Teaching Methodology, Motivation, and Test Anxiety: Comparison of Iranian English Private Institute and High School

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Teaching Methodology, Motivation, and Test Anxiety: Comparison of Iranian English Private Institute and High School

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INTRODUCTION

Language teaching came into existence as a profession in the twentieth century. Its foundation was developed during the early part of the twentieth century, as applied linguists focus on the fields of linguistics and psychology to support what was thought to be a more effective teaching methodology. Language teaching in the twentieth century was characterized by frequent changes, innovations and development of language teaching ideologies (Richards & Rodgers, 2003).

Method– a systematic set of teaching practices based on a particular theory of language and language learning– is a powerful concept, and the quest for better methods has been a preoccupation of many teachers throughout the twentieth century (Richards & Rodgers, 2003).

As methods link theory and practice, they represent a contribution of applied linguistics to language education. Methods do not necessarily arise from a priori theorizing, they could be derived from successful practice (Krashen, 1987).

Motivation

- At the turn of the twentieth century there has been an uprising interest in the investigation of the role of learner's characteristics in the foreign and second language learning (hereafter referred to as FLL/SLL) process (Brown, 2000). A major trend in language syllabus design has been the use of information from learners on curriculum decision-making (Nunan 1993). Students should be active agents of their learning, not merely passive receivers of information.

- Learning is a product of learners' own actions and is based not only on the learners' prior skills and knowledge but also on their experience and interest. If learners have a role in defining and choosing the goals, the course content, and the methodology, learning will be more relevant to them (Decorte, 1993).

- Many studies suggest a meaningful relationship between motivation and student's performance. Schmidt (1993) argued that motivated learners are more likely to pay close attention to the language input than those who are not so motivated. Niezgoda and Rover (2001) suggested that motivation might influence English learners' sensitivity to grammatical errors. Cook (2001) also pointed out that highly motivated learners can notice pragmatic functions of language.

Test Anxiety

- While tests are valuable means for teachers and students, they are also obstacles for many of the students who suffer from test anxiety. Since students are taught from an early age that success equals high score, they become extremely anxious about test results. This often leads to high stress, which might lead to either failure on tests or cheating in order not to fail.

- Suinn (1968) defined test anxiety as "an inability to think or remember information, a feeling of tension, difficulty in reading and comprehending simple sentences or directions on an examination" (p. 385).

1.2. Statement of the Problem

- Teaching methodology plays a significant role in the EFL learning process, and most learners may feel disappointed if the method of teaching is not appropriate for them.

- Regarding language teaching in Iran, Bakhshi (1997) notes: "One of the problems is an old belief that just knowing about language and its grammatical patterns suffice teaching English, so there is no room left for advancement through insight of linguistics, psycholinguistics, sociolinguistics, methodology, and pedagogy" (p.14).

- Bateni (1991) mentions, teaching English in our schools serves just as a decoration and has little educational value. It seems that one of the deficiencies is that most teachers lack sufficient knowledge of various methods and skills to implement them. Teachers do not use classroom activities that increase students' commitment for learning English and this makes students feel reluctant to the task of learning. In other words, if teachers base their methodologies only on cognitive considerations, they will neglect the psychological aspect of human behavior. So, language teachers must be aware of the psychological state of the learners (motivation, needs) in order to understand the affective condition for learning and know how the learners feel during tests.

- One of the few researches that sheds light on the relationship between teaching methodology, motivation and test anxiety was done by Ferando *et al* (1999). They found if teachers have a good methodology that pays attention to the psychological aspects of learners, students' test anxiety decreases and they can perform better on the exam. This study attempts .to investigate this issue in an Iranian context

1.3. Objectives of the Study

- The importance of testing in educational setting necessitates the investigation of its relationship with various factors involved in the process of teaching. Therefore, the present study was designed to show if there is any relationship between test anxiety experienced by a lot of learners when sitting an exam and teaching methodology as well as student's motivation. Methodology has been defined differently by scholars but, in this study, it is defined in terms of teacher's role, student's role, teaching materials, teaching activities, and teaching objectives based on Richards and Rodgers (2003). In other words, this study explores if there is any relationship between test anxiety and teaching methodology in two settings where similarities and differences in methodology, with respect to the aforementioned factors, are found. *High school* and *English language institute* were selected as two places, where different approaches to the abovementioned factors, were expected to be founded. Consequently, it was decided to see what teachers do in each setting, and then to see if there was any relationship between methodology and test anxiety in each setting. The objectives of the study are restated in the following research questions.

1.4. Research Questions

- 1) Is the methodology used in the high school different from the methodology used in the English language institute in terms of teacher's role, learner's role, teaching materials, teaching activities, and teaching objectives?

- 2)If the answer to the first question is positive, is there any difference between learners' motivation in the *High school* and the *English language institute*?

- 3) Is there any relationship between learners' motivation and their test anxiety in each setting?

- 4) Does the type of motivation (instrumental and integrative) have any relationship with test anxiety of language learners?

- 5) If methodology is found to be different in both settings, do learners experience different amount of test anxiety in each setting?

1.5. Significance of the Study

- Motivation and teaching methodology are important factors in language learning and teachers should be aware of the relationship among these variables. In sum, this study is expected to enrich knowledge of English teachers about the relationship among teaching methodology, motivation and test anxiety and help them to handle test anxious students more skillfully.

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- For intermediate files, the interested reader is asked to contact the author directly

3.2. Participants

- The participants of this study ranged from 15 to 17 year-old students selected randomly from 50 high school female students and 50 female students studying English as a foreign language (EFL) in a private English institute in Najafabad. Learners in these two settings enrolled in the second grade and their major was computer. Since the number of students in each class in both settings was 25, the participants were selected from two classes with the same teacher and setting. Then, a Nelson test was administered to the students to select and homogenize the intended number of students for the study. Next, 50 students, 25 from Mahjub high school and 25 from Parto private institute, whose scores on the Nelson were between one standard deviation above and one standard deviation below the mean, were selected to take part in the study; to answer questions of test anxiety, and a motivation questionnaire. Care was taken to choose high school students who were not studying in the language institute simultaneously.

3.3. Instruments

- 1) A Nelson test (1999, as cited in Dadkhah's thesis, 2002). It consisted of 40 multiple-choice items on grammar and vocabulary to estimate the proficiency level of the learners. The validity of the test was established by consulting with my supervisor and my advisor.

- 2) A set of checklists to identify similarities and differences between teaching methodologies in the high school and the private English institute. They were prepared by the researcher based on Richards and Rodgers (2003). The checklists consisted of teacher's role, learner's role, materials of the course, teaching activities, and teaching objectives, and were used when the researcher and two other observers observed the English classes in the high school and the private institute for three sessions. The observers' duty was to observe the procedures of the classrooms including the role of teacher, role of learners, materials used in the class, objectives of the course pursued by the teacher and activities used in the class to identify similarities and differences between teaching methodology in these two settings. The checklists were to be filled by each of the three observers.

- 3) A test anxiety questionnaire. It was developed by Abbas Abolghasemi, (1932, as cited in Dadkhah's thesis, 2002) consisting of 29 questions, which were designed on a 4-point Likert scale. The participants were asked to respond to the statements by indicating whether they *never, seldom, sometimes or often* experienced the feeling mentioned in the statement. The four alternatives were assigned the weight of 1, 2, 3 and 4 respectively. The reliability of the questions was estimated via Cronbach's alpha (r=0.92)

- 4) A motivation test. It was developed by Celce Murcia (1991) and consisted of 41 questions in six parts. Part one consisted of eight questions dealing with the view of participants regarding the reasons for learning English. Part two consisted of five questions to measure the students' attitude toward learning English. Part three consisted of seven items to measure the students' attitude about the English textbooks. Part four consisted of one question to rate the extent of students' satisfaction with achievement in English. Part five consisted of 17 items to measure the students' attitude toward the preferred ways and activities for learning English. Part six consisted of three items to rate the extent to which students agree with the way of error correction. This questionnaire was translated into Farsi to avoid participants' confusion.

3.4. Data Collection and Procedure

- Data were collected through the following stages: At first 100 students from the high school and the private English institute, 50 each, were selected randomly. Then, via the administration of the Nelson test, 50 students (25 from the high school and 25 from the private institute) were selected as the participants of the study. Then the test anxiety and the motivation questionnaires were distributed among the participants. They were asked to read the questions carefully and express their feeling by choosing one of the alternatives written in front of each statement. They were told nothing about the aim of the study to avoid halo effect. Also it was optional for the students to write their names at the top of the papers. The selected students were tested in terms of the relationship between teaching methodology, motivation, and test anxiety.

3.5. Data analysis

- The raw scores of the participants were tabulated for data analysis. The mean and the standard deviation of the scores by each group were calculated. A series of tables and graphs were used to display the differences between teaching methodologies in the high school and the private institute. Also, a series of t-tests were used to analyze the learners' responses to the motivation and test anxiety questionnaire. Pearson Correlation Tests were employed to find the relationship between motivation and test anxiety. The details will be presented in Chapter 4.

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- For intermediate files, the interested reader is asked to contact the author directly

4.1. Overview

- First, in order to get information about the methodology used in each setting, the checklists developed by the researcher based on Richards and Rodgers (2003) are going to be analyzed. Then, the learners' responses to the motivation questionnaire and the relationship between motivation and test anxiety will be analyzed. After that, the analysis of the learners' responses to the test anxiety questions will be presented.

4.2.1. The Results of the Analysis of the Observers' Responses to the Teachers` Role Checklist

- As Table 4.1 shows, the mean and the standard deviation scores for teacher as a facilitator and a counselor in the private English institute are 1.25 and 2.23, respectively. The mean and the standard deviation score of the central role for the teacher in the high school are 3.06 and 2.26, respectively. By comparing the means of the two groups shown in the table below it can be said that the teacher in the high school has the center role in the classroom and decides what to teach and how to teach but in the private English institute, the teacher serves as a facilitator and counselor in the class. Figure 4-1 shows the graphical representation of the teachers' role in the high school and the private institute.

Group Statistics

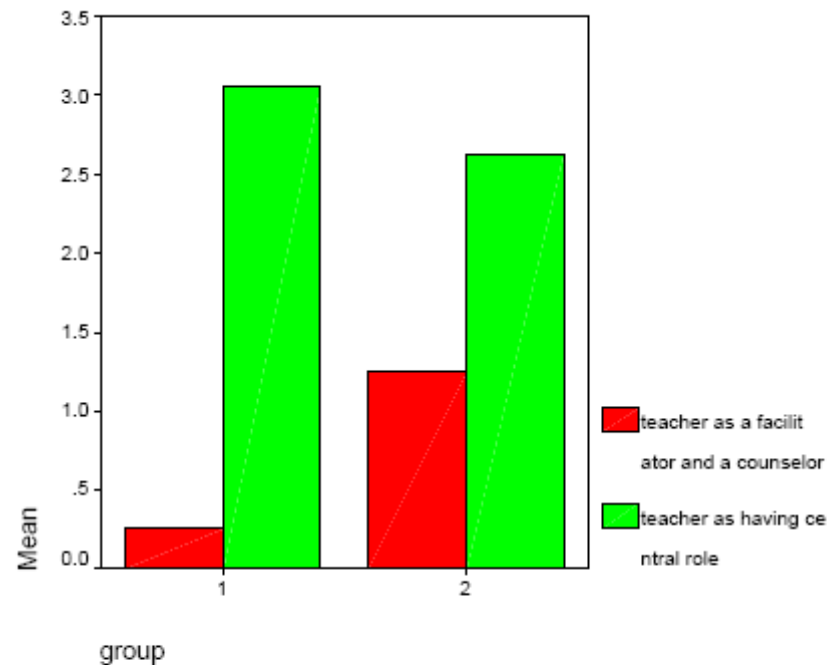|	group	N	Mean	Std. Deviation	Std. Error Mean
teacher as a facilitator and a counselor	1	16	.25	.447	.112
	2	16	1.25	2.236	.559
teacher as having central role	1	16	3.06	2.265	.566
	2	16	2.63	1.668	.417

Figure 4-1. Graphical representation of the teachers' role in the high school and the private institute

4.2.2. The Results of the Analysis of the Observers' Responses to the Learner s` Role Checklist

- As Table 4.2 below shows, the mean and the standard deviation scores for active role of learners in the private English institute are 6.33 and 7.566, . respectively The mean and the standard deviation scores for passive role of learners in the high school are 8.33 and 7.90, respectively. By comparing the means of the two groups shown in the table below, it can be said that learners have an active role in the private English institute but a passive role in the high school. Figure 4-2 gives the graphical representation of the learners' role in the high school and the private institute.

Group Statistics

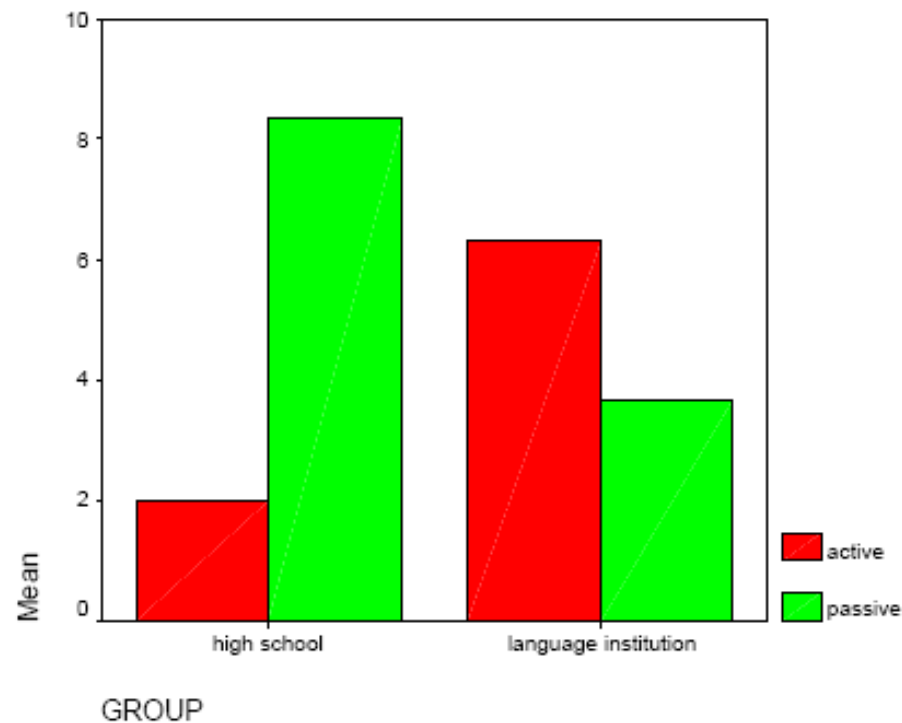|	GROUP	N	Mean	Std. Deviation	Std. Error Mean
active	high school	9	2.00	2.598	.866
	language institution	9	6.33	7.566	2.522
passive	high school	9	8.33	7.906	2.635
	language institution	9	3.67	3.905	1.302

Figure 4-2. Graphical representation of the learners' role in the high school and the private institute

4.2.3. The Results of the Analysis of the Observers' Responses to the Material Checklist

- As Table 4.3 shows, the mean scores of task based, realia and audio visual materials in the private institute are respectively 1.00, 1.00 and 2.00. The mean of text based materials in the high school is 1.00. By comparing the means of the two groups shown in the above table it can be said that task based, realia and audio visual materials are common in the private institute but text based materials are common in the high school. Figure 4-3 gives the graphical representation of the materials used in the high school and the private language institute.

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
task based materials	high school	5	.20	.447	.200
	language institution	5	1.00	2.236	1.000
using realia	high school	5	.20	.447	.200
	language institution	5	1.00	2.236	1.000
text based materials	high school	5	1.00	2.236	1.000
	language institution	5	.80	1.789	.800
audio visual materials	high school	5	.40	.548	.245
	language institution	5	2.00	2.739	1.225
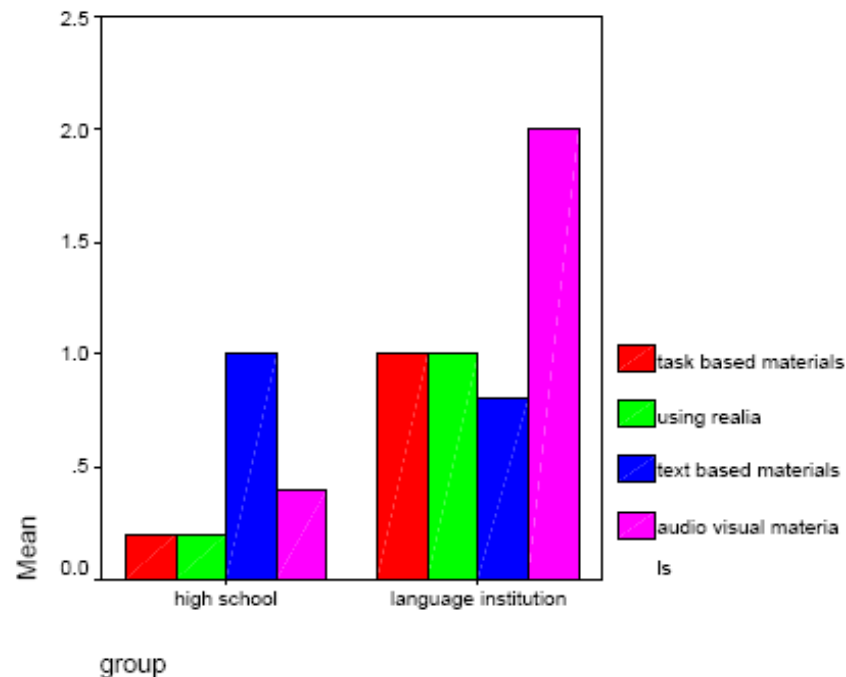
Figure 4-3: Graphical representation of the materials in the high school and the private institute

4.2.4. *The Results of the Analysis of the Observers' Responses to the Teaching Activities Checklist*

- As Figure 4.4 shows, the focus of teaching activities in the private institute is on different kinds of skills (listening, speaking, reading, writing) and drills (elicitation, restatement, replacement,…). In the high school practice on different kinds of imitations (choral and individual imitation) and drills are common activities.

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
different drills	1	22	2.73	1.956	.417
	2	22	3.09	1.540	.328
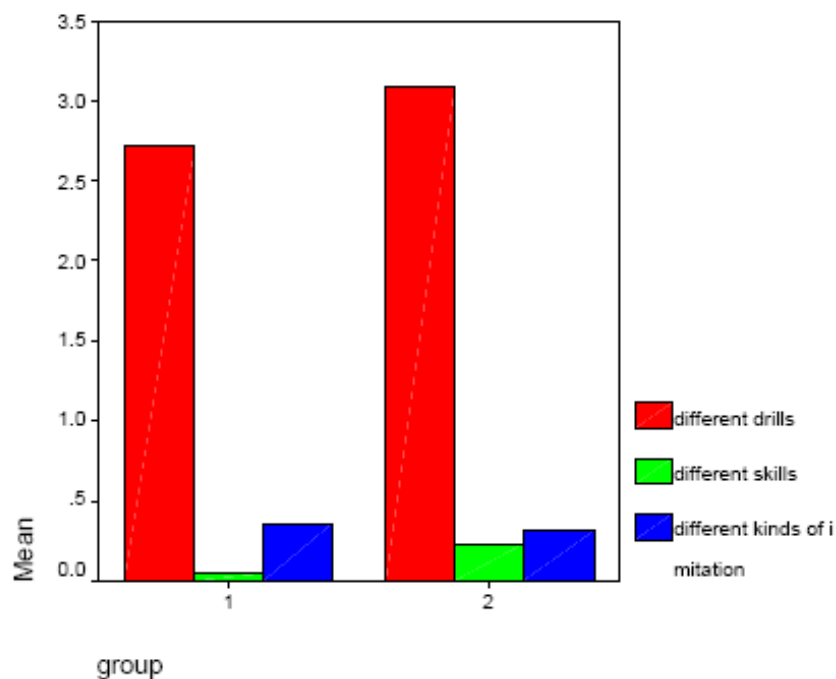
Figure 4-4: Graphical representation of the teaching activities in the high school and the private institute

- As Table 4.5 shows, the mean and the standard deviation scores on oral skills (speaking and listening) in the private institute are 1.67 and 2.44,. Respectively. The mean and the standard deviation scores of language components (vocabulary and grammar) in the high school are 1.47 and 2.20, respectively. By comparing the means of the two groups shown in the above table it can be said that command of oral skills are common in the private institute but command of language components, such as vocabulary and grammar are common in the high school. Figure 4-5 gives the graphical representation of the teaching objectives in the high school and the private institute.

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
oral skills	high school	15	.27	.458	.118
	language institution	15	1.67	2.440	.630
language components	high school	15	.67	1.345	.347
	language institution	15	1.47	2.200	.568

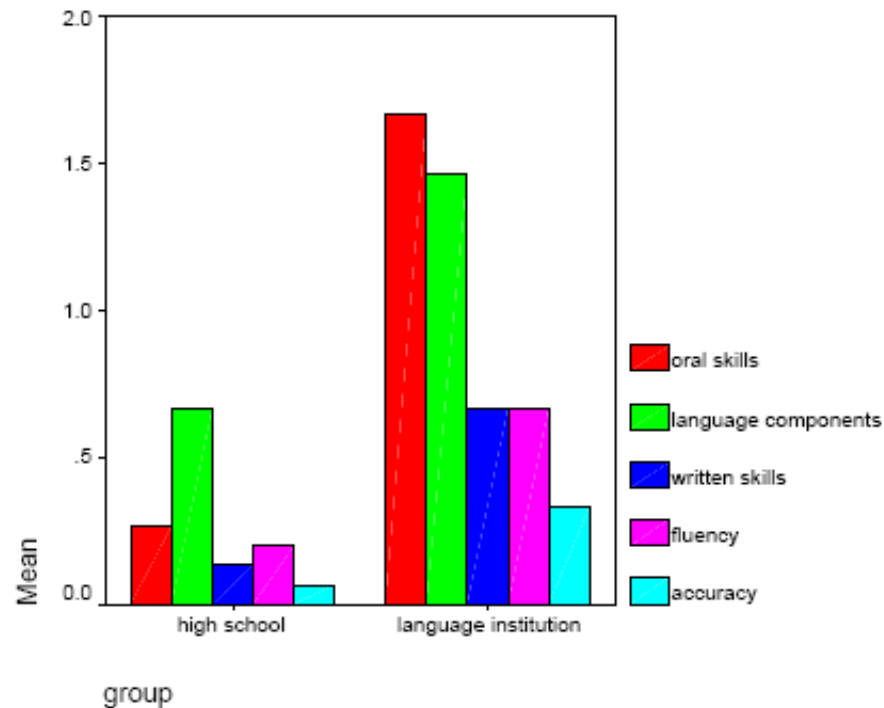*Figure 4-5:* Graphical representation of the teaching objectives in the high school and the private institute

- Teaching methodology consists of the role of teacher, the role of learners, teaching objectives, teaching activities and materials used in the classroom (Richard and Rodger, 2003). According to these tables and graphs, it is clear that teaching methodologies are different in the high school and the private institute.

4.3. *The Analysis of the Learners' Responses to the Motivation Questionnaire*

- Table 4.7 reveals that the amount of t-observed ($t= -2.229$) is significant at the probability level of p= .031, which is smaller than .05. In other words, motivation is significantly higher for the language institute students than for the high school students. In the previous part, it was identified that teaching methodologies were different in these two settings then it seems there is a relationship between teaching methodology and motivation.

Table 4.7. *The Results of the t-test for the Motivation Questionnaire*

Group	No.	Mean	SD	SEM	df	t	p
High School	25	183.08	20.845	4.169	48	-2.229	.031
Institute	25	195.24	18.622	3.724			

4.4. Relationship between Test Anxiety and Motivation

- Both Table 4.8 and Table 4.9 depict a significant negative correlation between the test anxiety and the motivation (r= -448, and r= -.490 for high school and institute respectively). In other words, in both cases it can be said that the higher the test anxiety, the lower the motivation, and vice versa. Therefore, the second null hypothesis can safely be rejected.

Table 4.8. *The Results of Correlation Analysis for the High School Students*

		Anxiety	Motivation
Anxiety	Pearson Correlation	1.000	-.448
	Sig. (2-tailed)	.	.025*
	N	25	25

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.9. *The Results of Correlation Analysis for Private Institute Students*

		Anxiety	Motivation
Anxiety	Pearson Correlation	1.000	-.490
	Sig. (2-tailed)	.	.013*
	N	25	25

* Correlation is significant at the 0.05 level (2-tailed).

4.5. The Results of the Analysis of the Learners' Responses to Different Parts of the Motivation Questionnaire

- As this table shows the mean scores of the private institute in instrumental motivation, integrative motivation, attitude toward learning English, attitude towards English text books, and overall achievement are higher than the high school learners. The mean score of the high school learners in the coercion index is higher than the private institute.

4.6.1. *The Analysis of the Learners' Responses to the Instrumental Motivation Questions*

- These questions of the questionnaire deal with the instrumental motivation:
- 1. *I think it will some day help me get a good job.*
- 2. *Proficiency in English is a sign of good education.*
- 3. *I study English to go to the university.*
- 4. *English is the language of progress and modernization*

- As Table 4.10 shows, the mean and the standard deviation of the private institute students on the instrumental motivation questions are 17.04 and 1.68, respectively. The mean and the standard deviation of the high school students on the instrumental motivation questions are 15.49 and 1.58, respectively. By comparing the means of the two groups shown in the table 4-10 it can be said that the amount of instrumental motivation is higher for the private institute learners. A t-test was applied to find out if there is a significant difference between these two groups. Table 4.11 reveals the results of this t-test.

Table 4-10. *Descriptive Statistics of Different Parts of Motivation Questionnaire for Both Groups*

Group	Parts of motivation	No.	Mean	SD
School	Instrumental	25	15.498	1.5831
	Integrative	25	16.212	4.0901
	Coercion index	25	14.280	4.7734
	Attitude	25	14.347	3.1979
	Textbooks	25	14.808	1.6036
	Achievement	25	14.784	4.5559
Institute	Instrumental	25	17.046	1.6848
	Integrative	25	18.480	2.2683
	Coercion index	25	10.920	3.0911
	Attitude	25	17.270	3.1531
	Textbooks	25	15.480	2.9189
	Achievement	25	17.976	4.1151

- It can be seen in Table 4.11 that the amount of t-observed (t=-3.348) is significant at the probability level of p= .002 which is smaller than .05. In other words, instrumental motivation in these two settings is different. The amount of instrumental motivation is higher for the private institute learners.

- In order to find a correlation between test anxiety and instrumental motivation, a Pearson Correlation Test was employed.

Table 4.11. *The Results of the t-test for the Instrumental Motivation*

Group	N	Mean	SD	df	t	p
High School	25	15.49	1.58	48	-3.348	.002
Institute	25	17.04	1.68			

- This table depicts a significant negative correlation between the test anxiety and the instrumental motivation (r= -.446). In other words, it can be said that the higher the test anxiety, the lower the instrumental motivation, and vice versa.

Table 4.12. *The Results of the Correlation Analysis for Instrumental Motivation*

		Test Anxiety	Instrumental motivation
Test Anxiety	Pearson Correlation	1	-.446(**)
	Significance(2-tailed)	.	.000
	N	25	80
Instrumental motivation	Pearson Correlation	-.446(**)	1
	Significance(2-tailed)	.000	.
	N	25	120

** Correlation at 0.01(2-tailed):…

4.6.2. The Analysis of the Learners' Responses to the Integrative Motivation Questions

- These questions of the questionnaire deal with the integrative motivation:

- 1. *I think it will help me to better understand English- speaking people.*

- 2. *I like English.*

- It can clearly be seen in Table 4.13 that the amount of t-observed (t=-2.425) is significant at the probability level of p= .019 which is smaller than .05. In other words, the amount of the integrative motivation is significantly higher for the private institute students than the high school students. In order to find a correlation between test anxiety and integrative motivation, a Pearson Correlation Test was employed.

Table 4.13. *The Results of the t-test for the Integrative Motivation*

Group	N	Mean	SD	df	t	p
High School	25	16.21	4.09	48	-2.425	.019
Institute	25	18.48	2.26			

- This table depicts a significant negative correlation between the test anxiety and the integrative motivation (r= -.447). In other words, it can be said that the higher the test anxiety, the lower the integrative motivation, and vice versa.

Table 4.14. *The Results of the Correlation Analysis for Integrative Motivation*

		Test Anxiety	Integrative motivation
Test Anxiety	Pearson Correlation	1	-.447(**)
	Significance(2-tailed)	.	.000
	N	25	80
Integrative motivation	Pearson Correlation	-.447(**)	1
	Significance(2-tailed)	.000	.
	N	25	120

** Correlation at 0.01(2-tailed):…

4.6.3. The Analysis of the Learners' Responses to the Coercion Index Questions

- These questions deal with the Coercion Index:
- 1. *It is a part of the school curriculum.*
- 2. *My parents want me to learn it.*
- As Table 4.15 shows the amount of t-observed (t=2.954) is significant at the probability level of p= .005 which is smaller than .05. In other words, the amount of the coercion index is significantly higher for the high school students than the private institute students.

Table 4.15. *The Results of the t-test for the Coercion Index Questions*

Group	N	Mean	SD	df	t	p
High School	25	14.28	4.77	48	2.954	.005
Institute	25	10.92	3.09			

4.7. **The Analysis of the Learners' Responses to the Second Part of the Motivation Questionnaire**

- The second part of this questionnaire deals with the learners' attitude toward learning English and consisted of 5 questions:
- 1. *Studying English is an enjoyable experience.*
- 2. *I would study English in school even if it were not required.*
- 3. *I do not like to spend my time on subjects other than English.*
- 4. *I think learning English is the best experience in my life.*
- 5. *Learning subjects other than English is a waste of time.*

- It can clearly be seen that the amount of t-observed (t=-3.255) is significant at the probability level of p= .002 which is smaller than .05. In other words, the amount of the positive attitudes toward learning English is significantly higher for the private institute students than the high school students.

4.8. *The Results of the Learners' Responses to the Third Part of the Motivation Questionnaire*

- The third part of this questionnaire deals with the learners' attitudes toward their English textbooks and consisted of 7 questions:
- 1. *The topics and reading texts in our English textbooks are enjoyable.*
- 2. *The materials and activities in our book are interesting.*
- 3. *Reading texts and topics encourage me to read more English.*
- 4. *The pictures of the book help me to understand English better.*
- 5. *Reading passages present an up-to-date picture of the target language people.*
- 6. *Reading texts and topics are in harmony with the students own needs and interests.*
- 7. *The reading texts are interesting.*

- As Table 4.17 shows the amount of t-observed (t= -3.176) is significant at the probability level of p= .003 which is smaller than .05. In other words, the amount of the positive attitudes toward English textbooks is significantly higher for the private institute students than the high school students.

Table 4.17. *Results of the t-test for Learners' Attitude toward English Textbooks*

Group	N	Mean	SD	df	t	p
High School	25	14.80	1.60	48	-3.176	.003
Institute	25	15.48	2.91			

- This part, consisting of one question, asks the learners' satisfaction with their achievement in English:

- 1. *I am satisfied with my achievement in English.*

- It can be seen in Table 4.18 (3 slides below) that the amount of *t*-observed (*t*= 2.600) is significant at the probability level of p= .012 which is smaller than .05. In other words, satisfaction with overall achievement in English

- in these two settings is different. Satisfaction is higher in the private institute learners.

4.10. The Analysis of the Learners' Responses to the Test Anxiety Questionnaire

- As Table 4.19 shows, the mean and the standard deviation of the private institute students on the test anxiety are respectively 61.2 and 19.73. The mean and the standard deviation of the high school students on the test anxiety questionnaire are respectively 73.8 and 23.4. The highest score for the high school learners on the test anxiety is 110 and the lowest score is 42. For the private institute learners the highest score on the test anxiety is 101 and the lowest score is 34. By comparing the means of the two groups shown in table 4-19, it can be said that the amount of anxiety when taking an English exam is not the same for the private institute learners and the high school EFL learners. A t-test was applied to find out whether or not this difference is statistically significant.

Table 4.19. *Descriptive Statistics of the Two Groups on Test Anxiety*

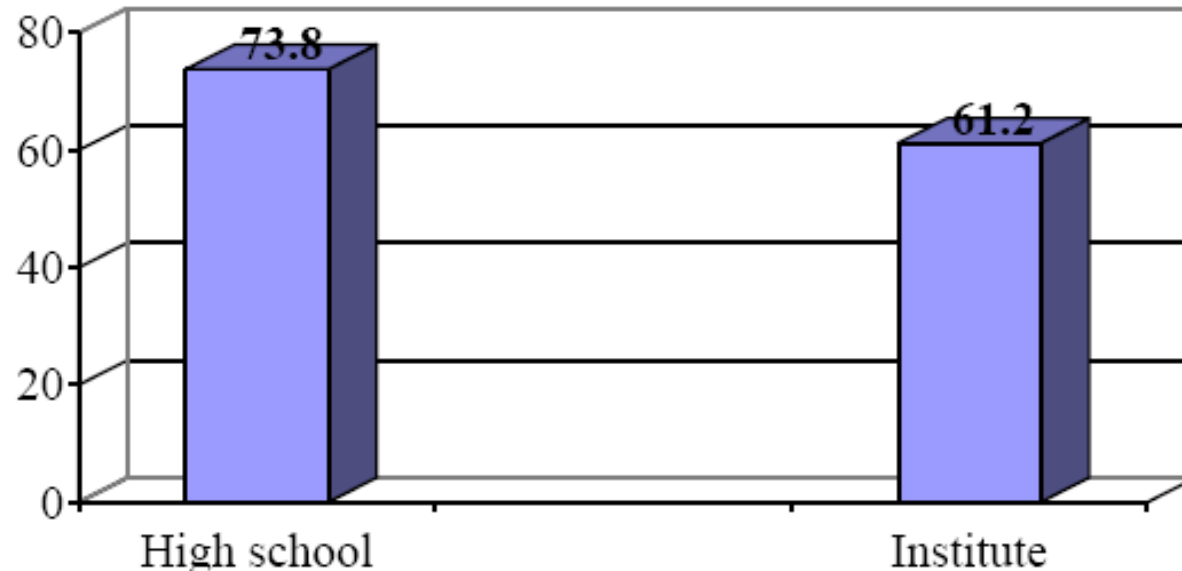| High School					Private Institute				
Min	Max	Mean	SD	variance	Min	Max	Mean	SD	variance
42	110	73.8	23.402	547.667	34	101	61.2	19.736	389.5

Figure 4.10. The graphical representation of the results for test anxiety

- It can clearly be seen in Table 4.18 that the amount of *t*-observed (t= 2.085) is significant at the probability level of p= .042, which is smaller than .05. In other words, the amount of test anxiety is significantly higher for the high school students than for the language institute students; therefore, the second null hypothesis is rejected. It was identified that teaching methodologies were different in these two settings. Thus it seems there is a correlation between test anxiety and teaching methodology.

Table 4.18. *The Results of the t-test for the Satisfaction with Overall Achievement in English*

Group	N	Mean	SD	df	t	p
High School	25	17.04	4.55	48	2.600	.012
Institute	25	17.97	4.11			

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5.2. Discussion

- It has always been difficult to carry out research on language learning as a matter of human behavior because different dimensions of human characteristics such as psychology, social behavior, culture, and so forth must be considered.

- The present study aims to show if there is any relationship between test anxiety experienced by learners and teaching methodology as well as their motivation. According to Richards and Rodgers (2003), methodology consists of teacher's role, learners' role, teaching materials, teaching activities, and teaching objectives. This study aims to see what teachers do in the high school and the private language institute to explore if there is any relationship between test anxiety and teaching methodology in these two settings.

- Fifty students were selected to participate in this study (25 from the high school and 25 from the private institute). Students were required to answer a test anxiety and a motivation questionnaire.

- A series of checklists prepared by the researcher based on Richards and Rodgers (2003). These checklists consisted of questions about teacher's role, learners' role, teaching materials, teaching activities, and teaching objectives. The observers used these checklists and identified that teaching methodology was different in these two settings. A series of tables and graphs of these checklists show that in the high school the teacher decides what to teach and how to teach and has an active role but learners are passive. Teaching activities in the high school are more choral as well as individual imitation, but in the private language institute practice of different kinds of skills is common. In the private institute learners have an active role. They practice oral skills in order to have meaningful communication. Besides, in the private institute master on oral skills, fluency and accuracy are considered as teaching objectives but in the high school the focus is more on language components such as grammar and vocabulary.

- The analysis of the learners' responses to the test anxiety and the motivation questionnaire shows that test anxiety is high in high school learners while motivation is in the private institute learners. Also, the results show a negative relationship between motivation and test anxiety.

- *Intermediate slides not available*

- *5.2.1. The First Research Question: Is the methodology used in the high school different from the methodology used in theEnglish language institute in terms of teacher's role, student's role, teaching materials, teaching activities, and teaching objectives?*

- The analysis of the observers' responses to the checklists shows that in the high school the teacher has the central role and she decides what to teach and how to teach. Learners are considered as receivers of information, listeners, and imitators. They do not have any role in the teaching process and they just repeat new structures and new words. The only material in the high school is the English text book. Teaching activities and objectives are limited to repetition of structures and vocabulary. Instead, in the private institute, teachers are not at the center of the class. They serve as facilitators who help students to master the language. Besides, learners have an active role and they can make new short stories and conversations.

- Materials in the private institute are not limited to English textbooks. Teachers use audio visual materials and realia in the class. Also, learners can bring interesting materials that are related to their lesson. Teaching activities and objectives are not limited to different drills (question and answer drills, group work drills,…) but also mastery on language skills (listening, speaking, writing, and reading) is very important.

- *5.2.2. The Second Research Question: If the answer to the first   question is positive, is there any difference between learners' motivation in the high school and the English language institute?*

- To answer this research question, a *t*-test was used and the results show that motivation is higher in the private institute learners than the high school learners. As it was said, teaching methodology is different in these two settings. Thus, it seems there is a positive relationship between teaching methodology and motivation. Also, Boggiano *et al* (1992) found that if teachers serve as facilitators in the class, use interesting materials (photographs, objects,…) and give learners an active role that learners can decide what to teach and how to teach, learners' motivation will increase and their test anxiety will decrease.

5.2.3. The Third Research Question: *Is there any relationship between the learners' motivation and their test anxiety in each setting?*

- Two Pearson Correlation Tests were used to answer this research question. The analysis of the results indicated that there was a significant negative correlation between test anxiety and motivation. In other words, it can be said that the lower the test anxiety the higher the motivation, and vice versa. As previous results show, test anxiety is higher in the high school students than the private institute learners so motivation of these students is lower than the private institute learners.

- **5.2.4. The Fourth Research Question: Does the type of learners' motivation (integrative or instrumental) have any relationship with the test anxiety of the language learners?**

- To answer this research question, a series of t-tests were used to analyze the learners' answers to the motivation questionnaire. It was clear that instrumental and integrative motivations are higher in the private institute learners. They want to learn English because they want to find a good job and learning English will help them to have a better understanding of English-speaking people. Private institute learners have a positive attitude towards learning English and their text books. Also, they were satisfied with their achievement in English. But, in the high school, learners attended the English class because it was a part of their school curriculum. They have a negative attitude toward learning English because they think learning English is a dull activity and a waste of time. Learners in the high school were not satisfied with their progress in English because they just want to pass their course.

- Two Pearson Correlation Tests were used to estimate the relationship between instrumental motivation, integrative motivation and test anxiety. It was clear that if learners have high degree of instrumental or integrative motivation, their test anxiety would decrease.

- A previous study by Giles and Coupland (1991) found that integrative and instrumental motivations are very useful factors for engaging learners in the learning process. Integrative motivation comes from the learner and it has a very strong power to move learners toward learning. Also, if learners want to have a good position and a good job in their society they are engaged in the learning process. The result of Giles and Coupland's research is similar to the results of the present study. Then, it seems that instrumental and integrative motivations are useful factors in order to engage learners in the learning process and to decrease their test anxiety.

- ***5.2.5. The Last Research Question: If the answer to the first question is positive, is there any difference between the learners' test anxiety in the high school and the learners' test anxiety in the English language institute?***

- To answer this research question, the researcher used a t-test and the results show that high school learners have more test anxiety than the private institute learners. The results of analyzing the teaching checklists showed that teaching methodologies were different in the high school and the private institute. Thus it seems that there is a relationship between teaching methodology and test anxiety. A previous research by Ferrando *et al* (1999) shows the same results. According to their research, by using a method that pays attention to the psychological aspects of learners (motivation and need), teachers can decrease learners' test anxiety.

5.3. Implications

- ## 5.3.1. Implications for English Teachers

- Teachers should know that a "unidirectional" learning process in which learning is assumed to flow out from the teacher and where students are passive is not good. Students should be active participants in the learning process. In other words, learners must have control over both information and interactions i.e., learners choose what to learn and how to learn it. As Littlewood (1992) believes, "the ultimate interest of education is not in whether answers are correct, but whether attempts are made to stimulate a useful learning process for finding answers" (p. 106).

- Teachers should know that factors such as poor quality of teaching, poor class behavior, and no interest are learners' reasons not continuing to learn English as a foreign language. Therefore, teachers should look upon themselves as one of the factors involved in creating dull classes where their student's attention and interest are not drawn towards learning English.

High school teachers often put emphasis on teaching vocabulary and grammar. They try to explain language using grammatical elements such as future tense, passive voice, subjunctive mood, etc. Such activities may be boring and do not draw the students' attention toward learning the language. Teachers must use methods to give learners an active role. In most cases, learners learn better if they are interested in what they learn and how they learn it. To ignore students in such cases is the very opposite of student-centeredness.

5.3.2. Implications for Students

- Students should take responsibility for their learning. They should ask for freedom and power to make decisions in their learning. It is also necessary for students to know that learning is a product of their own activities and it is based on their prior skill, knowledge, and interest. Therefore, it seems that the effective language learning occurs when students collaborate with teachers and textbook writers in designing useful materials by expressing their attitudes and opinions.

5.4. Suggestions for Further Research

- No study is complete by itself and cannot take every detail into consideration. Therefore, there are always aspects which are not accounted for. This research is no exception. There are some issues which were not controlled in this study and can be topics for further research by other researchers.

- 1) This study was done only in one city with a limited number of students. It is suggested that another study be performed with large numbers of students from more cities.

- 2) In this study data collection was only done through questionnaires; some other studies can be carried out to incorporate interviews with students as well.

- 3) In this study, only female students were questioned. Some other studies have to be performed on both genders in order to see if they differ in motivation and test anxiety.

- 4) In this study, the participants were adolescents; in other studies adult language learners can be the focus of attention to see whether similar results will be obtained.

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