigned as the control group and the other as the experimental group with random sampling.

Table 1. Information about the experimental and control groups.

	Woman		Man		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Experimental Group	10	55,5	8	44,5	18	100
Control Group	8	42,1	11	57,9	19	100

Looking at Table 1, the participants in the experimental and control groups show a balanced distribution in terms of number and gender.

### 2.3 Data Collection

Since the research was carried out in accordance with the mixed approach, two types of data collection processes, quantitative and qualitative, were experienced in the study.

#### 2.3.1 Collection of Quantitative Data

In the study, the Foreigners' Learning Anxiety Scale, a Likert-type scale, was used to measure the anxiety of learning Turkish as a foreign language (Sevim, 2019). The scale including 22 items, consists of three dimensions: lecture process, daily life, understanding-narration process. All items in the scale are negative. The highest anxiety score that

can be obtained from the scale is 110, and the lowest anxiety score is 22. In the evaluation of the scores obtained from the scale, 22-44 points = Low Anxiety, 45-66 points = Moderate Anxiety, 67-110 points = High Anxiety.

The Motivation Scale for Learning Turkish as a Foreign Language, a Likert-type scale, was used to measure the participants' motivation to learn Turkish (Sevim, 2019). The 22 items of the scale were grouped under three different dimensions as intrinsic motivation, instrumental motivation, and cultural motivation. While the highest score that can be obtained from the scale is 110, the lowest score that can be obtained is 22. Since the 6th, 7th and 8th items in the scale were negative, they were scored as reverse-coded. When evaluating the scores obtained from the scale, 22-44 points = Low Motivation, 45-66 points = Moderate Motivation, 67-110 points = High Motivation.

These scales, which had been applied as pre-test to match the experimental and control groups, were applied also as post-test after completion of the experimental procedures and the quantitative phase of the study was completed.

The Presentation Evaluation Form prepared by the researchers was used so that the students could evaluate the micro-teaching practices in the classroom. Twelve criteria for an effective presentation were determined in the form and explanations were added under each criterion. The highest score that can be obtained from the form with the 5-point Likert-type scale was 60 and the lowest score was 12. This form used during the application was used only in student activities and was included in neither quantitative nor qualitative data collection and analysis processes of the research.

### 2.3.2 Collection of Qualitative Data

Qualitative data were collected from the experimental and control groups using the interview form in order to explain the quantitative data obtained on the motivation and anxiety of foreigners to learn Turkish. A semi-structured interview form was used in the study due to its ease of applying small changes according to the flow of the interview as well as being suitable for explaining the points that the participants did not understand during the interview (Yıldırım & Şimşek, 2006).

In order to determine the questions to be included in the form, 6 candidate questions were determined by examining the related literature. These questions were presented to the opinion of four experts who had conducted studies on micro-teaching then, four questions were changed in line with expert opinions and two questions were eliminated to reach the final interview form. A pilot application was conducted to understand the level of the four questions in the interview form serving the purpose of the research. The questions in the interview form were asked to two participants randomly selected from each group and voice recordings were taken after obtaining informed consent of the participants during the interview. Following the interview, the recordings were presented to the experts as a written document, and the experts were approved that the interview form served the purpose of the study. During the interview process, none of the participants was forced to participate in the interview as the process was carried out entirely on a voluntary basis. The interviews lasted between 5-15 minutes. After the pilot implementation was completed, the qualitative phase of the research was completed by interviewing other participants.

### 2.4 Process

This study, which examines the effect of micro-teaching practices on foreigners' views on Turkish learning motivation, anxiety and process, was conducted in accordance with the following steps:

- Before the experimental process, motivation and anxiety scales were applied as pre-test to determine the input values of the participants in the experimental and control groups regarding their motivation and anxiety to learn Turkish.
- Participants in the experimental group were informed about the process before the micro-teaching applications started.
- Researchers took part in both experimental and control groups as observers.
- A plan was prepared for the activities to be performed in the experimental group and it was submitted to the opinions of the lecturers for their approval.
- Each participant in the experimental group made a maximum 15-minute presentation on a social and cultural issue related to his country, this presentation was recorded with the help of a camera, after the presentation completed, the record was watched and evaluated with the whole class. After the evaluation, the presentation was repeated, and the process was completed.
- Each student in the experimental group made preliminary preparations until the day they would make a presentation by choosing any of the social, cultural or educational subjects before the application, and prepared introductory

brochures on the subject of the presentation so that the audience could follow the presentation comfortably. These brochures prepared were distributed to the audience group before the presentation started. Each student made a presentation for a maximum of 15 minutes, this presentation was recorded with the help of a camera, during the presentation, the audience made evaluations about the presentation in the context of the criteria in the Presentation Evaluation Form, after the presentation was completed, the recording was watched and evaluated with all the participants in the experimental group. After the evaluation, the presentation was repeated and the process was completed.

- The application, where three participants achieved presentations every week, lasted six weeks.
- In the control group, lessons were conducted in accordance with the current curriculum in the context of the subjects and activities in the Istanbul Turkish Textbook for Foreigners.
- In the control group, lectures were conducted in accordance with the current curriculum.
- After all the participants completed their presentations, the motivation and anxiety scales, which had been applied as pre-test, were applied as post-test. The process was completed by interviewing the participants in both the experimental and control groups regarding the application process.

### 2.5 Analyses of Data

While simple and predictive statistical techniques were used in the analyses of the data obtained through scales before and after the experimental process, the descriptive analysis technique was used in the analysis of the data obtained with the interview form.

#### 2.5.1 Analysis of Quantitative Data

In order to determine the tests to be used for the analyses of the quantitative data obtained from the research, it was checked whether the data set showed a normal distribution as the skewness, kurtosis, and Shapiro-Wilk test significance values of the pre-test and post-test were examined. The values reached for this process are presented in Table 2.

Table 2. Normality Values Belonging to Groups

Groups	Pretest			Posttest		
	Distortion	Flatness	p	Distortion	Flatness	p
Experimental Group (Anxiety)	-,042	-,274	,34	-,028	-,480	,72
Experimental Group (Motivation)	-,065	-,145	,55	-,079	-,591	,57
Control Group (Anxiety)	-,027	-,090	,40	-,010	-,625	,04
Control Group (Motivation)	-,035	-,068	,64	-,064	-,305	,81

When Table 2 was examined, the pre and post-test skewness and kurtosis values of the anxiety and motivation tests varied between +1 and -1 in both groups. The values of the Shapiro-Wilk test were also not significant, so the values showed a normal distribution (Kim & Ehrmann, 2013). Although, the Shapiro-Wilk test result was found to be significant in the post-test data of the anxiety variable of the control group, it was concluded that parametric tests could be used in all procedures since the skewness and kurtosis values showed a normal distribution (Can, 2014). While t test was used in dependent samples for in-group comparisons, independent samples t test was used for inter-group comparisons.

#### 2.5.2 Analysis of Qualitative Data

The audio recordings obtained during the interviews with the participants were transferred to written environment and subjected to descriptive analysis. In the first stage of the analysis, the data transferred to the written environment were coded and the themes and patterns were searched in the data. In the second stage, the codes obtained were examined and themes were formed by bringing together the codes related to each other. In the third stage, the themes reached by determining the frequency values of the themes are presented in a table with their frequency values.

In order to ensure the consistency of the qualitative data, the results obtained from the interviews with the participants were presented to three participants randomly selected from each group, and feedback was received on the themes that were reached reflect the reality (Miles & Huberman, 1994). In order to ensure the verification of the data, the way followed in the research, the sampling method, data collection and analysis processes were expressed

in detail (LeCompte & Goetz, 1982). The data obtained from the interviews were coded independently by the researchers. After the coding process was completed, the codes obtained were compared.

In order to determine the overlap level of the codes obtained, the calculation formula [Reliability = Consensus / Consensus + Disagreement x 100] developed by Miles and Huberman (1994) was used. The percentage of agreement between the two encoders was determined as 95%. According to Miles and Huberman, it is sufficient to have an agreement percentage of 70% or higher. After the reliability rate was determined, the encoders came together and reached a consensus by establishment of a common decision on 5 different codes. In order to ensure transferability, it was explained in detail how the interviews were conducted, how the data collection tool was used, how the codes reached were associated and the themes were reached (LeCompte & Goetz, 1982).

### 3. Results

In order to determine whether there is a significant difference between the average scores of Turkish learning anxiety and motivation of the experimental and control groups before the application, the pre-test average scores of the groups according to the "Foreigners' Turkish Learning Anxiety Scale" and "The Motivation for Learning Turkish Scale" were calculated using the t test in independent samples (Can, 2014) and the results are presented in Table 3.

Table 3. Comparison of Pre-test Average Scores between the Groups

		N	X	SD	SS	t	p
Anxiety	Control	19	71,32	9,399	2,156	,230	,82
	Experimental	18	70,72	5,788	1,364		
Motivation	Control	19	49,74	7,400	1,698	,629	,53
	Experimental	18	48,44	4,718	1,112		

When Table 3 is examined, there is no significant difference between the pre-test Turkish learning anxiety average scores and Turkish learning motivation average scores of the control and experimental groups. Considering the average scores of the groups, it can be said that both the anxiety and motivation pre-test average scores of the control group were slightly higher than the experimental group before the application however, this did not create a difference between the groups before the application influencing the internal validity. When Table 3 is examined, the groups had high level of anxiety and medium level of motivation before the application.

The results of the dependent samples t-test in order to determine whether there were significant differences between the pre- and post-test average scores of the groups regarding their Turkish learning anxiety and motivation are presented in Table 4.

Table 4. Comparison of Pre-Test and Post-Test Average Scores between the Groups

		N	X	SD	SS	t	p
Anxiety	Control Pre-test	19	69,05	8,650	1,985	-7,006	,000
	Control Post-test	19	71,32	9,399	2,156		
	Experimental Pre-test	18	64,61	5,293	1,248	-9,687	,000
	Experimental Post-test	18	70,72	5,788	1,364		
Motivation	Control Pre-test	19	50,47	6,907	1,585	1,351	,193
	Control Post-test	19	49,74	7,400	1,698		
	Experimental Pre-test	18	57,11	5,257	1,239	12,722	,000
	Experimental Post-test	18	48,44	4,718	1,112		

When Table 4 is examined, it is obvious that there is a significant difference in favor of the post-test between the post-test and pre-test average anxiety scores of the groups. The micro-teaching practices applied in the experimental group as well as the current program activities carried out in the control group had a positive effect on foreign students' Turkish learning anxiety. When the pre-test average anxiety scores of the groups are examined, the students

in the control group continued having a high level of anxiety, although their anxiety about learning Turkish had decreased by 2,5 points, whereas; the students in the experimental group had decreasing anxiety on learning Turkish by about 6 points and their anxiety at a high level regressed to a moderate level.

According to Table 4, there is no significant difference between the post-test and pre-test average motivation scores of the control group however, there is approximately 1 point increase in favor of the post-test. When the changes of pre-test and post-test average motivation scores in the experimental group are evaluated, there is a significant difference in favor of the post-test, and micro-teaching practices are found effective in increasing the motivation of the students to learn Turkish in the experimental group.

Table 5. Comparison of Post-test Average Scores between the Groups

		N	X	SD	SS	t	p
Anxiety	Control	19	69,05	8,650	1,985	1,871	,070
	Experimental	18	64,61	5,293	1,248		
Motivation	Control	19	50,47	6,907	1,585	-3,275	,002
	Experimental	18	57,11	5,257	1,239		

When Table 5 is examined, it is seen that there is no significant difference between the experimental and control groups in foreigners' anxiety about learning Turkish. However, despite no statistically significant difference was observed, it is understood that the difference between the pre-test average anxiety scores of the experimental and control groups by about 1 point between the experimental group and the post-test average anxiety scores reached about 5 points in favor of the experiment group. According to the post-test results, there was no significant difference regarding the type of Turkish learning anxiety in the experimental and control groups, while the participants in the two groups experienced higher education anxiety according to the pre-test results. According to the posttest results, some high levels of anxiety in the control group continued however, anxiety levels in the experimental group were getting normalized. In other words, micro-teaching applications reduced and normalized the anxiety levels related to Turkish learning.

When Table 5 is examined, there is a significant difference between the experimental and control groups in favor of the experimental group in terms of the motivation of foreigners to learn Turkish. Before the application, the average motivation score difference between the groups was about 1 point in favor of the control group however, after the application, this difference was realized as approximately 7 points in favor of the experimental group. It may be recognized that this difference arises from the micro-teaching practices applied in the experimental group.

After the application, the first question asked to the participants in the interviews held with the participants in both the experimental and control groups was "How did you feel while participating in the activities? The answers to the question were analyzed and demonstrated in Table 6.

Table 6. Data Obtained from the First Question of the Interview Form

No	Control Group	f	%	Experimental Group	f	%
1	Stressful	8	10,8	Excited	10	13,0
2	Shy	7	9,5	Reliant	8	10,4
3	Nervous	7	9,5	Uncomfortable	6	7,8
4	Embarrassed	6	8,1	Confident	6	7,8
5	Fearful	5	6,8	Curious	6	7,8
6	Successful	4	5,4	Stressful	5	6,5
7	Anxious	4	5,4	Successful	4	5,2
8	Good	3	4,1	Social	4	5,2
9	Bored	3	4,1	Entertaining	3	3,9
10	Excited	3	4,1	Shy	3	3,9
11	Desperate	2	2,7	Careful	3	3,9
12	Responsible	2	2,7	Fearful	2	2,6

13	Prejudiced	2	2,7	Questioning	2	2,6
14	Uninterested	2	2,7	Beneficial	2	2,6
15	Foreign to the subject	2	2,7	Panic	2	2,6
16	Curious	2	2,7	Criticizing	2	2,6
17	Insecure	2	2,7	Worried	2	2,6
18	Happy	2	2,7	Active	2	2,6
19	Calm	2	2,7	Embarrassed	1	1,3
20	Active	1	1,4	Energic	1	1,3
21	Comfortable	1	1,4	Helpful	1	1,3
22	Willing	1	1,4	Constructive	1	1,3
23	Energic	1	1,4	Interested	1	1,3
24	Confident	1	1,4			
25	Distressed	1	1,4			
	<b>Total</b>	<b>74</b>	<b>100</b>	<b>Total</b>	<b>77</b>	<b>100</b>

When Table 6 is analyzed, the first five emotions expressed by the participants in the control group are stressful, timid, nervous, shy and fearful, respectively; whereas the participants in the experimental group expressed themselves excited, confident, anxious, self-confident and curious feelings the most, respectively. Table 7 demonstrates that, 11 (44%) of the 25 emotions expressed by the control group were positive, and 15 (65%) of the 23 emotions expressed by the experimental group were positive.

In the interview with the participants in the experimental and control groups, the second question asked to the participants was "Which language skills (reading, listening, speaking, writing) did you use while communicating in the lesson?" The answers given to the question have been analyzed and presented in Figure 2.

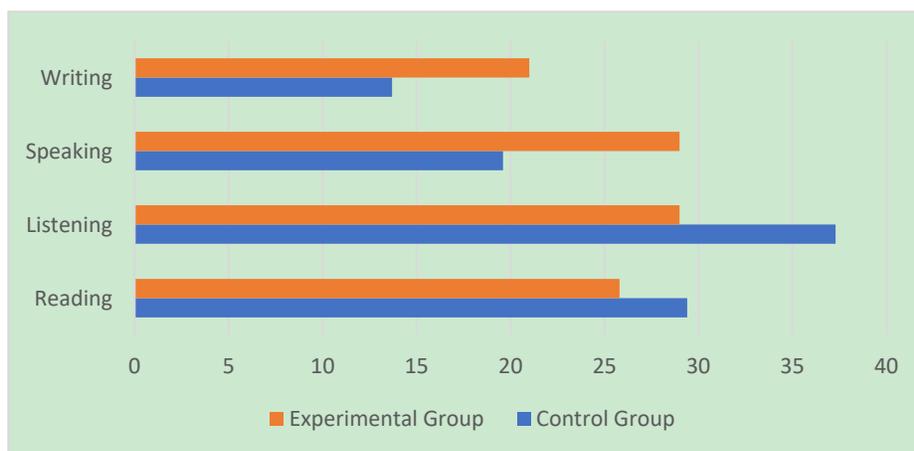


Figure 2. Data Obtained from the Second Question of the Interview Form

According to Figure 2, the most commonly used language skills in the control group were listening (f: 19; 37,3%), reading (f: 15; 29,4%), speaking (f: 10; 19,6%), and writing. (f: 7; 13,7%) and the distribution was unbalanced especially in favor of comprehension skills (Comprehension: 66,7%; Narration: 33,3%). When Figure 2 is examined, the most commonly used language skills in the experimental group were listening (f: 18; 27,7%), speaking (f: 18; 27,7%), reading (f: 16; 24,6%) and writing (f: 13; 20%), respectively. Comprehension and expression skills were more evenly distributed than the control group (Comprehension: 52,3%; Speaking: 47,7%).

After the application, the third question asked to the participants in the interviews held with the participants in both the experimental and control groups was "What were the factors that facilitated (motivated) you to participate in the lesson?" The answers to the question have been analyzed and given in Table 7.

Table 7. Data Obtained from the Third Question of the Interview Form

Control Group				Experimental Group					
Main Theme	Theme	f	%	Main Theme	Theme	f	%		
Learning Process	Positivity of the teacher	9	14,5	Learning Process	Active participation	8	7,6		
	Funny games	8	12,9		Opportunity to correct mistakes	7	6,7		
	Applying different activities	8	12,9		Preparation	5	4,8		
	To succeed	6	9,7		Prepared speech	5	4,8		
	Using visual and auditorial materials	4	6,5		Research	4	3,8		
	Project homework	3	4,8		Using technologic materials	3	2,9		
	Learning new words	3	4,8		Learning with telling	2	1,9		
	Giving correct answers	1	1,6		Acquiring experience	13	12,4		
Individual Development	Interest on lectures	6	9,7	Individual Development	Acquiring self-confidence	9	8,6		
	Willing to learn	4	6,5		Overcome excitement	7	6,7		
	Willing to learn different cultures	2	3,2		Self-evaluation	6	5,7		
	Obtaining feed-back	5	8,1		Acquiring new perspective	5	4,8		
	Dialogue	3	4,8		Recognize handicaps	4	3,8		
Communication Process				Communication Process	Take responsibility	2	1,9		
					Obtaining feed-back	6	5,7		
					Sharing	5	4,8		
					Empathy	5	4,8		
					Discussion	4	3,8		
					Acquiring tolerance	3	2,9		
					Learning together	2	1,9		
		Total	62	100			Total	105	100

When Table 7 is examined, the data obtained from the interviews with the groups are divided into three main categories as learning process, personal development, and communication process. The first five factors that increase the motivation of the participants in the control group to learn Turkish were the positive attitude of the teacher, entertaining games, performing different activities, being successful and interest in the lesson, while the first five factors that increase the motivation of the participants in the experimental group were gaining experience, gaining self-confidence, active participation, and opportunity to compensate the error or excitement. Table 7 demonstrates that 60,6% (f: 20) of the total 33 codes produced by the participants in both groups were produced by the experimental group.

In the interviews held with both groups after the application, the fourth question asked to the participants was "What were the factors that made it difficult for you to participate in the class (lead you to be demotivated)?" The answers given to the question were analyzed and presented in Table 8.

Table 8. Data Obtained from the Fourth Question of the Interview Form

Control Group				Experimental Group			
Main Theme	Theme	f	%	Main Theme	Theme	f	%
Learning Process	Failure	13	12,6	Learning Process	Couldn't find appropriate words	8	11,8
	Learning deficits	7	6,8		Flowless speech	5	7,4
	Lack of practices	6	5,8		Handicaps of learning	4	5,9
	Speech anxiety	5	4,9		Difficulties of reaching references	2	2,9
	Grammar difficulties	4	3,9		Confused mind	1	1,5
	Abstract telling	4	3,9	Inability to understand questions appropriately	1	1,5	
	Boring subject lectures	3	2,9	Time - Place	Insufficient time	7	10,3
	Misunderstood directories	2	1,9		Limited activity saloon	5	7,4
	Memorizing	1	1,0		Sitting plan	2	2,9
	Time - Place	Inability to meet peers	1	1,0	Technical Problems	Problems of presentation tools	3
Lack of activities out of lectures		1	1,0	Problems of video recording		1	1,5
Insufficient time		4	3,9	Affective Process	Fear of making mistakes	10	14,7
Crowded class		3	2,9		Presentation anxiety	8	11,8
Noise		1	1,0		Uncontrolled excitement	6	8,8
Technical Problems	Slow working smartboard	5	4,9	Uninterested audience	3	4,4	
	Lack of audio system	4	3,9	Feeling insufficient	2	2,9	
	Internet problems	2	1,9				
Affective Process	Avoidance from communication	10	9,7				
	Lack of self-confidence	8	7,8				
	Feeling foreigner	7	6,8				
	Inability to focus	5	4,9				
	Examination anxiety	3	2,9				
	Negative behavior of teacher	2	1,9				
	Discordance with peers	2	1,9				
	Total	103	100		Total	68	100

The themes reached by analyzing the data related to the fourth question were grouped under three main themes: learning process, time and environment, technical problems and affective processes. Considering Table 8, the first

five factors that reduced the motivation of the participants in the control group to learn Turkish were, respectively, avoidance of communication, failure, lack of self-confidence, feeling foreign, and learning deficiencies. On the other hand, the first five factors that reduced the motivation of the participants in the experimental group were, respectively, fear of making mistakes, presentation anxiety, inability to find the appropriate word, insufficient time, and inability to control excitement. When Table 8 is examined, 60% (f: 24) of the total 40 themes produced by the participants in both groups were produced by the participants in the control group, and this rate is also valid in the context of the total frequency.

#### 4. Discussion

The results of this study, which examines the effects of extended micro-teaching practices on foreigners' motivation, anxiety, and views about the process, can be listed as follows:

- A significant difference in favor of the post-test was found between the pre-test and post-test average anxiety scores of the control group. This result shows that the current curriculum applied in the control group has a positive effect on the reduction of foreigners' anxiety about learning Turkish. There was no significant difference between the pre-test and post-test average motivation scores of the control group. Based on this result, it can be emphasized that the current curriculum does not significantly increase the motivation of foreigners to learn Turkish. In the experimental group, it was determined that there was a significant difference between the pre-test and post-test average Turkish learning anxiety and motivation scores in favor of the post-test. These results indicate that the extended micro-teaching practices applied in the experimental group help foreigners to increase their motivation to learn Turkish, while at the same time, it is effective in normalizing their anxiety about learning Turkish.
- Although there is no statistically significant difference between the post-test average anxiety scores of the experimental and control groups, it was observed that the difference of approximately 1 point in favor of the experimental group before the application was again determined as approximately 5 points in favor of the experimental group after the application. It was determined that there was a significant difference in favor of the experimental group between the post-test average motivation scores of the groups. Based on the fact that the difference of approximately 1 point in favor of the control group before the application was realized as approximately 7 points in favor of the experimental group after the application, it can be noted that the extended micro-teaching applications in the experimental group were more effective than the existing curriculum activities applied in the control group in the means of increasing the motivation of the participants to learn Turkish.
- According to the interviews with the participants in the control group after the application, the participants experienced more negative emotions such as stress, shyness and tension while participating in the activities; they frequently used listening and reading skills in the process; It was observed that factors related to the learning process such as the teacher's positive attitude, fun games, and doing different activities helped to increase motivation to learn Turkish, while affective and cognitive factors such as avoidance of communication, failure, and lack of self-confidence led to a decrease in their motivation. In the interviews with the participants in the experimental group after the application, it was found that the participants experienced more positive feelings such as self-confidence, self-confidence and curiosity while participating in the activities; they used basic language skills in a balanced way in the process. It was also observed that factors related to personal development and learning process such as gaining experience and self-confidence, active participation helped motivation in the learning process while, affective and cognitive factors such as fear of making mistakes, anxiety of presentation, and not finding the appropriate word caused their motivation to decrease.

When the related literature is examined, there are many studies which have concluded that the anxiety experienced in the foreign language learning process negatively affects the learning motivation of the students and this situation decreases the foreign language learning success (Abu-Ghararah, 1999; Atef-Vahid & Kashani, 2011; Batumlu. and Erden, 2007; Hemamalini, 2010; Lan, 2010). In these studies, it was mentioned that the students with foreign language learning anxiety refrain from actively participating in the learning process due to experiencing subjective emotions such as tension, fear, anxiety, and shame, and they also have self-confidence problems (Horwitz, Horwitz, & Cope, 1986). In this study, during the interviews after application in the control group, the students were asked how they felt while participating in the activities and, it was noted that the students gave feedback in parallel with the relevant literature that they felt themselves stressed, timid, nervous and shy in these time periods (Chu, 2008; Ordulj and Grabar, 2014). Nevertheless, in the interviews with the students in the experimental group after the application, answers were received that the students felt themselves excited, confident, anxious, self-confident, and curious during the course process. With the extended micro-teaching applications used in the experimental group, it was observed that students could make mistakes during the learning process but consider that this was a natural process,

realize their mistakes with the records made, and use their skills and creativity to express themselves comfortably with the second application. Although no statistically significant difference was found between the average anxiety scores of the experimental and control groups after the application, it was determined that there was a difference of approximately 5 points in favor of the experimental group. Besides, the anxiety levels of the experimental group students who had a high level of anxiety for learning Turkish before the application were found to be normalized. When the literature is comparatively evaluated, these results obtained from the study overlap with the results obtained from similar studies using extended micro-teaching in teaching Turkish as a foreign language (Mercan, 2019; Mercan & Cömert, 2019; Yoğurtçu, 2009).

Studies in the literature have demonstrated that foreign language learning motivation has a negative correlation with foreign language learning anxiety as the foreign language learning motivation increases, anxiety decreases (Gomari & Lucas, 2013; Hsu, 2005; Liu & Chen, 2015; Takan, 2014). According to this study, in which the effects of extended micro-teaching practices on foreigners' anxiety and motivation to learn Turkish were evaluated, no significant differences were found between the pre-test and post-test average motivation scores of the control group, while a significant difference was found in the experimental group in favor of the post-test. Although there was a statistically significant difference between the anxiety scores, it was concluded that the students continued to have high levels of anxiety, and the anxiety level normalized with the difference of approximately 5 points in favor of the post-test in the experimental group. It is noted that the results obtained from this study are similar to the results of the studies that found a negative correlation between foreign language learning anxiety and foreign language learning motivation.

During the application, according to the observations in the research groups and during the interviews made after the application, it was determined that the control group students participated in listening and reading activities, although they were not willing to participate in speaking and writing activities. It can be noted that the most important factors leading the students to remain passive in this process are the experience of failure, timidity, lack of self-confidence, communication anxiety, which manifests itself with feelings and thoughts such as feeling alien (Daly, 1991; Price, 1991). On the other hand, it was observed that the students in the experimental group tried to participate in language skills activities as balanced as possible. This difference between the groups in the use of basic language skills provides important clues about the behaviors of the students in both groups depending on anxiety and motivation factors. While the students in the control group preferred to take a more passive role in the learning process due to the fear of being unsuccessful in the direction of anxiety sources such as stress, shyness and tension; the students in the experimental group actively participated in the learning process with the excitement of making presentations in front of the audience confidently. Studies has demonstrated that anxiety about learning a foreign language stems from negative experiences encountered in the foreign language learned and negative thoughts about the language (Bailey, 1983; Horwitz & Cope, 1986 MacIntyre & Gardner, 1989; 1994). Based on the quantitative and qualitative data obtained from this study, It was observed that the motivational factors such as "the opportunity to make up for the mistake, to make preparations, to speak prepared, to research before the presentation, to feel sufficient in the presentation, to learn from the mistakes of others, to correct by realizing their own mistakes, to gain experience, and to gain self-confidence" were the most important factors enabled the students in the experimental group to be active in the process and to develop positive thoughts about learning Turkish as a foreign language.

The students in the control group were asked what factors motivated them while learning Turkish as a foreign language. The students in the experimental group mostly expressed the external motivational factors such as "positive attitude of the teacher, fun games, doing different activities", while the students in the experimental group mostly mentioned the intrinsic motivation factors such as "gaining experience, self-confidence, and active participation. These data demonstrate that the motivation sources of the students in the control group are based on the behavior exhibited in the learning process and the results of the learning activities (Kazusa, 1999), while the students in the experimental group are affected by the factors that develop in natural learning environments such as curiosity, interest, and need (Ryan & Deci, 2000). Based on these results, it can be noted that the current curriculum applied in the control group was insufficient to increase the motivation of the students, while the extended micro-teaching applications applied in the experimental group were more effective in increasing the students' motivation.

The students in the experimental and control groups were asked about the factors reduced their motivation while learning Turkish as a foreign language, and most of the negative themes produced by the students were expressed by the ones in the control group. Studies have shown that negative motivational sources such as achievement anxiety, negative attitude of teachers or peers, classroom environment, course materials, social pressure lead students to decrease their interest and attention towards language learning over time (Dörnyei & Ushioda, 2011; Ghadirzadeh, Hashtroudi, & Shokri, 2012 Kikuchi and Sakai, 2009; Ünal 2018). It has been determined that this situation causes

students to experience difficulties and motivation problems during the process of learning foreign languages (Falout, Elwood, & Hood, 2009). Even though it was not statistically significant before the application, the mean Turkish learning motivation score created a meaningful difference in favor of the experimental group after the application was due to these negative motivational factors experienced by the students in the control group.

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