BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING

THE EFFECT OF MODEL UNITED NATIONS CONFERENCES ON SECONDARY EDUCATION STUDENTS' ATTITUDES AND ANXIETY ABOUT SPEAKING ENGLISH

PREPARED BY
ANIL İPEKÇİ

MASTER'S THESIS

ANKARA - 2021

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ASSIST. PROF. DR. SELİM SONER SÜTÇÜ

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı çerçevesinde Anıl İPEKÇİ tarafından hazırlanan bu çalışma, aşağıdaki jüri tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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Yukarıda başlığı belirtilen Yüksek Lisans/Doktora tez çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam 70 sayfalık kısmına ilişkin, 25/06/2021 tarihinde şahsım/tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı %11'dir. Uygulanan filtrelemeler:

1. Kaynakça hariç

2. Alıntılar hariç

3. Beş (5) kelimeden daha az örtüşme içeren metin kısımları hariç

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Öğrenci İmzası:…………………..

ONAY

Tarih: … / … / ….…..

Öğrenci Danışmanı Unvan, Ad, Soyad, İmza:

To my beloved wife…

ACKNOWLEDGEMENTS

ÖZET

Anıl İPEKÇİ

Model Birleşmiş Milletler Konferanslarının Ortaöğretim Kademesinde Eğitim Gören Öğrencilerin İngilizce Konuşmaya Yönelik Tutum ve Kaygılarına Etkisi

Başkent Üniversitesi Eğitim Bilimleri Enstitüsü, İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı

2021

Bu çalışmanın amacı, Model Birleşmiş Milletler Konferanslarının (MUN) ortaöğretim kademesinde eğitim gören öğrencilerin İngilizce konuşma kaygılarına ve İngilizceye yönelik tutumlarına etkisini araştırmaktır. MUN konferansları ortaokul, lise ve üniversite öğrencilerinin hem diplomasi ve uluslararası ilişkiler hem yabancı dil gelişimi hem de liderlik, takım çalışması, eleştirel düşünme, yaratıcı düşünme, problem çözme ve topluluk önünde konuşma yeteneklerini eş zamanlı geliştiren en önemli akademik etkinliklerden bir tanesidir. MUN Konferansları Türkiye'de daha çok kulüp çalışmaları şeklinde, yurt dışında ise hem kulüp çalışmaları hem de seçmeli ders olarak öğrencilerin gelişiminde önemli bir rol almaktadır. Bu araştırma, Yükselen Koleji'nin 2019 – 2020 eğitim öğretim döneminde düzenlediği YUKOMUN "Yükselen Koleji Model United Nations" konferansına katılan öğrenciler temel alınarak yapılmıştır. Konferansa 150 öğrenci katılmış olup MUN konferanslarına ilk kez katılan 33 öğrenci araştırmaya dahil edilmiştir. Veri toplamak için Horwitz tarafından 1986 yılında geliştirilen ve 2001 yılında Türkçeye Dalkılıç tarafından çevrilen "Yabancı Dil Sınıf Kaygısı Ölçeği ve Aiken'in 1979'da geliştirdiği ve 2003 yılında Tunç tarafından Türkçeye çevrilen "İngilizce Dersine Yönelik Tutum Ölçeği" kullanılmıştır. Çalışma çevrimiçi uygulanan anketler aracılığı ile 2019/2020 güz döneminde yapılmıştır. Çalışmanın sonuçlarına göre MUN konferanslarına katılan öğrencilerin İngilizce konuşma kaygılarının anlamlı bir şekilde azaldığı ve İngilizceye yönelik tutumlarının olumlu ölçüde artış gösterdiği tespit edilmiştir. Ayrıca öğrencilerle yarı yapılandırılmış görüşme yapılarak MUN konferanslarının kişisel gelişimleri üzerine etkileri de ortaya konmuştur.

Anahtar Kelimeler: Yaşantısal Öğrenme, MUN (Model Birleşmiş Milletler), İngilizce Konuşma Kaygısı, İngilizceye Yönelik Tutum, Karma-Metod

ABSTRACT

Anıl İPEKÇİ

The Effect of Model United Nations Conferences on Secondary Education Students' Attitudes and Anxiety about Speaking English

Başkent University, Institute of Educational Sciences, Department of Foreign Languages, Master in English Language Teaching
2021

The aim of this study is to investigate the effects of Model United Nations Conferences (MUN) on students' English speaking anxiety and their attitudes towards English. MUN conferences constitute one of the most important academic activities that develop the middle school, high school and university students' diplomatic skills and international relations, foreign language development and leadership, teamwork, critical thinking, creative thinking, problem solving and public speaking skills. MUN Conferences play an important role in the development of students, mostly in the form of club work in Turkey, and both as club work and as an elective course abroad. This research was conducted on the students who attended the "YUKOMUN -Yükselen College Model United Nations" conference organized by Yükselen College in the 2019-2020 academic year. A total of 150 students attended the conference and 33 students who attended an MUN conference for the first time were included in this study. In order to collect data, "Foreign Language Class Anxiety Scale" developed by Horwitz in 1986 and translated into Turkish by Dalkılıç in 2001, and "Attitude towards English Scale" developed by Aiken in 1979 and translated into Turkish by Tunç in 2003 were used. The study was conducted through online surveys in the fall semester of 2019-2020. According to the results of the study, the English speaking anxiety of the students who attended the MUN conferences decreased significantly and their attitudes towards English increased positively. In addition, a semi-structured interview was conducted with students to explore the effects of MUN conferences on their personal development.

Keywords: Experiential Learning, MUN (Model United Nations), English Speaking Anxiety, Attitude towards English, Mixed-Method

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LIST OF ABBREVIATIONS AND TERMS

ATE	Attitudes towards English Scale
Chair	The student who rules the committee
Committee	The platforms where each delegate represents a country
Delegate	The representative of a country
Delegation	A group of delegates
Director-General	The leader of the organization team
FLCA	Foreign Language Classroom Anxiety
GA Committee	General Assembly Committee
Motion	An action to change the course of the debate
MUN	Model United Nations
MUN Advisor	Teacher who guides delegates in the MUN
Position Paper	An official document written by the delegates to inform the chair before the conference
Resolution	An official document which reflects potential solutions
Secretary-General	The leader of the academic team
Specialized Committee	Non-UN Committees such as NATO, G20 and Courts
Study Guide	A guide published by the MUN conference to inform the delegates

1. INTRODUCTION

1.1. The Background of the Study

Model United Nations (MUN) conferences are educational activities in which students simulate United Nations meetings. In order to understand the effect of MUN conferences on students' social and global development in Turkey and throughout the world, it is necessary to briefly mention the founding purpose of the United Nations.

The UN was founded with 51 member states in 1945 for the purpose of establishing world peace after the World War II, solving transnational problems related to human, economy, society and culture, protecting fundamental human rights and freedoms, and improving cooperation among countries (UNIC ANKARA, 2020*).* Turkey is one of the founding members, and it was validated with the Charter of the United Nations that Turkey, as well, signed on August 15, 1945 (The Essential UN, 2018). The intentions of member states signing this charter are summarized in the foreword of the Charter of the United Nations as follows:

"AND FOR THESE ENDS

to practice tolerance and live together in peace with one another as good

neighbors, and

to unite our strength to maintain international peace and security, and

to ensure, by the acceptance of principles and the institution of methods, that

armed force shall not be used, save in the common interest, and

to employ international machinery for the promotion of the economic and social

advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS

TO ACCOMPLISH THESE AIMS" (UNIC ANKARA, 2020)

The United Nations, as it is stated in the charter, was founded to maintain world peace permanently after the two world wars, and their damages had struck our world. Besides permanent world peace, the UN also aims at providing economic development with social, cultural and humanitarian cooperation among countries. Accordingly, Model United Nations conferences are included in the relevant fields as platforms with educational applications in which the United Nations committees and subsidiaries are simulated by students. There are 193 member states and 6 official languages of the United Nations. These languages are Chinese, English, French, Russian, Spanish and Arabic. The working languages of the UN

are French and English. When the archives are examined, the first final declarations in the United Nations General Assembly are observed to have been written in French. However, English is widely used today, and the others are acknowledged as official languages. Arabic was included afterwards as the official language of the General Assembly, Security Council, Economic and Social Council (The Essential UN, 2018). Even though the United Nations seem to be a huge organization, it is basically managed by 6 main organs. These are the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice and the UN Secretariat. Each organ has many subsidiary bodies organized by field (The Essential UN, 2018). The current Secretary-General of the United Nations is António Guterres of Portugal. Among the duties of the Secretary-General elected every five years are to take responsibility for solving international problems and to carry out works for accomplishing the purposes in the Charter of the United Nations.

Historically, Model United Nations conferences began to be held after the World War II ended. MUN conferences, at first, were organized to enhance students' knowledge of diplomacy and help them gain experience in the field of international affairs like a diplomat. The first MUN conference in history was held by Swarthmore College on April 5, 1947, with the participation of more than 150 students from 41 different schools. Prior to that conference, as a simulation of the League of Nations, the "International Assembly" was organized by Oxford University in 1921 (The New York Times, 1947). Today, Model United Nations conferences are widely held at universities, in the departments of International Affairs, Political Science and Law. Besides, secondary schools and high schools also organize these conferences under the names of JMUN and MUN.

Model United Nations (MUN) are conferences where students of secondary school, high school and university represent the countries assigned to them in the relevant UN committees and discuss world affairs in sessions simulating UN meetings. It is aimed with MUN conferences that students at secondary school, high school and university get acquainted with international affairs, improve their language abilities both for mother tongue and foreign languages, acquire the ability to speak in public, increase their self-confidence, make a new and qualified circle of friends, see different cities and countries, gain leadership abilities, develop teamwork skills, obtain creative and critical thinking skills, develop problem-solving techniques, learn how to do research on an academic subject, and improve academic writing skills. With many favourable outcomes aforementioned, Model United

Nations conferences are among the prominent educational activities that are performed for students in the academic field and that contain universal values.

During MUN conferences, the main organs of the United Nations and their subsidiary bodies are simulated. Students represent the countries attained to them in different committees after a certain preparation period, and a final declaration is issued following each conference. In the meantime, students actively participate in the organization of these conferences and contribute to their personal development socially as well as academically. Taking responsibility and fulfilling duty, in particular, is quite important for students of secondary school, high school and university to get ready for life. Moreover, teachers also participate in these conferences as an academic or organizational supervisor and guide their students. Since these students are responsible for learning English as a second language and the official language of MUN is English, the relevant conferences provide an active learning environment within the context of Experiential Learning. Accordingly, the purpose of this study is to monitor if and how participating in Model United Nations conferences enables students to develop their attitude towards English and improve their English speaking skills.

1.2. The Purpose of the Study and the Problem Statement

The relationship between anxiety and speaking English as a foreign language constitutes the main focal point in this study in order to figure out how participating in MUN conferences shapes this relationship. The high level of anxiety among language learners is considered an impediment to learning. This study, therefore, investigates the effects of MUN conferences on students' speaking anxiety and attitude towards speaking English in order to explore these dynamics.

Chastian (1976) notes that the high level of anxiety influences students' concentration and this causes a decrease in performing in-class tasks. Thus, students may not obtain the knowledge that they would normally do and perform below their standards. Horwitz (1986) indicated that one of the challenges experienced by anxious language learners is to speak in front of the class. Nowadays, it is a problematic issue for most of the students to be forced to speak in class or to do public speaking. There are many factors that affect the anxiety of speaking English. Young (1991) places among these factors the ethnic and social life experience, previous language learning experiences, personal traits and classroom environment. Additionally, Young (1991) states that self-assessment and self-comparison, deficiency in self-sufficiency and lack of target language skills may cause speaking anxiety.

Aydın (2001) divides into four categories the reasons that deteriorate speaking anxiety in her study. These are personal reasons, teacher's in-class manners, learners' belief and test & teaching methods. The first category, personal reasons, includes the learners' trying constantly to do self-assessment and comparing themselves with the other students in the class (Aydın, 2001). Secondly, many studies reveal that teachers' role in language learning can be quite vital. Aydın (2001) argues that teachers are very likely to increase learners' in-class speaking anxiety. The third category, as stated above, includes learners' beliefs. Learners' wrong beliefs about learning and speaking a foreign language increase their anxiety considerably. To exemplify, the belief that speaking English perfectly without making any grammar mistakes or having a perfect pronunciation is a must can be shown as an example. Such unrealistic beliefs increase the level of anxiety significantly. The last category stated in Aydın's research is the test and teaching methods. Aydın (2001) states that while group work and pair work in some in-class activities decrease the anxiety on a large scale, delivering a presentation or similar oral activities may increase the anxiety of the students seriously.

Secondly, MUN conferences contribute to developing students' positive attitude towards English. Previously, attitude towards English has been researched from many perspectives, yet the relationship between MUN conferences and attitude towards English has not been studied within this context. Attending MUN conferences changes students' perspective by endowing them with positive affects through a warm atmosphere with national and international participants. This atmosphere provides an academic, diplomatic and systematic environment where these students can express and observe themselves openly. Their experiences in this environment increase self-awareness about the significance of the ability to use English. In addition, the studies on attitude towards English (Brown 1985; Gardner & Lambert, 1972; Şentürk 2019) have found out that motivation is one of the key factors shaping students' attitudes towards English. Thus, this study aimed to investigate how attending MUN conferences build a positive attitude towards English by experientially motivating students.

Based on the above-mentioned factors in relation to the correlation between anxiety and speaking English, this research focused on how MUN conferences may be beneficial for reducing speaking anxiety by increasing learners' self-confidence. The biggest need for language learners is to be able to learn a language in a mild environment without feeling anxious or stressed. This study hypothesises that the MUN conferences help students manage

their anxiety and encourage them to work more on their English by increasing their internal motivation through experiential learning. The purpose of the study is hence to explore whether MUN conferences can reduce language learners' speaking anxiety and contribute to their attitudes towards English.

1.3. Research Questions

This research aims to explore how MUN conferences influence secondary school students' attitudes and anxiety about speaking English and to receive and analyse the secondary school students' opinions about MUN conferences.

In order to achieve the aim, the following research questions were investigated:
1. Do the attitudes of the students towards speaking English differ significantly in accordance with their participation in the MUN conferences?
2. Do the students' English speaking anxiety differ significantly in accordance with their participation in the MUN conferences?
3. What are the opinions of the students about their achievements after attending the MUN conference?

1.4. The Significance of the Study

The popularity of MUN conferences has been rising day by day. While only International Relations students used to organize and attend MUN conferences, today students almost from every department including economics and medicine organize and attend MUN conferences to develop their language skills and 21st-century skills such as teamwork, critical thinking, creative thinking, problem solving and public speaking skills. Furthermore, MUN has been added to the curricula as an elective course abroad as it is seen in the curriculum of the Korea International School, Jeju campus and Escuela Internacional Sampedrana. This study might help educators develop awareness about the benefits of the MUN conferences and encourage them to integrate MUN into their courses. Moreover, the educators might be motivated to endeavour to add the MUN as an elective or a must course to the curriculum.

This study has the capability to serve this aim by finding out that MUN conferences offer new platforms reducing students' English speaking anxiety and improving their attitude towards English by enabling them to learn experientially. Apart from using conventional

foreign language teaching methods, MUN conferences can open a new and unique way for students to learn not only English and other foreign languages but also international relations, real-world problems and diplomacy. Besides, this study stresses that MUN conferences are developing students' 21st-century skills considerably and it might be beneficial for educators to give MUN conferences a place in the curriculum of the schools either as an elective course or a must course.

The significance of the study is that this has been the first academic study in Turkey on the MUN conferences' influence on students' English speaking anxiety and attitude towards English. This study will be leading further studies to be carried out in this area.

1.5. Limitations of the Study

In order for the study to achieve its purpose, high school students from various state and private schools were selected. Not every high school student attends MUN conferences. Therefore, the sample was selected from the school that organized an MUN conference. Yükselen College organized YUKOMUN for the first time in 2019/2020 education year. The conference was open to both middle school and high school students. The study was limited with the participants of the YUKOMUN participants.

The second limitation results from the COVID-19 global pandemic which has caused physical MUN conferences to be cancelled both in our country and across the world. Due to the COVID-19 global pandemic, the YUKOMUN conference had to be held online. Students were selected from among those attending online YUKOMUN. This study aimed to evaluate the changes in the participants' attitudes towards English and English speaking anxiety before and after participating in the conference.

2. LITERATURE REVIEW

2.1. Experiential Learning

The research to be conducted was theoretically based on "Experiential Learning" within the scope of the MUN system. According to Kolb (2015), experiential learning is an exclusive learning style related to life experiences, and it is generally different from in-class and lecture-based learning. It is acknowledged that experiences are of great importance to develop 21st-century skills. Particularly critical thinking, creativity, collaboration, communication, leadership, entrepreneurship and social abilities are formed or improved through experiences. Today, these skills are included in the curricula of many educational institutions such as schools and universities all around the world. In the meantime, these skills are observed to be functionally utilized in various organizations and firms with in-service training and in projects with workflows. As Kolb (2015) states, many educational institutions continue to include experiential elements such as training, field projects and in-class experiential learning exercises in their curriculum in addition to traditional academic studies of learners.

Historically, the experiential learning theory of Kolb has been built on three different models. These are learning models of Lewin, Dewey, and Piaget. First, in Lewin's learning model, life or concrete experience is the first priority in learning. Observation and the data collected based on the observations are combined with experiences. Examining the data collected, the relevant experience reflects on subsequent choices of individuals (Kolb, 1984). Figure 2.1 indicates Lewin's learning model as a 4-stage circle.
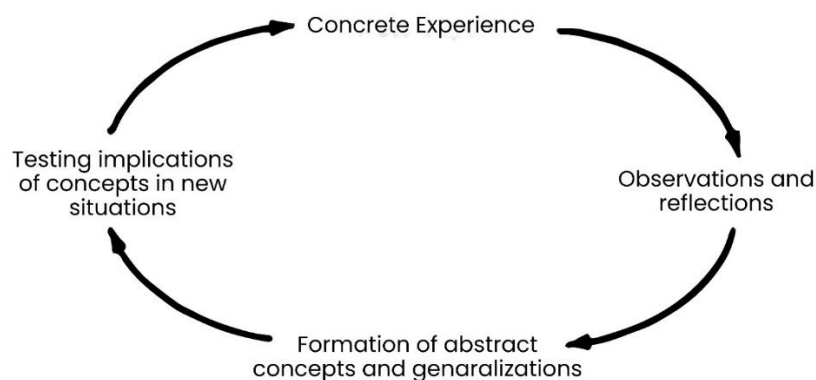
Figure 2.1: Lewin's Learning Model

As it can be seen in the table above, the key element of Lewin's learning model is concrete experience. It can be described as a circle in which concrete experiences are transformed into abstract concepts by being theorized through observations and reflections, and finally, implications of these concepts are tested in new situations.

In addition to resembling Lewin's model, Dewey's learning model takes points emphasized by Lewin a few steps further. Reflective learning enables phenomena like an impulse, reaction, emotion and desire observed during the experience to turn into purposeful actions at higher levels (Kolb, 1984). Figure 2.2 indicates Dewey's Learning Model.

Impulse $_1$ — I$_2$ — I$_3$ — Purpose

Judgement $_1$ J$_2$ Observation $_1$ J$_3$ O$_2$ O$_3$

K$_2$ K$_3$
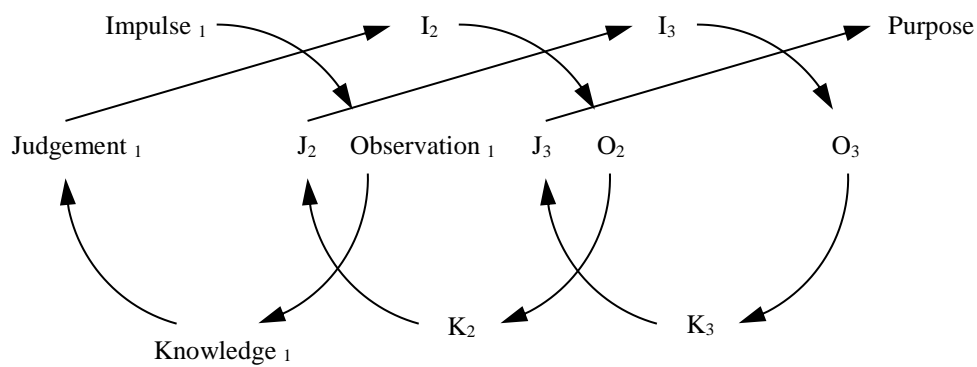
Knowledge $_1$

Figure 2.2: Dewey's Learning Model

Considering the table above, there is a dialectical relationship between experience and knowledge, observation and action in Dewey's learning model. The cycle here prioritizes transformation into a synthesis, a purposeful action by establishing this relationship.

In Figure 2.3 below, Piaget's experiential learning model is presented schematically (Kolb, 1984).
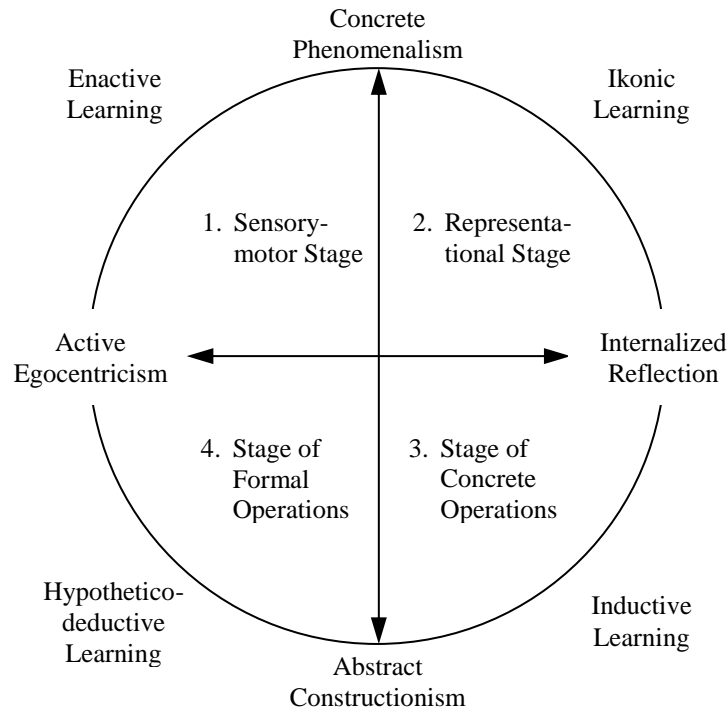
Figure 2.3: Piaget's Learning Model

Piaget's learning and cognitive development model consists of a 4-stage development process from unconscious learning based on senses in infancy to conscious learning based on abstract concepts in adulthood. According to Piaget, the basic phenomenon in learning is an intelligent adaptation which is the balance between the individual and the world or between concrete and abstract. The first step of this balance is the placement of concepts in the life experience, and the second step, on the contrary, is the assimilation of events and experiences in the world to existing concepts (Kolb, 1984). The balance between these two processes is the interaction called intelligent adaptation.

As it is seen in the table above, there are 4 stages of developing successively in learning. There is a transition from the unconscious learning process based on concrete experience in the first stage to the conscious learning based on abstraction in the fourth stage through sensory-motor, representational, concrete operations and formal operations stages. This process is called cognitive development by Piaget (Kolb, 1984).

David Kolb presented his learning model with the "Experiential Learning Theory" in 1984. Kolb (2015) defines learning as a process in which experience is transformed into knowledge. Experiential learning, as a part of education, is described as a process that individuals analyse their experiences and accordingly reflect on their subsequent lives.

Knowledge consists of combining comprehension and transformation of experience. Comprehension of experience refers to obtaining information, and transformation of experience refers to how individuals interpret and use this information in their lives.

Kolb's experiential learning theory is presented with a 4-stage cycle in Figure 2.4 below:
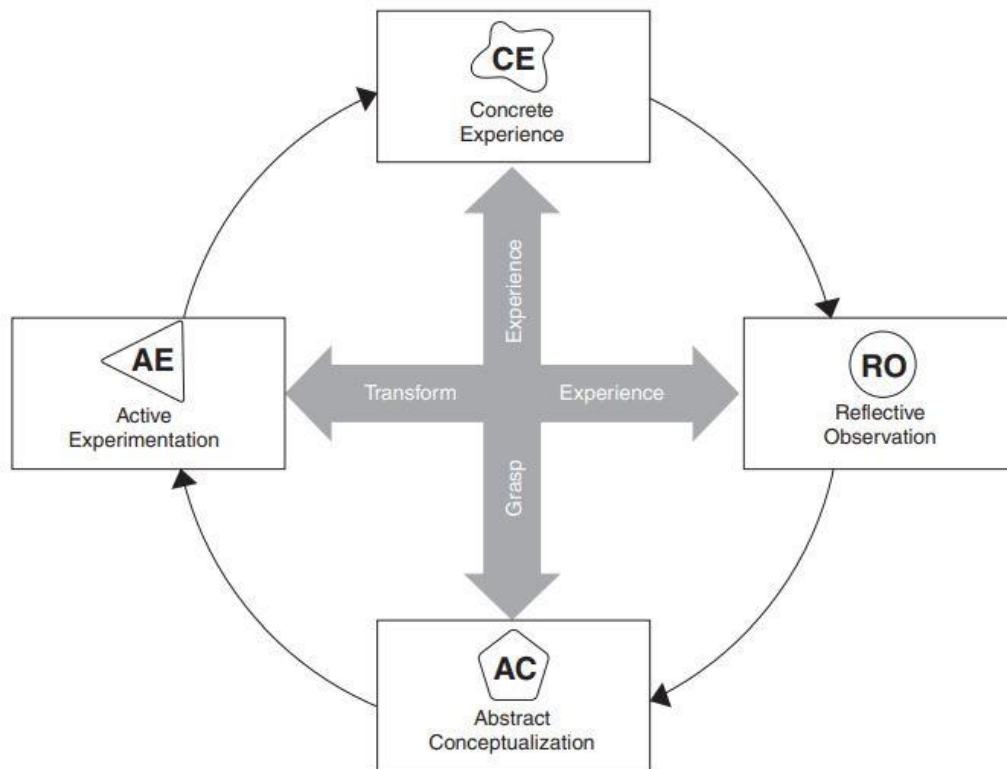
Figure 2.4: Kolb's Learning Model

It is clearly seen in Table 4 that learning has 4 interrelated stages, which are concrete experience, reflective observation, abstract conceptualization and active experimentation.

1) **Concrete Experience – Doing/Having an Experience**

In the stage of concrete experience, a new experience or situation is encountered or an existing experience is reinterpreted. In this problem-solving, individuals depend on emotions instead of systematic thinking and conceptualization. In this stage, individuals that excel in making intuitional decisions react to sudden situations successfully.

2) **Reflective Observation – Reviewing/Reflecting on the Experience**

In the stage of reflective observation, individuals focus on inference from ideas or situations by observing experiences attentively and describing them objectively. Individuals, in this stage, can look at events from different perspectives and be successful at reaching a

judgment related to their own thoughts and feelings.

3) Abstract Conceptualization (Concluding/Learning from the Experience)

In the stage of abstract conceptualization, individuals concentrate on using logic, ideas and concepts. It is described as a period in which reasoning surpasses emotions, and theories are constructed instead of behaving instinctively for problem-solving. Individuals, in this stage, enjoy abstract-systematic plans, abstract symbols and quantitative analysis.

4) Active Experimentation (Planning/Trying out What You Have Learned)

In the stage of active experimentation, individuals actively focus on influencing others and changing situations. Practical applications are expressed as being against reflective observation. It is emphasized that doing is much better than observation. Individuals, in this stage, are quite good at completing jobs and accomplishing duties. They do not hesitate to take risks to achieve their goals. Besides, they care about impressing their circle and observing the results.

In addition to these stages, Kolb identified 4 basic learning styles regarding the results obtained from clinical observations through the Learning Style Inventory. These are the Converger, the Divergent, the Assimilator and the Accommodator.

1) The Converger

As it is clear from the verb "to converge", which means "to move toward one point", individuals in this learning style generally focus on a specific problem with a hypothetico-deductive viewpoint. They concentrate on questions or problems with a single correct answer or solution as in traditional measuring instruments and tests. These individuals can control their expressions of feelings and prefer to deal with technical duties and problems rather than social or interpersonal issues. Their greatest strength is problem-solving, decision-making and putting ideas into practice. For individuals, in this learning style, the features of abstract conceptualization and active experimentation stages are observed to be dominant.

2) The Divergent

As distinct from the Convergent, the Divergent highlights the learning abilities of concrete experience and reflective observation. The greatest strength of individuals in this learning style is the ability to dream and form meaning. It is also among their prominent characteristics that they can look at concrete events from different points of view. Action rather than observation is at the forefront. The reason for this learning style to be called the divergent is because they show much better performance in situations like brainstorming that require forming alternatives and ideas. These individuals care more about people and reflect

a perspective based on imagination and emotions.

3) The Assimilator

In the Assimilator, abstract conceptualization and reflective observation learning abilities are dominant. Individuals, in this learning style, focus less on people, more on ideas and abstract concepts. However, ideas are judged less. The important point here is that the theory is sensible and thorough. The greatest strength of individuals in this style is the ability to create theoretical models and make meaningful inferences from different observations.

4) The Accommodator

As distinct from the Assimilator, the Accommodator emphasizes concrete experiences and active experimentation. The greatest strength of individuals in this style is to go into action, carry out plans and duties, and be involved in new experiences. Watching for an opportunity, taking risks and getting in the act can be seen in this style. Individuals, in this style, are quite successful at adapting themselves to sudden situations. If there are situations in which plan and theory do not work for solving problem, these individuals tend to solve problems by disabling the plans they design and acting instinctively by trial and error. Individuals, in this style, can sometimes be described as impatient and hasty.

Kolb's new Learning Style Inventory 4.0 (KLSI) has made learning styles more detailed by changing it from 4 models to 9 models. However, 2-dimension abstract conceptualization – concrete experience and active experimentation – reflective observation, which is the basis for experiential learning, can be adapted to this new inventory.

Kolb's 9 new learning models are presented in Figure 2.5 below.
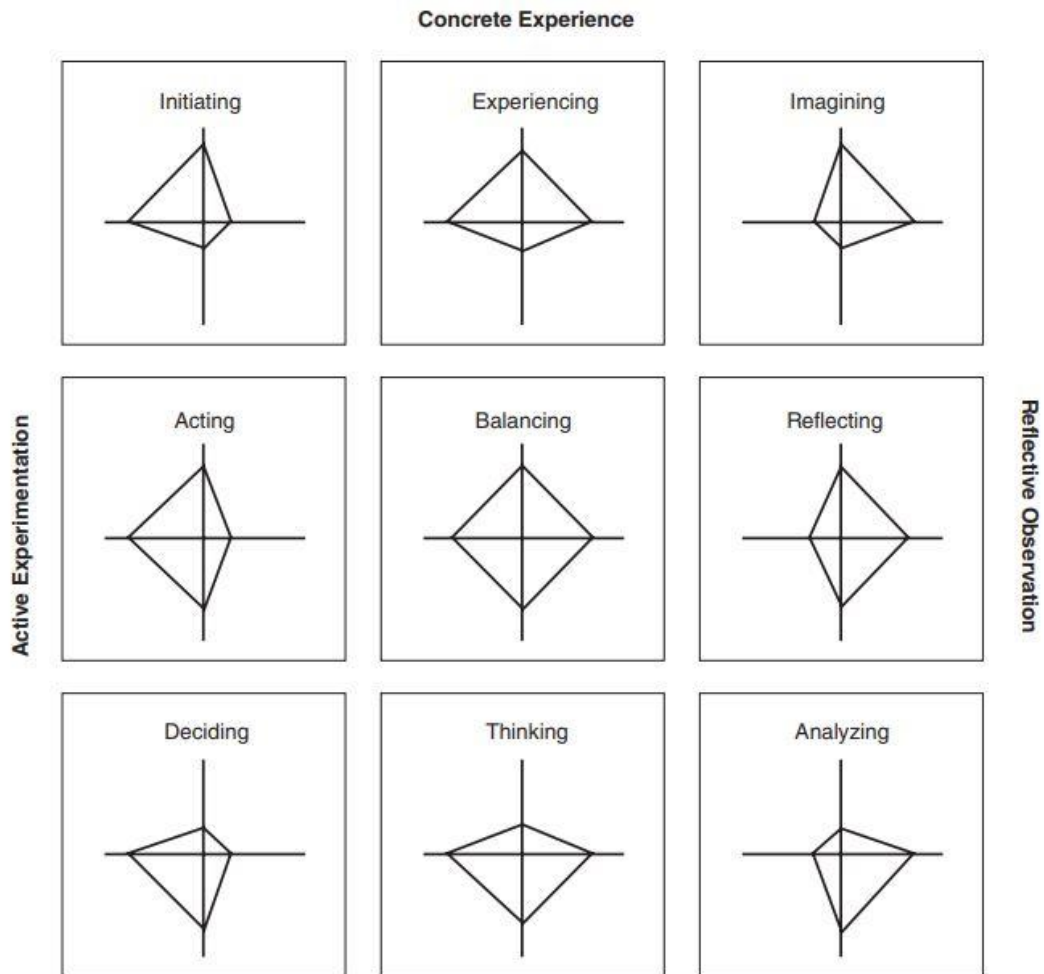
Figure 2.5: Kolb's New Learning Model

The experiential learning model has also been experimented within the field of foreign language teaching, and it has been observed that learning by experience has positive contributions to language learning. In order to create an optimal learning environment for learners, teachers can organize the stages of experiential learning by designing activities based on learner needs. For instance, project-based activities enable learners to proceed through stages where they can be more active and productive by changing the stable or traditional learning environment in which they can obtain information from one source only. Concordantly, activities like debate, video and short movie projects also meet the 21st-century skills necessary for foreign language learners.

Within this context, Model United Nations conferences today provide an invaluable experience for language learners in terms of practice, project-based learning and experiential learning (Knutson, 2003). In these MUN conferences, foreign language learners are offered

a learning environment where they can use their English skills in order to know different countries and their policies and thus enhance their engagement with the world. In addition, they manage to improve their social abilities by using their language skills and learn how to adapt to new situations and environments promptly.

2.2. Model United Nations

Model United Nations conferences have been in practice since 1946 and become an important part of experiential learning. Even though the number of studies is not high, there are various studies conducted and articles published in this field.

In Hazen's article "Model United Nations: Review for First-Time Instructors and Advisors" (2018), some statistics are shared with teachers or instructors preparing students for Model United Nations conferences. It is stated in the article that, regarding the data from the "unausa.org" website, each year approximately 700 MUN conferences are held in the United States of America. Before students participate in the conference, they go through a preparation period in which there can be an in-class activity or a long-term club work systematically organized. Hazen (2018) clearly indicates that students need to prepare well for the country and agenda items attained to them. In addition, he also expresses that it is helpful for students, who attend the conference for the first time, to prefer the conferences at the closest universities in order to prevent possible culture shock and negative geographical and economic effects. Furthermore, he also claims that it is quite beneficial for students participating in MUN conferences to improve many personal features like solving complicated problems, developing negotiation skills, creativity and coordination.

In the article *"Model United Nations and Experiential Learning: An Assessment of Changes in Knowledge and Attitudes"* published in the *Journal of Social Studies Education Research* in 2018, Jesuit and Endless conducted a survey study with students participating in MUN conferences. The survey was carried out twice as pre-and post-conference. The attitudes towards the United Nations, knowledge and understanding of diplomacy, knowledge of the most important member states, and perspectives on international and world affairs of students who attended the American Model United Nations (AMUN) conference in 2007 constitute the subject of the research whose theoretical framework is based on "Experiential Learning". Regarding the data in the study, there are more than 400 MUN conferences in 35 different countries each year, and more than 400.000 students are participants (Jesuit & Endless, 2018). It is inferred from the literature review of the study

that Model United Nations conferences have a plethora of positive effects on students. Taylor cited in the same article expresses that MUN conferences are quite effective for learning international affairs and theories in detail (Jesuit & Endless, 2018). Moreover, Engel et al. tested Haack (2008)'s thesis of "MUN conferences do not support deep learning" and disproved the thesis (Engel et al., 2017, as cited in Jesuit & Endless, 2018). In the study, 236 students participated, and 125 responded only to the pre-conference survey while 56 responded to both pre-and post-conference surveys. The survey was conducted through the website "Survey Monkey". The findings indicated that MUN conferences increased the knowledge of students on international affairs and the United Nations.

Model United Nations conferences are not only organized at universities but also commonly held at high schools and secondary schools. Those organized at secondary schools are called Junior MUN (JMUN). In their article published in 2017, K. Pettit et al. researched the contributions of JMUN conferences to secondary school students. The purpose of the research was to meet the needs of young adults in the knowledge of inquiry-based learning, global citizenship and civic life, and to observe the reflections of active learning in practice. As a result of this study, they have found out that attending JMUN conferences enables students to be an integral part of their education. This indicates that a JMUN program should be part of their curriculum. (K. Pettit et al., 2017).

Bradberry and De Maio (2018) conducted a long-term study and had the chance to monitor the effects of Model United Nations conferences and law training on students together with experiential learning models. It was observed that, with these conferences and internship programs, students enhanced the use of their knowledge outside of class, in real-world affairs and improved their writing and communication skills, analysis and synthesis abilities and critical thinking. Besides, the study presented the rates of finding a job or continuing higher education after graduation for students attending MUN conferences. Bradberry and De Maio stated, in their study, that students participating in MUN conferences have to do research, prepare a speech based on the information they obtain, and create academic documents using their ability to think analytically. It is emphasized in the study that students gain competencies for a lifetime through experiential learning during these conferences. Furthermore, skills such as time management, critical thinking, creative thinking, leadership and collaboration are gained much faster through MUN conferences that use experiential learning methods instead of traditional ones (Bradberry & De Maio, 2018).

The study also claimed that students' participation in programs or conferences like

MUN would be effective in finding a job or being accepted for higher education. The study was conducted through a qualitative method, and accordingly, students were sent questionnaires. 58% of the students in the survey completed their education in 4 years. 77% of the students participating in these conferences were employed. Considering the research results, students attending MUN conferences improved their public-speaking abilities by 93%, writing skills by 90%, teamwork by 85%, and professionalism by 83%, and leadership by 76%. In the research, open-ended questions asking the benefits of MUN conferences were addressed to students, and positive responses such as the increase in their self-confidence and use of diplomatic language (Bradberry & De Maio, 2018).

In Turkey, Hasturkoglu (2019) claims that the needs of the students of the Translation and Interpretation departments to practice can be met through MUN conferences and that students can achieve deep learning within the metacognitive domain by using the Situated Learning model. The study was carried out with students between 2015 and 2018, and the questionnaires were sent via the information system of Atılım University. In the meantime, students took a test on terminology and subjects discussed each semester. 55 students participated in the study, and it was observed that deep learning was achieved, and students reached information to use in their future careers for a lifetime.

Overall, these studies indicate that the relationship between MUN conferences and students' learning process can be enlightened through experiential learning theory in a wide range of areas or fields. Language learning, as one of these fields, constitutes the main point of this study with the argument that participating in MUN conferences reduces speaking anxiety and changes students' attitude towards learning and speaking English by offering them an experiential learning opportunity.

2.3. Anxiety and Language Learning

Anxiety is a psychophysiological impediment for a person to accomplish her/his potential in various areas of life. As one of these areas, the quality of the language learning experience can be substantially influenced by anxiety. Therefore, many studies have been conducted to explore the relationship between anxiety and second language learning. Horwitz et al. (1986) defines anxiety as "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the autonomic nervous system" (p.113). Citing Higard, Atkinson and Atkinson's work (1971), Scovel (1978) notes that "Anxiety is commonly described by

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psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object" (p.134). As it is stated in the citing, a vague fear can be seen as an obstacle in learners' mind that inhibits them to achieve their full potential. Even when a learner studies for long hours, it may still be impossible for her or him to achieve the targeted goal in an exam or a performance due to the level of anxiety that blocks the efficient working of the mind.

MacIntyre and Gardner (1994) define language anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (p. 285). Horwitz also notes that over studying due to anxiety can cause obstacles for learners. The learners concern so much about their performances that their results end up with frustration. They either work too hard but not efficient or avoid studying. In either case, failure can be inevitable for learners (Horwitz, 1986). Moreover, learners may feel extreme stress while being tested orally. Fear of failure in the exam can increase the stress level in second language learners. Accordingly, evaluation methods play a significant role in the stress level. If learners feel that the teacher might misevaluate their performance, the performance of the students is affected in a negative way. Horwitz has, in this context, come to a conclusion that anxiety can be related to the three possible reasons. These are communication apprehension, test, anxiety, and fear of negative evaluation (Horwitz, 1986). Communication apprehension can be related to shyness or the fear of being shamed in front of other people. The character of the learner can be a determinant factor in learning. A student may feel anxious even while delivering a speech in public in her or his mother tongue. Feeling excessively nervous or stressed may not be related to language learning but all kinds of performative works that are expected to be delivered by the learner. In Model United Nations conferences, students are able to practice public speaking which helps them develop their communication skills. As Horwitz states, communication apprehension such as fear of listening and not comprehending a message, talking to people or in a group or learning a foreign language can all be various sources for anxiety. From Horwitz's perspective, Model United Nations enable its participants to develop their communication skills not only by taking part in groups but also by working independently and thus achieve a lower level of stress while performing (Horwitz, 1986).

The relationship between second language learning and anxiety has been examined since the 1960s. Researchers have found out that there is an inverse proportion between language learning and anxiety (Horwitz, 2001). Anxiety is highly likely to compromise a

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learner's development. Even when learners have a higher potential, it may not be possible for them to reach the target level. Horwitz states that teachers should be aware of the anxiety levels of their students. Anxious students may be seen either unprepared or indifferent during the lessons. Teachers should figure out the source of the anxiety so that they can guide them to deal with their anxiety or the teachers may try to make the course content more suitable for the students (Horwitz, 1986). In the Model United Nations conferences, the situation of the first-timer delegate can be similar to that of anxious foreign language learners. In order to help anxious delegates, MUN conferences organize workshops or introduction sessions for them to learn rules of procedure and adapt themselves to the MUN environment. Even shy students can take a step forward to be more attentive delegates. These conferences aim to create an environment for sustainable debates with the participation of all delegates in the conference. In this way, anxiety gradually debilitates and in the following step self-confidence comes into view among the participants.

A recent study conducted in 2017 with 205 participants (174 female and 31 male undergraduate students) by Mede and Karaırmak reveals that prior foreign language learning experiences and the experience of learning or using the language abroad are negatively correlated with foreign language speaking anxiety. The English level and positive learning experiences in relation to using it reduce the level of anxiety and motivates further studies in this regard. Mede and Karaırmak also suggest that even if students do not have prior or positive experiences, teachers are capable of alleviating tension and anxiety in the class. To do so, they should give the students more chance to practice foreign language speaking chance. If lessons are designed more student-oriented, students minimize the fear of speaking and increase self-confidence (Mede & Karaırmak, 2017).

Due to the Global COVID-19 pandemic, some of the academic studies have had to be shifted to online platforms. Nayir's study, "EFL Learners' Speaking Anxiety and Online Technologies Self-Efficacy in a Synchronous Learning Environment" (2020) has been conducted with 80 C1 level students. Nayir has reached three findings: Firstly, there is not any significant difference in speaking anxiety levels for students of C1 level between a traditional class and synchronous class; secondly, the level of self-sufficiency in the traditional and synchronous model is the same among the participants, however, synchronous classes develop their self-sufficiency in time. Thirdly, there is a negative correlation between technological self-sufficiency and speaking anxiety. If a student has a good command of using computers and online platforms, s/he also has a lower level of

speaking anxiety (75). In other words, Nayir states "the more Online Technologies Self-efficacy (OTSE) the students have, the less anxiety they will feel while speaking English during a synchronous class. In addition, the study highlights that eight students in the research stated positive view about speaking English in the synchronous classroom and receiving immediate feedback. They find speaking English in the synchronous classroom fun and they have a chance to express themselves in a better way. However, two students stated that speaking in such an environment caused anxiety since they were afraid of making mistakes, giving immediate answers to the questions and being laughed at due to their mispronunciation (Nayir, 2020). Model United Nations conferences have also shifted to online platforms due to the COVID-19 pandemic. MUN conferences are social and academic activities that include group works and public speaking and various interactions among participants. According to the data of MUNTurkey.com, which is a blog working on MUN conferences, more than 60 online MUN conferences have been organized in Turkey since March 2020. Online MUN conference participants also reported that there was not any significant difference between online MUN conferences and in-person MUN conferences in terms of sessions and rules of procedures. These findings can be seen as similar to one of the outcomes derived from Nayir's research.

The PhD dissertation by Darıyemez (2020) on "The Effects of Teaching Speaking Skills through Flipped Classroom on EFL Students' Autonomy, Willingness to Communicate and Speaking Anxiety" reveals that flipped learning method provides learners advantages in developing their speaking level. The research has been conducted with 55 students and it shares significant findings in relation to students' reactions to the new teaching model. Additionally, it is underlined that flipped learning method can reduce speaking anxiety in learners (Darıyemez, 2020). Similarly, Model United Nations conferences can create a different platform for the students. Participants of the Model United Nations have to prepare for the allocated country and committee. In another words, Model United Nations conferences have similarities with the flipped learning method. MUN participants also reported that reading study guides, which are a background guide written by the chairs who are responsible for each committee, could help them to reduce stress before preparing a speech and delivering it in front of the other delegates in the committee.

Another research which was conducted by Nolan touches upon the reasons for the anxiety among EFL learners. The research states that linguistic deficiencies and speaking in front of others are the main sources of anxiety. Nolan's research explored the effect of

anxiety coping strategies used by the instructors and learners for dealing with learners' foreign language speaking anxiety. Thus, eight ELT students participated in research which lasted for four weeks. Nolan's solution for coping with anxiety was to develop four skills in English by using different learning strategies. In the research, a speaking club, which had a friendly and comfortable environment, was established for students to develop their speaking skills. Attractive topics were chosen and students had a chance to practice without feeling the stress of being evaluated. Additionally, games and fun activities helped students reduce their anxiety level.

Similar to the speaking club in Nolan's research, in 2014 Ateş found out that drama can contribute to a reduction of the learners' anxiety level in her research "The Reduction of Speaking Anxiety in ELF Learners through Drama Techniques". Ateş notes in her research that most students in Turkey feel anxious while speaking English. The main reasons behind it can be classified as lack of proper pronunciation, enough vocabulary and adequate grammar knowledge. Speaking in front of others also puts learners in a difficult position. Ateş says that drama increases the emotional mood of the classroom and helps students reach their target. Furthermore, Ateş suggests foreign language teachers encourage their students to speak up by allowing them to make mistakes. Punishment should not be used in any case in order not to compose negative feelings in the learning environment (Ateş, 2014).

Gerçekcioğlu (2019) studied the effects of teacher-centred and learner-centred classrooms on foreign language speaking anxiety with 44 volunteer students. An eight-week study reveals that the anxiety level of the learner-centred class decreased significantly. Gerçekcioğlu said that foreign language teachers are obliged to design their lessons according to the linguistic needs of the learners (Gerçekcioğlu, 2019). Students should be supported emotionally. Having less anxiety level is a vital advantage during the learning process.

Success is found out to be another factor leading to stress among students. In order to find out the relationship between students' success and their level of foreign language anxiety, Özkan (2019) conducted research with 147 participants. Among the participants, 5 students were chosen randomly. The study's findings suggested that there is a significant relationship between students' success and anxiety levels. Successful students mostly have a lower stress and anxiety level (Özkan, 2019).

All these studies indicate the relationship between anxiety and language learning, specifically speaking, to be a considerably significant factor during the learning process.

Since anxiety is a huge block in front of speaking English, the relationship between MUN conferences and anxiety was examined briefly in this dissertation in order to uncover the effects of MUN conferences on speaking anxiety. The correlation between anxiety and attitude towards English was reviewed in the following part in order to explore how MUN conferences contribute to change the attitude towards English in a positive way.

2.4. Attitude towards English

There are many studies on learners' attitude towards learning English proving that attitude is one of the main factors that affect language learning. Gardner states that there is a relationship between motivational characteristic and attitude towards English in second language acquisition (Gardner & Lambert, 1972). Gardner (1985) defines attitude as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (p. 9). In Gardner's words, "motivation involves an attitudinal component" (p. 60). Within this context, both attitude and motivation involve goal-directed behaviours, which is the key to second-language learning. Gardner also states that there are many other factors which mark the second language acquisition process. To exemplify, he argues that sex and gender are determinant factors of learning a second language. However, aptitude and proficiency are found not to be related to attitude (1985). Brown states that language learners benefit from positive attitudes, on the other hand, negative attitude may result in decreased motivation in learners. Brown notes that negative attitude usually originates from unreliable sources such as social media, TV, movies, news etc. Teachers can replace those negative attitudes with an accurate understanding of a foreign culture (Brown, 2007). In other words, teachers need to be careful about introducing a foreign culture to their students while teaching a foreign language. Similarly, Genç and Aydın state in their research that having negative attitudes can decrease the motivation of a student; in the worst-case scenario, a student may end up giving up the learning process. On the other hand, a positive attitude towards a foreign language can foster the learning process (Genç & Aydın, 2017).

Motivation and attitude are related to learning a second language. Öztürk found that learners who have more positive attitudes towards English tend to be more motivated to learn it (2014). Likewise, Karagöl's research pointed out that the more students have a positive attitude towards English, the less anxiety they feel and eventually it helps them improve their speaking skills (Karagöl, 2015). Genc and Aydın stressed that various factors affect the

attitude of the learners. These include social environment, peers, instrumental reasons, culture, age, gender and achievement. There were 462 students in Genç and Aydın's study and the result showed that there was a low correlation between achievement and intrinsic motivation and instrumental motivation. Yet, there was not a significant correlation between attitudes and achievement and parental involvement (Genç & Aydın, 2017).

Gömleksiz conducted a study on students' attitudes towards English language learning in terms of several variables such as department, gender, self-confidence, and grade. Gömleksiz's study revealed that departments of the students play an important role in determining their attitude towards English. As an example, students of Elementary Mathematics Education had more interest in learning English than the students of the Early-Childhood Education department. Additionally, there is a significant difference between genders in relation to attitude. Female students in the study had more positive attitudes and interest towards English compared to the male ones. Finally, the grade of a student is also an important factor concerning attitude towards English according to Gömleksiz. It is found out that sophomore's attitude towards learning English was higher than freshman's (Gömleksiz, 2010).

Another study conducted by Ghazvinia and Khajehpour supported Gömleks's results in terms of gender. Ghazvinia and Khajehpour'study has been conducted with 123 male and female high school students. In terms of gender differences, female students have had a more positive attitude towards learning English compared to those of male students. Additionally, it is deferred that girls are more inclined to bilingualism (Ghazvinia & Khajehpour, 2011).

Şentürk (2019) investigated EFL students' attitudes towards learning English with 60 students. Şentürk found out in the study that students are motivated to learn English. The study revealed that students think that they need to learn English for their professional career. They consider that in today's conditions, students are obliged to know English. However, they feel anxious about getting enough grades to pass their courses (Şentürk, 2019). This shows that although students are motivated, they naturally become anxious when they are evaluated and there arises the possibility of failure.

Şentürk's study was supported by the study of Pariwat Imsa-ard. Imsa-ard had a study with 640 students from all over Thailand in order to investigate the dynamics between motivation and attitude towards English language learning. The study revealed that Thai students are highly motivated to learn and improve their English. Both Şentürk and Imsa-ard said that students believe that they need to learn English to create more job opportunities.

However, Imsa-ard states that students feel anxious when they have to speak English (Imsa-ard, 2020). This shows that although students are becoming aware of the significance of learning English to create more opportunities for themselves, the sense of its being an obligation causes anxiety which reduces their potential.

Parents' influence on students' attitude towards English is noted in Chambers's study. Chambers points out that teachers' and parents' approaches promote a positive attitude towards learning language (Chambers, 1999). He further notes that students may find language learning fun and enjoyable thanks to the contribution of their parents who are motivated and participate in the language learning process themselves (Chambers, 1999). Citing Nash, Chambers (1999) also suggests that "the greater the support and interest parents show, the more likely the child is to have a high self-esteem which in turn enhances performance" (p. 27). It is clear that not only teachers but also parents have a big role in learning a foreign language since their attitude towards their children are likely to determine these children's attitude towards English.

Considering the health crisis that the world and education society has been experiencing since December 2019, traditional education has been shifted to online platforms. A recent study conducted by Aljaser (2019) found out that an e-learning environment can increase the motivation and attitude of the students towards English. The study has been conducted with 30 5th grade students in Riyadh. The study revealed that the digital learning environment including elements such as video, sounds and animation increased students' senses and motivation for learning English. This study is significant because MUN conferences have also been moved to online platforms. Whether e-MUN increases motivation in speaking English by reducing anxiety has also been indirectly explored.

Overall, the literature review as a whole indicates that there is a strong relationship between speaking anxiety and attitude towards English and participation in MUN conferences, yet the separate studies in these fields suggest that this relationship has not been adequately explored. This research has therefore aimed to investigate whether participation in MUN conferences helps secondary school students feel less anxious about speaking English and embrace a positive approach to English. The methodology employed in order to carry out this investigation has been explained in the following chapter.

3. METHODOLOGY

3.1. The Research Model

This study is a mixed-method study that aims to find out the effects of MUN conferences on secondary school students' attitude towards English and English speaking anxiety along with their opinions about the effects of MUN conferences on their personal development. Considering the intended purpose, it can be described as a pragmatic study. Teddlie and Tashakkori (2009) argue that pragmatism is the most effective paradigm to be used in the mixed method for research purposes. MUN conferences as experiential learning platforms are the phenomenon that students discuss real-world problems. Pragmatic studies based on MUN conferences aim to find solutions to these problems in a way to contribute the social change. The study can be considered as a pragmatic study within this context. Pragmatic studies are conducted to evaluate and solve certain social problems (Turhanoglu et al., 2012, p.113). Individuals learning a foreign language, especially English, in Turkey specify the common problem with the statement "I know English but I cannot speak". This study explores whether participation in Model United Nations conferences is among the factors affecting English speaking anxiety of high school students, and this exploration was conducted pragmatically. In addition, the influence of these conferences on students' vocabulary of international affairs and diplomacy, and their use of academic English were identified. The study was performed through a combination of both quantitative and qualitative methods.

In mixed-method design, a researcher "first collects the quantitative data then the qualitative data, which means in explanatory mixed-method designs quantitative data collection and its analysis have the priority. In addition, in order to examine the results of the quantitative data thoroughly, the researcher uses qualitative data" (Creswell, 2005, as cited in Çetinkaya & Sütçü, 2018, p.3). Dörnyei (2007) explains the purpose of using the mixed method: "(a) to achieve a fuller understanding of a target phenomenon and (b) to verify one set of findings against the other" (Sandelowski, 2003, as cited in Dörnyei, 2007, p. 164). In this method, pretest-posttest and a semi-structured interview were conducted to collect data.

Table 3.1 indicates the research design.

Table 3.1 Research Design: Mixed Method

	Experimental Process			
Participants	PreTest (FLCAS)	MUN Conference	PostTest (FLCAS)	Semi-Structured Interview
	PreTest (ATE)		PostTest (ATE)	

This study falls into the category of exploratory research. It is selected as the type because MUN conferences are new in the field of foreign language teaching, and there are few relevant studies. Exploratory research is described as the research aimed at collecting the necessary data to make a more systematic investigation when the subject is new in the field or the number of previous studies is insufficient (Turhanoglu et al., 2012).

The study also has the characteristics of descriptive research, which is conducted in order to develop a general viewpoint on the research subject, to provide a specific situation in its natural environment and to make a systematic description (Turhanoglu et al., 2012). In this research, quantitative and qualitative data collection techniques have been utilized. After reaching basic information about Model United Nations conferences in the study, secondary school students' attitudes towards English and anxiety about speaking English was researched through relevant scales.

In conclusion, obtaining basic information, examining the participation in Model United Nations conferences and their effects on students fall into exploratory research. Upon reaching sufficient information, the effects of MUN conferences on secondary school students' attitudes towards English and anxiety about speaking English have been investigated by using scale and tests in descriptive research, and quantitative data collection techniques have been utilized. Additionally, the opinions of the students have been taken into account, and qualitative and quantitative data collections methods constitute the foundation of this study, which designates the research method as a mixed one.

3.2. Participants and Research Context

The target population of the study comprises students from private and state high schools. The sample was determined through "purposeful sampling" which is one of the

sample selection methods that do not depend on probability. In purposeful sampling, the sample is selected "based on the information about the characteristics of the population and the purpose of the study" (Turhanoglu et al., 2012, p. 162). Students in the sample are from Yükselen Model United Nations Conference 2020. There were 150 delegates at the conference. Among all participants, 33 first-timer delegates were chosen. The purpose of the study was to observe the improvement and changes in English speaking anxiety and attitudes towards English of high school students after they participate in the conference.

Due to the COVID-19 pandemic, Yükselen Model United Nations Conference 2020 was held online, thus this research was conducted with online MUN conference participants.

3.3.   Data Collection Tools

The study has been conducted through qualitative and quantitative methods, and data collection tools such as interviews and surveys have been utilized. The research was conducted with the students who participated in the MUN conference held by Yükselen College. Among the participants, secondary school students who attended the MUN conference for the first time were selected. English attitude scale and Speaking English Anxiety scale were applied to them one week before the conference. The selected participants participated in the conference for three days. Both scales were applied again one week after the conference. "Foreign Language Classroom Anxiety Scale", which was developed by Horwitz in 1986 and translated by Dalkılıç into Turkish in 2001, was applied to the students, and "Attitude towards English Scale", which was developed by Aiken in 1979 and translated into Turkish by Tunç in 2003, was applied to the students.

In the figure below, the data collection process has been indicated:

| The selected MUN conference was YUKOMUN'20 | → | Among 150 YUKOMUN'20 participants 33 First-Timers were selected | → | PreTests (FLCAS) (ATE) were applied | → | 33 First-timer attended YUKOMUN'20 | → | PostTests (FLCAS) (ATE) were applied | → | The Semi-structured interview was conducted with 20 participans |
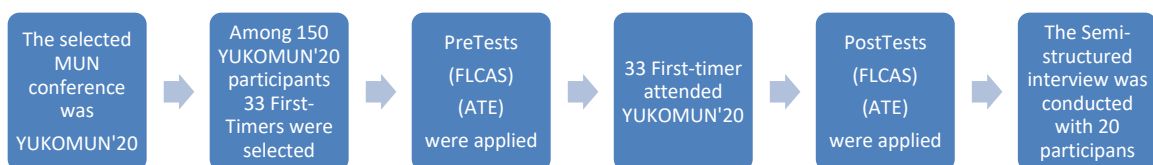
Figure 3.2: Data Collection Procedure

Additionally, the opinions of the students about MUN conference experiences were collected through a semi-structured interview. The questions were sent to the students via WhatsApp. The semi-structured interview included questions about whether attending an MUN conference has contributed to their self-confidence, leadership, critical thinking, creative thinking, problem-solving, cooperation, and public speaking which are:

1. What do you think about your MUN experience?
2. Did the MUN conference reduce your anxiety about speaking English?
3. Did the MUN conference increase your self-confidence?
4. Did the MUN conference change your attitude towards English?
5. How many MUN conferences are you planning to attend in one education year?
6. Are you planning to attend an MUN conference abroad?
7. Do you think that the MUN conference has developed your skills such as leadership, critical thinking, creative thinking, problem-solving, cooperation, public speaking etc.?

After the answers were taken via WhatsApp, the data were transcribed into word documents. Their translation from Turkish to English had been conducted by the researcher. Finally, the data were used and analysed properly in the study.

3.3.1.   The foreign language classroom anxiety scale

The scale was developed by Horwitz et al. in 1986. The scale has 33 items and a five-point Likert from 1 to 5 (from strongly disagree to agree). Cronbach alpha coefficient determined its reliability as 0.93 and it was measured 0.83, p=.001 based on rest-retest carried out over 8 weeks. It is a reliable and commonly used scale to determine foreign language anxiety level. While the lowest point a student can get from this scale is 33, the highest is 165. If it is 165, it indicates that the student has the maximum level of anxiety within the scope of this scale. The scale measures varieties of anxiety including speaking anxiety, exam anxiety and fear of negative judgement anxiety (Horwitz et al., 1986). This scale was translated by Aydın in 1999. While adapting the scale into Turkish, it was first translated into Turkish and then re-translated into English by two bilingual American teachers. The two versions of the translation by these teachers were compared with the original scale and unclear expressions were revised. The last version appeared in 1999 in Aydın's PhD thesis on the anxiety of foreign language learning. It is presented in the appendices part as "Appendix-A".

3.3.2. The Attitudes towards English Scale

This scale was developed by Aiken in 1979 to measure students' attitudes towards mathematics and science. The reliability of this scale was measured by the Cronbach alpha as 0.81. The scale is a five-point Likert consisting of 24 items. While the lowest point a student can get from this scale is 24, the highest is 120. If it is 120, it indicates that the student has a higher level of attitude within the scope of this scale.

Tunç Özgür (2003) translated it into Turkish in 2003 and adapted it to use for measuring attitudes towards English. It was first translated by two translators with the background of teaching a foreign language. The translations were compared by three educators and a curriculum development instructor. The same process was carried out for the re-translation of the scale from Turkish into English. It is presented in appendices apart as "Appendix-B".

4. RESULTS AND DISCUSSIONS

Mean Foreign Language Classroom Anxiety (FLCA) and Attitude towards English (ATE) ratings were presented in Table 4.1. A paired-samples t-test conducted on FLCA ratings showed that there was a significant difference between pre-MUN and post-MUN ratings ($t(32)=2.923$, $p=.006$, $d=0.509$). That is, the mean FLCA ratings were significantly lower after the MUN Conference compared to the mean ratings obtained prior to the conference. This result indicates that the anxiety level of the participants decreased after their experiences at the MUN conference. For the ATE ratings, paired-samples t-test results showed that the mean difference between pre-MUN and post-MUN turned out to be statistically significant ($t(32)=4.362$, $p<.001$, $d=0.759$). In other words, the mean ATE ratings were significantly higher in post-MUN than in pre-MUN. This result shows that the attitude of the participants towards English improved positively after attending the MUN conference.

4.1. Analysis of Quantitative Data

There were 33 items in Foreign Language Classroom Anxiety (FLCA) questionnaire. 24 of these items were negative statements (e.g., ...endişelenirim; I get anxious...) and 9 of them were positive statements (e.g., ...rahat hissederim; I feel comfortable...). For standardizing the answers, positive statements were reversely coded. Moreover, the Attitude towards English (ATE) questionnaire consisted of 24 items and half of these items were positive statements (e.g., İngilizce öğrenmekten zevk alırım; I enjoy learning English) and the other half were negative statements (e.g., İngilizce sıkıcıdır; English is boring). For this questionnaire, the negative statements were reversely coded. There were no missing values in the data.

It should be noted that the participants' judgments were collected twice (before and after the MUN Conference). To see whether the participants' judgments changed after their experiential learning process at the MUN conference, two separate Paired-Samples T-Tests were conducted; one for foreign language classroom anxiety and the other for attitudes towards English. This enabled us to see whether the participants' ratings significantly changed after they attended the MUN Conference. Table 4.1 below indicates the ratings for Pre-MUN and Post-MUN testing sessions.

Table 4.1: Mean Foreign Language Classroom Anxiety (FLCA) and Attitudes towards English (ATE) Ratings for Pre-MUN and Post-MUN Testing Sessions

	Foreign Language Classroom Anxiety	Attitudes Towards English
Pre-MUN Ratings	1.78 (0.7)	4.26 (0.5)
Post-MUN Ratings	1.53 (0.6)	4.51 (0.4)

4.2. Analysis of the Interview Questions

There are seven interview questions directed to the participants of YUKOMUN (Yükselen Model United Nations). These participants have never attended an MUN conference before. In this part, the answers of the participants have been written. Additionally, the analysis of each question was given in detail. The data were collected with the help of a semi-structured interview. The MUN participants were asked seven questions after three weeks of the MUN conference through WhatsApp instant communication services. The data were analysed and transcribed in the following part. The first point sought after in the discussion questions was the participants' views in terms of their first MUN experience. The themes that emerged from these questions are as follows:

4.2.1. Question 1: What do you think about your first MUN experience?

The first semi-interview question was asked to the participants in order to receive more information about their first MUN experience. The qualitative data were analysed and there were five main themes in the answers. Most of the participants noted that the MUN experience was good and fun (f=10), a rich learning experience and educational (f=3), beneficial in terms of learning rules of procedure (f=2), an interesting experience and a formal place (f=2), a unique platform that develops 21st century and language skills (f=4).

The themes that emerged from this question are as follows:

Table 4.2: Descriptive Analysis (Frequencies) Results for Interview Question 1

Themes / Codes	Frequency (f)
Good and fun	10
A rich learning experience and educational	3
Beneficial in terms of learning rules of procedure	2
An interesting experience and a formal place	2
A unique platform that develops 21st century and language skills	4

Most of the MUN participants stated that the MUN was a good and fun experience for them. Students evaluated that the committee does not only focus on the academic issues. The chairs focused on having fun at the committee in fun sessions as well.

> It was a huge experience for me. I really had a lot of fun. At the same time, I learned a lot. [Student 2, Semi-structured Interview]

MUN can be considered an experiential learning platform. The participants stated that they experienced a rich learning atmosphere. Apart from the classic lectured-based teaching style, the participants simulated the United Nations meetings with authentic English materials.

> My first MUN conference experience was pretty good. It was educational and fun. [Student 1, Semi-structured Interview]

MUN conferences follow academic rules of procedure. All delegates in the committee have to obey the rules. YUKOMUN followed the Harvard Rules of Procedure. This obligation teaches learners how to behave and take the speech formally in such formal meetings. Participants noted that the MUN conference was beneficial in terms of learning the rules of procedure.

> It was pretty good although it was a Joint Crisis Committee. The chair of the committee explained the rules of procedures in detail. [Student 10, Semi-structured Interview]

Another binding procedure in MUN is the code of conduct. The participants need to follow the behavioural rules. The dress code is very important for MUN conferences. Usually, participants prefer western business attire. Besides the dress code, being offensive to other delegates is strictly forbidden. Considering these factors, MUN can be a good platform to teach students rules of procedure and code of conduct.

> To be honest, I found it nice because it was a different experience for me. This was the first time I had ever taken

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place in such a serious environment. Additionally, I felt like I

was like one of the most important political persons in my own

country. [Student 3, Semi-structured Interview]

Students also noted the MUN experience developed some 21st-century skills.

It was pretty nice. It helped me to do public speaking. I mean

it helped me to increase my self-confidence. Moreover, I think

it improved my English level. [Student 4, Semi-structured

Interview]

The students' answers to the first questions are listed below:

Student 1: "My first MUN conference experience was pretty good. It was educational and fun".

Student 2: "It was a huge experience for me. I really had a lot of fun. At the same time, I learned a lot".

Student 3: "To be honest, I found it nice because it was a different experience for me. This was the first time I had ever taken place in such a serious environment. Additionally, I felt like I was like one of the most important political persons in my own county".

Student 4: "It was pretty nice. It helped me to do public speaking. I mean it helped me to increase my self-confidence. Moreover, I think it improved my English level".

Student 5: "I found it very good. It contributed to my English level as well as my friends".

Student 6: "MUN conference was very good. I had a chance to meet new people. It was such a brilliant experience to represent a nation like a real delegate. I am happy to experience this at this age".

Student 7: "The conference went well, however, I felt like some chairs and delegates had already met each other. That might have affected awards that were distributed in the committee. I believe the awards could have been given in a more fair way".

Student 8: "It was very nice. I both had fun and improved my English".

Student 9: "It was definitely better than I expected, especially for an Online MUN. It was clear that people who organized it put a lot of effort. I hope all other MUN conferences will be like this. It really raised the standards".

Student 10: "It was pretty good although it was a Joint Crisis Committee. The chair of the committee explained the rules of procedures in detail".

Student 11: "We found MUN thanks to our MUN advisor at school. My MUN experience was good".

Student 12: "The MUN conference was good".

Student 13: "MUN was a very interesting experience for me. We had an amazing job with my committee. Even though it lasted for 3 days, I had a wonderful time".

Student 14: "It was a good experience. I met a lot of people and I am glad that I attended an MUN conference".

Student 15: "It was a good experience".

Student 16: "As the first MUN experience, the conference was really good".

Student 17: "I found it useful. It was very good. However, I wish there were more delegates to work on a specific topic".

Student 18: "I found it very beneficial. Although the MUN was organized online, I believe I gained new skills and information"

Student 19: "I think that MUN conferences are very useful for all students to develop their English. Additionally, it is very nice that we had a chance to work on different topics instead of one stable topic.

Student 20: "The conference was very nice. I sincerely thank for the warm environment and for your understanding".

4.2.2. Question 2: Did your MUN experience decrease your anxiety about speaking English?

The second semi-structured interview question was asked to the participants in order to receive more information about English speaking anxiety after they attend the MUN experience. The qualitative data were analysed and there were five main themes in the answers. The majority of the participants stated that the MUN experience decreased their English speaking anxiety (f=12), increased their self-confidence (f=4), increased public speaking skills (f=4), increased motivation (f=4), and improved language skills (f=5).

The themes that emerged from this question are as follows:

Table 4.3: Descriptive Analysis (Frequencies) Results for Interview Question 2

Themes / Codes	Frequency (f)
Decreased English speaking anxiety	12
Increased self-confidence	4
Increased public speaking skills	4
Increased motivation	4
Improved language skills	5

The participants are expected to deliver a speech in MUN conferences. Participants noted that the MUN conference decreased their English speaking anxiety.

> It reduced my anxiety. Even though I was not good at public speaking, thanks to the MUN conference I felt no anxiety about speaking English. [Student 5, Semi-structured Interview]

MUN is not just an academic experience. Different students from different places attend MUN conferences. Thus, students are able to socialise. The participants noted that the MUN experience increased their self-confidence.

> I felt that my English improved. The other delegates in my committee were very welcoming and warm to me. This increased my self-confidence and speaking English freely. [Student 13, Semi-structured Interview]

Public speaking skill is one of the key points that delegates are expected to have. The participants stressed that they developed their public speaking skills.

> Yes, extremely. From now on, I do not think I am going to feel shy while doing public speaking. And this is a huge advantage for me. [Student 4, Semi-structured Interview]

MUN has a dynamic structure. Each delegate has a limited speaking time and the speaker constantly changes. Mini successful speeches motivate the delegates. Students stated that they felt motivated to speak more English

after their MUN experience.

> Yes, absolutely. MUN motivates me to speak English. [Student 16, Semi-structured Interview]

Due to various reading, speaking, listening and writing activities, MUN conferences can be considered as a language practice environment. Students noted that MUN helped them increase their language skills.

> I learned new words, new information. Conference also increased my confidence in doing research, speaking and thinking in English. [Student 18, Semi-structured Interview]

The students' answers to the second questions are listed below:

Student 1: "Yes indeed, the MUN conference improved my English. Additionally I was impressed with the speeches of keynote speakers, chairs and other delegates in the committee".

Student 2: Yes, it did. I spoke at the committee with self-confidence and in fact, I enjoyed it!"

Student 3: "Yes, it did".

Student 4: "Yes, it did. To be honest, I wasn't that much anxious about speaking English, yet it reduced my anxiety".

Student 5: "It reduced my anxiety. Even though I was not good at public speaking, thanks to the MUN conference I felt no anxiety about speaking English".

Student 6: "In fact, I wasn't very anxious about speaking English. On the other hand, I realized that I was able to express myself very well. That was a very nice feeling. When I saw my abilities and the other people's appreciation, I felt much more motivated".

Student 7: "Due to my background, I had almost no problem speaking English. Yet, MUN conferences gave me chance to practice English. Besides, I could improve my formal English due to the rules of procedure".

Student 8: "I had little anxious about speaking English. But my committee helped me get an overall negative feeling about speaking English".

Student 9: "I can definitely say that it helped me improve my formal English

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skills".

Student 10: *"It made me happy to see that other delegates in the committee understood the things I said. I barely had speaking anxiety. After the conference, I saw that I was able to communicate with other people in English".*

Student 11: *"The Academic activity like MUN helped me reduce my English speaking anxiety as I had an opportunity to speak on different topics".*

Student 12:" *I had a little difficulty in public speaking. It actually helped me to improve my public speaking skills".*

Student 13: *"I felt that my English improved. The other delegates in my committee were very welcoming and warm to me. This increased my self-confidence and speaking English freely".*

Student 14: *"It definitely decreased my anxiety".*

Student 15: *"Yes, it did. I am not refraining from speaking English as I used to do in the past".*

Student 16: *"Yes, absolutely. MUN motivates me to speak English".*

Student 17: *"To be honest, I didn't have too much anxiety; however, MUN really increased my self-confidence. It helped me to speak English much better. Additionally, I realized that I have started using new words and phrases that I didn't use in the past".*

Student 18: *"At first, I was scared of MUN conferences. But, I got used to it and my anxiety decreased".*

Student 19: *"MUN decreased my anxiety in speaking English. Because often we talked about different topics and we used different words".*

Student 20: *"Yes, it decreased my anxiety considerably".*

4.2.3.   Question 3: Did your MUN experience improve your self-confidence?

The third semi-interview question was asked to the participants in order to receive more information about self-confidence. The qualitative data were analysed and there were three main themes in the answers. All of the participants shared that the MUN experience increased their self-confidence considerably (f=20), made them aware of their English language level and ability (f=3), increased formal language and vocabulary skills (f=5).

The themes that emerged from this question are as follows:

Table 4.4: Descriptive Analysis (Frequencies) Results for Interview Question 3

Themes / Codes	Frequency (f)
Improved self-confidence	20
Self-realization	3
Increased formal English skills	5

MUN participants spend their three or four days at the conference. Each day could be a new chance to improve themselves. For students, lack of self-confidence might be a factor that inhibits speaking English comfortably. All students noted that the MUN experience increased their self-confidence.

> After my MUN experience, I have started talking English even with my mother and father in my daily life. Now, I speak English more confidently. [Student 1, Semi-structured Interview]

Self-realization is another outcome of the semi-structured interview, question three. Students noted that they noticed their level of English and it made them happy and motivated, as they were able to use their English level during the debates in the committee.

> Student 3: Yes, it increased my self-confidence. Because it helped me realize that my English was good and I could accomplish any other things in the future. [Student 3, Semi-structured Interview]

Learning new vocabulary related to international relations was fundamentally expressed by the participants. They said that they learned a lot of new vocabulary while reading the study guide, researching and writing their speeches.

> MUN increased my self-confidence because I learned a lot of formal vocabulary. Additionally, I have seen that I can be successful at English. [Student 5, Semi-structured Interview]

The students' answers to the third questions are listed below:

Student 1: "After my MUN experience, I have started talking English even with my mother and father in my daily life. Now, I speak English more confidently".

Student 2: Yes, it did. In the past, I used to abstain from speaking English. Now I feel very confident while speaking".

Student 3: Yes, it increased my self-confidence. Because it helped me realize that my English was good and I could accomplish any other things in the future".

Student 4: "Yes, extremely. From now on, I don't think I am going to feel shy while doing public speaking. And this is a huge advantage for me".

Student 5: "MUN increased my self-confidence because I learned a lot of formal vocabulary. Additionally, I have seen that I can be successful at English".

Student 6: "I can say that my self-confidence in speaking English increased. Although I am good at English, MUN helps me to have full self-confidence. I see that I can be successful in such platforms and it helped me gain more confidence".

Student 7: "I had always had self-confidence in speaking English. However, the MUN conference gave me chance to speak English in world issues and different world politics. I can say that besides speaking English, MUN developed me from different angles".

Student 8: "Of course, it improved. Expressing our thoughts in English was very useful and increased my self-confidence in this matter".

Student 9: "I was self-confident but it definitely increased it".

Student 10: "My native language is English and therefore I did not have any self-confidence problems. But as I wrote in question 2, I used to think that people cannot understand my accent. Thanks to this MUN, I learned that it is not actually like that".

Student 11: "Yes, my self-confidence increased as I spoke confidently with a good command of my subject matter".

Student 12: "Yes, it has. I am especially excited to speak in front of people. I am more comfortable now".

Student 13: "I feel my English is improving. The tolerance of the delegates on my committee increased my self-confidence and made me speak English more comfortably".

Student 14: *"It improved it. I am not very shy about it any longer".*

Student 15: *"Yes, now I think my English level is better academically than before".*

Student 16: *"It definitely improved my self-esteem".*

Student 17: *"As I mentioned before, it increased my self-confidence in the English language. It helped me to speak better when my self-confidence came back. It also increased my self-confidence in using words that I have not used for a long time more comfortably".*

Student 18: *"I learned new words, new information. Conference also increased my confidence in research, speaking and thinking in English".*

Student 19: *"Yes, the MUN conference increased my self-confidence in English because we can express ourselves in a large community we do not know".*

Student 20: *"Yes, it greatly increased".*

4.2.4. Question 4: Did the MUN conference change your attitude towards English?

The fourth semi-structured interview question was asked to the participants in order to receive more information about their attitude towards English. The qualitative data were analysed and there were three main themes in the answers. Most of the participants shared that the MUN experience changed their attitude towards English positively (f=18), increased their problem-solving skills, especially in crisis committees, (f=2), and developed their listening skills and learning about accents in English (f=3).

The themes that emerged from this question are as follows:

Table 4.5: Descriptive Analysis (Frequencies) Results for Interview Question 4

Themes / Codes	Frequency (f)
Creating a positive attitude towards English	18
Increasing problem-solving skills	2
Developing listening skills (British accent)	3

Interview results indicated that the majority of the participants developed a positive attitude towards English after the MUN conference. A few participants reported that they had already positive experience with English and they were aware of the fact that learning and speaking a foreign language was already so important.

There was no significant change in my attitude to English. Because I have always seen English as a World language. English brings us together. [Student 7, Semi-structured Interview]

Yes, it changed. I understood that English was a language far more important than I thought. I believe that speaking English is very enjoyable. [Student 2, Semi-structured Interview]

In crisis committees, the delegates are expected to solve the instant crisis by debating. Some committees may deal with up to four or five different crises. In some cases, the delegates are expected to negotiate one-to-one or cabinet-to-cabinet. Thus, problem-solving and critical thinking skills are increased.

My attitude towards English changed very positively. Attending MUN conferences influenced me very deeply. My problem-solving abilities definitely improved. [Student 6, Semi-structured Interview]

Every delegate who attends the MUN conference is exposed to intensive listening for three or four days. A delegate can experience an atmosphere where everyone speaks English. It can be beneficial for students who want to experience international meetings.

The MUN conference positively affected my interest in English because I learned different words and learned the English accent better. [Student 19, Semi-structured Interview]

The students' answers to the fourth questions are listed below:

Student 1: *"Yes. I was enjoying learning English at school. Now I can speak very fluently. I have started to love English very much and I want to speak English all the time".*

Student 2: *"Yes, it changed. I understood that English was a language far more important than I thought. I believe that speaking English is very enjoyable".*

Student 3: *"Yes, it changed a lot. I am more confident about talking with foreign friends now".*

Student 4: *"Actually, it did not change much. However, I understood better how English is important. I decided to try more to improve my English".*

Student 5: *"It did not change much for me because I have been learning English since kindergarten and I enjoy learning and speaking it. These conferences made me love English even more".*

Student 6: *"My attitude towards English changed very positively. Attending MUN conferences influenced me very deeply. My problem-solving abilities definitely improved".*

Student 7: *"There was no significant change in my attitude to English. Because I have always seen English as a World language. English brings together".*

Student 8: *"I can't say that it has changed much. As a person who always loves English, I still love English and speak it fondly".*

Student 9: *"English was a language that I had to speak sometimes since I was little, and considering how common it is, I have seen its usefulness and it has proved how correct it is I think".*

Student 10: *"Yes, it has changed from one perspective. It has ceased to be the language that others cannot learn and speak. It has become a common language in which people can share their thoughts".*

Student 11: *"I already liked English and saw it as an important course. I knew it would help me, so nothing much has changed".*

Student 12: *"No. English was already a subject I was enthusiastic about. I enjoy speaking and learning new things".*

Student 13: *"After the conference, I started to care more about English and to take it more seriously".*

Student 14: *"No, it didn't change much as I already loved English a lot. But, I can solve complicated problems and give instant decisions now.*
Student 15: *"Yes, I think I should focus more on English now".*

Student 16: *"My perspective on English didn't change much, because I already had a good perspective".*

Student 17: *"I did not have a bad view of English, but it was as if I found myself in the middle of it, and it was as if I spoke English in a more positive way and I understood how beautiful this language was".*

Student 18: *"English is already a course and language that I love very*

much. I think the conference has increased my love for English rather than changing my mind".

Student 19: *"The MUN conference positively affected my interest in English because I learned different words and learned the English accent better".*

Student 20: *"I liked English. I love it more now thanks to the conference I attended".*

4.2.5. Question 5: How many MUN conferences are you planning to attend in one education year?

The fifth semi-interview question was asked to the participants in order to receive more information about their future planning to attend MUN conferences. While answering these questions, the participants considered a few factors such as exam date, school homework and parental permission. The qualitative data were analysed and five different categories emerged. Most of the participants shared that they wanted to attend as many MUN conferences as possible (f=9). Other students stated that one or two times (f=2), three or four times (f=4), five or six times (f=2) would be suitable for them to attend MUN conferences.

The themes that emerged from this question are as follows:

Table 4.6: Descriptive Analysis (Frequencies) Results for Interview Question 5

Themes / Codes	Frequency (f)
Can't give a specific number	2
1 or 2 times	2
3 or 4 times	4
5 or 6 times	3
As many as possible	9

Many factors affect students' participation in MUN conferences. These factors are exams, homework and parental permission. Besides, economic factors can be restraining. Some students stated that it would not be possible to give an accurate number to this question.

> I cannot give a clear answer to the question of how many times
> to participate, but everyone should experience it at least once,
> anyway. Once they participate, they will want to continue.
> [Student 13, Semi-structured Interview]

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Due to the intensive academic burden, some students stated that they could attend MUN conferences one or two times.

> I think it is enough for me to attend one conference. However, this may vary depending on the intensity of my lessons and exams. [Student 12, Semi-structured Interview]

A great many of the participants stated that they are willing to attend MUN conferences three or four times a year.

> I am planning to attend 3 or 4 conferences. Because getting prepared for a conference is very exciting and speaking at the conference is very amusing. [Student 2, Semi-structured Interview]

Some participants noted that they could MUN conferences five or six times.

> If the dates do not coincide with the week of the exam, 5 or 6 times. [Student 15, Semi-structured Interview]

The majority of the participants stated that they want to attend as many MUN conferences as possible.

> I would like to attend as many conferences as possible, but I cannot because I am very much occupied due to my courses. I am planning to attend 6-7 MUN conferences this year. [Student 4, Semi-structured Interview]

The students' answers to the fifth questions are listed below:

> ***Student 1:*** *"One can attend an MUN conference three times or more in one year. It is very entertaining and fruitful. It lasts a few days, which is too much but I learn a lot".*

> ***Student 2:*** *"I am planning to attend 3 or 4 conferences. Because getting prepared for a conference is very exciting and speaking at the conference is*

very amusing".

Student 3: *"I will attend as many conferences as possible because these conferences are being held during holidays"*.

Student 4: *"I would like to attend as many conferences as possible, but I cannot because I am much occupied due to my courses. I am planning to attend 6-7 MUN conferences this year"*.

Student 5: *"I do not know its number. Because many schools organize an MUN. But I would like to attend an MUN conference if I can find one that does not interfere with my studies"*.

Student 6: *"I am planning to attend all MUN conferences that will not be held during my exam period or other significant periods this year. To attend many conferences during my school life will be helpful to build a better future. I will try to attend as many MUNs as possible because it will not be possible for me to attend MUNs next year as I will be working for the exam"*.

Student 7: *"I am one of the new discoverers of MUN conferences but I wish I had experienced it before. Because I started attending MUN conferences this year and since we are in the pandemic period, I have always been able to attend online conferences. Therefore, I am thinking of attending as many MUN conferences as I can, especially up to the 12th grade. However, if I consider my lessons and exams, I think I can attend 4-5 MUN conferences this academic year"*.

Student 8: *"I think two or three would be enough. Besides being fun, MUN is a tiring and demanding platform. Therefore, I think two or three MUNs are sufficient"*.

Student 9: *"Many schools have cancelled their conferences because the conferences can be online, but I will try to attend as much as possible to online conferences"*.

Student 10: *"I personally aim for at least 4. However, I cannot go because my family does not support it. As a result, I can participate twice in an academic year"*.
Student 11: *"I intend to attend at least 6-7; of course, this number may vary depending on the exams and the course order of a student"*.

Student 12: *"I think it is enough for me to attend 1 conference. However, this may vary depending on the intensity of my lessons and exams"*.

Student 13: *"I cannot give a clear answer to the question of how many times to participate, but everyone should experience it at least once, anyway. Once they participate, they will want to continue"*.

Student 14: *"At least 3. I would like to attend as much as possible"*.

Student 15: **"**If the dates do not coincide with the week of the exam, 5 or 6 times".

Student 16: "I plan to attend as many conferences of MUN as I can".

Student 17: "I would like to participate in all of them because it is a useful program. I am definitely thinking of participating in many conferences".

Student 18: "Since I think MUN Conferences are very useful, I think every conference I attend will add new things to me. So I would like to attend as many MUN conferences as possible".

Student 19: "I think it is appropriate to have a conference in one academic year because even if I pass an exam, I can study less for my exams if attend many more".

Student 20: "One or two conferences per term is appropriate".

4.2.6.   Question 6: Are you planning to attend an MUN conference abroad?

The sixth semi-structured interview question was asked to the participants in order to receive more information about their future planning to attend MUN conferences abroad. Due to COVID-19, travelling to other countries were restricted. Thus, COVID-19 was an important factor. Secondly, the economic conditions of the students were important while answering this question. The qualitative data were analysed and four different categories emerged. Most of the participants shared that they wanted to attend MUN conferences abroad (f=12). Some students stated that they would be able to attend online MUN conferences organized by international schools or organizations (f=3). Some students stated that they do not think to attend an international MUN abroad due to COVID-19 (f=2). Lastly, some students stated that factors such as economic issues, parental permission and level of English hinder them to attend an international MUN abroad (f=3).

The themes that emerged from this question are as follows:

Table 4.7: Descriptive Analysis (Frequencies) Results for Interview Question 6

Themes / Codes	Frequency (f)
No because of COVID-19	2
No because of other reasons	3
Yes	12
Yes but online	3

COVID-19 global pandemic was a significant factor for participants. Most students were anxious about the pandemic. Additionally, travelling to other countries were not allowed. Thus, some students stated that they do not plan to attend an MUN abroad until COVID-19 problem is fully resolved.

> If the corona epidemic ends, I would like to participate. It can be very beneficial to attend these conferences in other countries. [Student 12, Semi-structured Interview]

Other factors such as economic situation and level of English were also key to their decision.

> I do not yet find myself and my level of English sufficient. [Student 15, Semi-structured Interview]

The majority of the participants stated that they would like to experience an international MUN conference abroad as they enjoyed the current MUN conference experience.

> I have never attended MUN conferences abroad, but most conferences I have attended until now were international conferences and they were really nice and successful. It is nice to come together with students from different parts of the world and seek solutions to various problems. Therefore, I would really like to attend a MUN conference held abroad. [Student 7, Semi-structured Interview]

Some students stated that online international MUN conference could be a good chance to improve their English levels.

> I am planning to attend face-to-face MUN conferences abroad. Because I need to be experienced to attend one abroad, but I will try my chances with the online ones if organized. [Student

The students' answers to the sixth questions are listed below:

Student 1: *"No. I would attend if I was living abroad, but I may not go to abroad from Turkey to attend the conference. I would definitely attend the conference if I somehow went there. Because I believe that it will contribute to my development immensely".*

Student 2: *"Yes, because I enjoy meeting and communicating with native English speakers and I feel comfortable about it".*

Student 3: *"Yes, I would like that a lot".*

Student 4: *"Yes, I want that very much. I hope to attend it after the pandemic is gone. If not, I might attend an international MUN conference organized abroad and online".*

Student 5: *"I would not prefer attending MUNs these days because of the pandemic. If it ends, I will attend the conferences abroad".*

Student 6: *"I am planning to attend face to face MUN conferences abroad. Because I need to be really experienced to attend one abroad, but I will try my chances with the online ones if organized".*

Student 7: *"I have never attended MUN conferences abroad, but most conferences I have attended until now were international conferences and they were really nice and successful. It is nice to come together with students from different parts of the world and seek solutions to various problems. So I would really like to attend a MUN conference held abroad".*

Student 8: *"I definitely think of attending a conference in the coming years. If such an opportunity arises, of course, I will take advantage of it".*

Student 9: *"I especially want to attend those abroad, so this conference was like a little more preparation for me".*

Student 10: *"Briefly no. My family thinks it limits my academic success. And I am not financially available".*

Student 11: *"Yes, I would like to participate if I get the opportunity and do enough research".*

Student 12: *"If the corona epidemic ends, I would like to participate. It can be very beneficial to attend these conferences in other countries".*

Student 13: *"If my plans and time allow, I would also like to attend MUNs abroad. Speaking with different people may be more effective as they will be*

more professional in speaking English".

Student 14: "Yes, definitely".

Student 15: "I do not yet find myself and my level of English sufficient".

Student 16: "Yes, sure".

Student 17: "I hope that there will be time for that as well because it helped me learn that my English is good and I would like to use it abroad".

Student 18: "I would love to go abroad and attend this conference with foreign people".

Student 19: "I do intend to attend the MUN conference abroad because my dreams are in different countries".

Student 20: "I never thought about it but why not".

4.2.7.   Question 7: Do you think that the MUN conference has developed your skills such as leadership, critical thinking, creative thinking, problem-solving, cooperation, public speaking etc.?

The seventh semi-structured interview question was asked to the participants in order to receive more information about how students develop 21st-century skills through MUN conferences. The qualitative data were analysed and there were seven main themes in the answers. Some students stated that MUN conferences contributed to developing all 21st centuries (f=2). Most of the students noted that MUN conferences developed primarily their problem-solving skills. (f=8). Critical thinking (f=3) and creative thinking (f=5) were two other themes that were highlighted by the participants. The participants stated that the MUN conference experience developed their collaboration and teamwork skills (f=3). Moreover, some students stated that the MUN conference also improved their public speaking skills (f=6). Lastly, some delegates noted that MUN experience developed their research skills (f=2).

The themes that emerged from this question are as follows:

Table 4.8: Descriptive Analysis (Frequencies) Results for Interview Question 7

Themes / Codes	Frequency (f)
All of them	2
Problem-solving	8
Creative thinking	5
Critical thinking	3
Collaboration & Teamwork	7
Public speaking	6
Research skills	2

The semi-structured interview indicated that MUN conferences have the capability of developing students' various skills at once. Some students stressed that all of their 21st skills improved after they attended the MUN conference.

> Yes. It contributed to all. On the top of that, it helped me use my English more flexibly and efficiently. It, therefore, became a very fruitful and nice conference experience for me. [Student 1, Semi-structured Interview]

> I think it has developed all these abilities and other skills such as doing research and being a good listener/speaker. [Student 18, Semi-structured Interview]

Most of the students stated that MUN helped them improve their problem-solving skills.

> Yes, I definitely think that MUN conferences improve my various social skills as well as my English skills. I am not bothered with leadership, critical and creative thinking, problem-solving and public speaking anyway, and I think I am better at these than many people are. However, it is very difficult for me to collaborate with people who do not make the same commitment on many issues, but at MUN conferences, I can cooperate with students who have different views from me. Because the people who attend MUN conferences become politicians and educators who are often

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responsible and conscious of the problems of the world and think about solutions for them. Therefore, it almost becomes a pleasure for me to collaborate with these people. [Student 7, Semi-structured Interview]

Another important theme was critical thinking and creative thinking. The MUN participants believe that MUN conferences are beneficial to develop both skills.

First of all, MUN taught me a lot. I felt that my leadership and research skills improved while writing the resolution paper. I needed to do a lot of research for the conference. This skill is necessary for our entire life in many fields. MUN improved my public speaking, creative and critical thinking among many other things. [Student 6, Semi-structured Interview].

MUN conferences enable students to work in groups/blocks or individually. Participants reported that MUN conferences were useful in terms of developing collaboration & teamwork skills.

Yes, I used to be very shy about speaking English. Nevertheless, no more. I want to speak the language. We talked about many issues during the MUN conference. Thus, my skills of problem-solving and creative thinking developed. We cooperated with the WHO committee while writing the Resolution Paper. I developed my collaboration skills. [Student 2, Semi-structured Interview]

Students mostly use their speaking skills. This helps students develop their public speaking skills. Most of the students stated that MUN helped them speak freely and confidently. Additionally, they reported that they developed their public speaking skills.

I believed that it developed it a lot. Especially, my public speaking abilities got better. [Student 4, Semi-structured Interview]

In the MUN conferences, delegates are expected to do research on the agenda item and country policy before the conference. Thus, delegates improve their academic skills. Some students stated that MUN contributed to developing their research skills.

> First of all, MUN taught me a lot. I felt that my leadership and research skills improved while writing the resolution paper. I needed to do a lot of research for the conference. This skill is necessary for our entire life in many fields. MUN improved my public speaking, creative and critical thinking among many other things. [Student 6, Semi-structured Interview]

The students' answers to the seventh questions are listed below:

> *Student 1: "Yes. It contributed to all. On the top of that, it helped me use my English more flexibly and efficiently. It, therefore, became a very fruitful and nice conference experience for me".*

> *Student 2: "Yes, I used to be very shy about speaking English. Nevertheless, no more. I want to speak the language. We talked about many issues during the MUN conference. Thus, my skills of problem-solving and creative thinking developed. We cooperated with the WHO committee while writing the Resolution Paper. I developed my collaboration skills."*

> *Student 3: "Yes, I felt those feelings while writing the position paper".*

> *Student 4: "I believed that it developed it a lot. Especially, my public speaking abilities got better".*

> *Student 5: "Yes, I think that it did. MUN puts an end to all my anxieties on this issue. I can speak more comfortably in front of an audience, lead better in group work activities and engage with critical and creative thinking more actively. Besides, I can find solutions to the problems in a shorter period of time".*

> *Student 6: "First of all, MUN taught me a lot. I felt that my leadership and research skills improved while writing the resolution paper. I needed to do a lot of research for the conference. This skill is necessary for our entire life in many fields. MUN improved my public speaking, creative and critical thinking among many other things".*
>
> *Student 7: "Yes, I definitely think that MUN conferences improve my various social skills as well as my English skills. I am not bothered with leadership, critical and creative thinking, problem-solving and public*

speaking anyway, and I think I am better at these than many people are. However, it is very difficult for me to collaborate with people who do not make the same commitment on many issues, but at MUN conferences, I can cooperate with students who have different views from me. Because the people who attend MUN conferences become politicians and educators who are often responsible and conscious of the problems of the world and think about solutions for them. Therefore, it almost becomes a pleasure for me to collaborate with these people.

Student 8*: "Yeah I think so. It was especially useful and fun to learn about someone else's opinion and discuss it. At the same time, I think it was very useful in generating solutions to the issues we discussed. I can say that doing these in English has also increased my self-confidence".*

Student 9: *"Non-online conferences were naturally much more effective in this regard. Especially when it comes to public speaking, it has done a lot for me like everyone else".*

Student 10*: "Absolutely, undoubtedly yes. Taking my committee as an example, it was important to quickly decide on sudden unexpected problems not only on our own but also as a committee. On top of that, taking precautions towards the future was a very important process".*

Student 11*: "Absolutely. In MUN, an activity is organized where self-sufficiency, speaking the problems of countries like a diplomat, and speaking in front of people as mentioned above are being developed. That's why I believe MUN enhances these abilities".*

Student 12*: "Yes I think so. Especially, this conference has been very useful for me in terms of improving my skills such as public speaking, creative thinking and problem solving".*

Student 13*: "I think that we wrote a nice resolution in partnership with our committee. Although we did this together, I felt a great responsibility at first, but I was able to express my thoughts comfortably and we relieved this burden in cooperation with the delegates".*

Student 14*: "Yes, I think that it especially helped me in problem-solving".*

Student 15*: "Yes, now I understand the policies of the states and the reasons for these policies while examining the international events".*

Student 16*: "Definitely, MUN really helps in this respect".*

Student 17*: "I think it definitely increased it. I speak English more comfortably and fluently now".*

Student 18*: "I think it has developed all these abilities and other skills such as doing research and being a good listener/speaker".*

> **Student 19**: *"I had the opportunity to improve myself in collaboration, leadership and many other social skills. I increased social skills by communicating with other delegates and by talking frequently".*

> **Student 20:** *"There has been a great improvement in collaboration, problem-solving and public speaking abilities in particular".*

4.3. Discussion

This study has three main research questions that investigate the Model United Nations conferences from two different aspects: their influence on the anxiety of speaking English and on students' attitude towards English. There were 33 first-timer MUN participants in the study. The data and result have been discussed in detail in this chapter. Additionally, the opinions of 20 first-timer MUN participants have been evaluated and discussed in the following part.

This study made use of Kolb's Experiential Learning Theory in order to explain how MUN conferences can be a platform in which foreign language learners take part to develop their language, social and academic skills. According to Kolb (1984), experiential learning is a unique learning method based on real-life experiences. This learning style is different from conventional teaching methods such as in-class and lectured-based learning styles. Kolb (1984) emphasizes that training, in-class experiential activities and field projects enable experiential learning which helps learners develop 21st-century skills. MUN is one of the most prominent experiential learning platforms that combine all these activities at once and addresses all language learners or students that aim to enhance their multiple skills and capabilities.

Kolb (1984) built his experiential learning theory on Lewin, Dewey and Piaget's learning models. MUN experiences can be examined through all these models. Firstly, Lewin explains that observations are combined with experiences in a way to produce new choices. Learners in the MUN conference have many chances to observe how delegates in the committees try to find alternative solutions to real-world problems based on the combination of their observation and experiences. Likewise, Dewey states that experiential learning activities transform impulse, reaction and emotion felt during an experience into purposeful actions. MUN conferences enable learners to face their primary reactions to real-world events and to go through a secondary reflection process in order to improve their perspectives. Finally, Piaget's concept of "Intelligent Adaption" requires a balance between the individual and the world or the concrete and the abstract. MUN conferences are platforms

where delegates as individuals face world problems and transform their abstract concepts into concrete actions.

Kolb's (1984) experiential learning combines all these learning models and take a step forward. Kolb's learning theory has four steps which are concrete experience, reflective observation, abstract conceptualization and active experimentation. MUN conferences enable participants to go through these four steps respectively. This study evaluated how MUN conferences contributed to decrease students' English speaking anxiety and improve their attitude towards English. In an MUN conference, delegates attend an opening ceremony at the beginning of the conference. Then, delegates participate in their committees and start representing their allocated country. This phase fits into Kolb's Concrete Experience process. Students react to their first-day experience at the conference with a sense of uncertainty. Students try to understand the environment and their reactions. In the second phase called Reflective Observations, students try to understand the rules of procedure and learn speaking styles. They compare themselves with their peers and try to figure out what to do in order to survive and to be successful eventually. As the students in MUN conferences are expected to speak English and contribute to the debates, students have to cope with the relevant challenges such as using English effectively, do public speaking and find reasonable solutions for world problems. Considering these factors, students mostly observe their experience in the committee and reflects on them in order to take their utmost position and perform in the best possible way. Thirdly, students go through the Abstract Conceptualization phase where they plan their future possible actions such as giving a proper speech, joining a block or giving a motion. Finally, in the Active Experimentation phase, they manage to move from the observation stage to the experience stage. They focus on influencing others, take practical actions and take risks to achieve goals.

The study showed that MUN conferences were ideal platforms to apply Kolb's experiential learning model. Transformation of observations into experiences within the context of English speaking anxiety and attitude towards English constituted the focal point of the study. Foreign Language Classroom Anxiety Scale and Attitude towards English Scale along with the semi-structured interview indicated that the MUN conference served as an experiential learning platform by enabling students to observe their experiences and to turn these observations into new experiences, decisions and skills.

4.3.1. Discussion of the Research Question 1

This chapter presents a discussion of the first research question that investigates attitudes of the students towards speaking English and its relation with their participation in MUN conferences. The data shows that ATE ratings were significantly higher in post-MUN than in pre-MUN. It means that participants' attitude towards speaking English has changed after attending an MUN conference.

The findings reveal that students' active participation in debates showed them that they are able to use their English skills effectively. Instead of observing the activities during the conference from outside, participants actively contributed to the resolution which is a document sharing all ideas and solutions of the delegates in the committee. In terms of theoretical framework, "Model United Nations (MUN) and Model European Union simulations are experiential learning tools used by an ever-increasing number of students" (Van Dyke, 2017, p.158). The influence of MUN conferences on students' speaking anxiety and attitude towards English has been analysed through Kolb's experiential learning theory. Experiential learning helps students adapt their knowledge and understanding to real-world issues in which teachers play the role of a facilitator for learning. Considering the MUN environment, students are able to perform in the committees in the role of diplomats and simulate the United Nations. The world problems can be considered authentic material for students. Zenuk-Nishide and Hurst Tatsuki (1984) state that "in MUN simulations, students learn through authentic tasks and situations currently faced by the UN" (p. 98). Citing Hazelton, they also note that "students learn valuable lessons about political bargaining, the difficulty in reaching a decision, the need for coalition building, persuading others to follow one's interests and fending off hostile interests, and the need for pragmatism" (Zenuk-Nishide & Hurst Tatsuki, 1984, p. 89-90). Rather than stable or old-fashioned courses or books, students can put themselves in world leaders' or diplomats' shoes and have a chance to study up-to-date topics. Kolb states that the term "Experiential Learning" is commonly defined as "a particular form of learning from life experience; often contrasted it with lecture and classroom learning" (Kolb, 2015, p. 28). MUN conferences provide an environment opposite to lecture and classroom learning. In other words, instead of traditional learning, simulations like MUN can increase the motivation of the students and performance through the learning by doing method. Yashima and Zenuk-Nishide's study supports the finding of this study. Yashima and Zenuk-Nishide state that EFL learners who attend international communities such as MUN have a higher level of motivation to use L2 in order to

communicate (Yashima & Zenuk-Nishide, 2008). As students take part in the simulations actively, they become a part of the learning process. Likewise, Sharifi and Shariati state that "Experiential education pays attention to the whole person where the intellectual, physical and mental dimensions correlate. Knowledge is acquired through experience, which is put to reflection and interiorized" (2017). Motivation is also another important topic to discuss. MUN participants report that participation in an MUN conference has managed to increase their motivation as well. This result is supported by Calum Adamson' study. Calum Adamson conducted an interview with the MUN participants. The interview lays bare that students' motivation to speak English and their skills improved to a large extent. Another participant reports that she felt her vocabulary skills had progressed. Another participant stated that MUN experience encouraged him to work more in the field of international relations (Adamson, 2016).

Finally, this study's results are consistent with the result of Evin Gencel's study which has been conducted with 612 secondary school students. Evin Gencel has tried to investigate "the relation between primary school students' learning styles, their attitudes toward Social Studies course and the Accessibility of the objectives in Social Studies curriculum and examine the efficacy of Social Studies instruction based on experiential learning theory on students' attitudes and their retained level of Social Studies' goals" (2006, p. 167). Evin Gencel's study reveals that students' attitudes towards Social Studies lesson have changed in a positive way when the experiential learning method has been used. The efficacy of this theory proves itself in many areas, and its underlying methods can be closely observed in MUN conferences, which has been the topic of this dissertation.

4.3.2. Discussion of the Research Question 2

This section presents a discussion of the second research question that investigates the changes in students' English speaking anxiety in accordance with participation in MUN conferences. The data shows that there was a significant difference between pre-MUN and post-MUN ratings. That means the MUN conference experience decreased the participants' anxiety level significantly. The MUN experience helps students to self-evaluate and see their abilities not only in language skills but also in personal skills. The participants need to be active during the committees. As the participants learn by doing, they can analyse their strengths and weaknesses. Nasution and Sukmawati (2019) state in their article "Model United Nations promotes students' learning opportunities in three successive ways:

optimizing individual development through unmoderated caucus, growing competitiveness through working paper forum and sharpening problem-solving skill through the draft - resolution forum" (p. 47). As MUN necessitates multi-tasking skills, MUN participants either develop their existing multi-tasking skills or they motivate themselves to improve their different skills and perception. Nasution and Sukmawati (2019) write that "MUN offers students: a) skills to acquire critical and creative thinking, communication, cooperative problem-solving informed decision making, nonviolent conflict resolution, and the ability to perceive issues from more than one perspective" (p. 48). MUN conferences may be one of the top academic activities for students that develop their different skills at once. As Cates (2011) states, some of the skills are a part of 21st Century skills. According to Battelle for Kids, in the Framework for 21st Century Learning (2019), skills are categorised into different sections. "The P21 Framework for 21st Century Learning was developed with input from educators, education experts, and business leaders to define and illustrate the skills, knowledge, expertise, and support systems that students need to succeed in work, life, and citizenship" (Battelle for Kids, 2019). In contrast to traditional education, today's students need to develop new skills in order to be successful in both education and work life. Battelle for Kids' Framework states that key subjects include languages, mathematics, economics, science, geography, and history. In addition to the key subjects, schools must include higher education contents in their curriculum such as "Global Awareness, Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy, Health Literacy, Environmental Literacy" (2019).

In MUN conferences, most of the subjects are indirectly taught through different agenda items in different committees. MUN conferences do not develop students in only one aspect, on the contrary, they have a dynamic structure encouraging them to be active during the debates in the sessions and use a variety of abilities and skills such as creative thinking and problem-solving. Practising and learning by doing are important factors in learning. Anxious students can decrease their anxiety level through active participation. Zenuk-Nishide and Acar's study indicates that students who attended a 2-day MUN simulation developed their self-efficacy in discussion and negotiation skills (Zenuk-Nishide & Acar, 2011). Battelle for Kids' Framework further notes that "Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration are considered as important learning and innovation skills". Similarly, "Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability,

Leadership and Responsibility are seen as important life and career skills that all students should develop" (Battelle for Kids, 2019). MUN conferences enable students to develop their life and career skills. Especially crisis committees in MUN conferences are challenging and inspiring platforms for students to test their ability to adapt and develop their flexibility. Crisis committees do not present a stable agenda item; instead, delegates face a crisis at intervals, and they are asked to create a solution for the crisis. Thus, delegates can increase their life and career skills considerably.

4.4. Discussion of the Interview

The semi-structured interview was conducted with 20 random delegates in the MUN conferences. Each student answered the questions via WhatsApp messages. The interview questions were sent to the participants two weeks after the conference. Answers reveal that MUN conferences are useful in terms of academic and personal development. An elaborate evaluation of the interview and the analysis of 7 interview questions have been discussed in the following part.

4.4.1. Discussion of the Interview Question 1

The first interview question is "What do you think about your MUN experience?" The aim was to find out more about MUN participants' first MUN experience in order to evaluate their observations about their first MUN experience. As it was a unique experience for them, the first question shows a general frame about their experience. Most of the students noted that their first MUN experience was quite useful for improving their English speaking skills.

As an example, Student 1 reported that her first MUN conference experience was pretty good. It was educational and fun. As student 1 reported, the first MUN experience is found quite useful, educational and fun. MUN conferences are not merely academic activities but also social and fun activities. During the conference, there are many coffee breaks and social activities. Additionally, in in-person MUN conferences, it is quite common to see social activities such as Gala dinners, parties, etc. in the evenings. Student 6 reported that it was a unique experience to attend the MUN conference.

Student 6 noted that the MUN conference was very good. she had a chance to meet new people. It was such a brilliant experience to represent a nation like a real delegate. She was happy to experience this at this age. MUN conferences enable its participants to create enormous networks. As there are many international and national delegates and delegations

around the world, it is possible to meet new people and have a greater network. Especially in online MUN conferences, many international delegates are attending different MUN conferences. Another important issue that needs to be discussed is that students in MUN conferences represent important political or historical figures. Delegates are seen as the official representative of a country. Due to this responsibility, delegates are expected to pay attention to their manner, use of academic English and dress code. Each MUN conference has two categories of rules; 1-"Rules of Procedure"/academic rules; 2- "Code of Conduct"/behavioural rules and 3- "Dress Code"/dress rules. It means that social and academic rules are taught to the students at a very young age, and these experiences contribute not only to their academic but personal and professional development.

Another important point that should be touched upon is that the MUN conferences usually last three days. Junior MUN conferences can last 2 days and university level MUN conferences can last 5 to 7 days. Considering their age, the duration of the conference might be considered excessive for students to take an active part in. Student 13 stated that MUN was a very good experience for him and he had had an amazing job with his committee. Even if it had lasted for 3 days, he had a wonderful time.

It is highly challenging to capture young learners' attention for a long period of time. Even during courses at schools, young learners' attention can be distracted easily. This is the case in middle school as well. However, MUN conferences manage to attract students' attention for much longer periods. Even 2 or 3 day-long MUN conferences can be quite fruitful and educational for students. In fact, it can be used as a new teaching model for certain types of courses such as economics, history, international relations, sociology, psychology, etc. MUN conferences usually follow the Sustainable Development Goals of the United Nations. There are 17 goals that the member states of the United Nations aim to reach by 2030. These goals are " (1) No Poverty, (2) Zero Hunger, (3) Good Health and Well-being, (4) Quality Education, (5) Gender Equality, (6) Clean Water and Sanitation, (7) Affordable and Clean Energy, (8) Decent Work and Economic Growth, (9) Industry, Innovation and Infrastructure, (10) Reducing Inequality, (11) Sustainable Cities and Communities, (12) Responsible Consumption and Production, (13) Climate Action, (14) Life Below Water, (15) Life On Land, (16) Peace, Justice, and Strong Institutions, (17) Partnerships for the Goals" (UN). These 17 goals touch upon everybody's daily life and in MUN conferences delegates are expected to produce alternative long-term solutions for reaching these SDGs. Apart from SDGs, MUN conferences can choose popular topics like

crypto-currencies or historical and futuristic topics. Since the curriculums of the schools do not have such up do date or problem-based topics, the MUN experience makes the students feel like they are doing something useful and they are learning experientially. This helps a student gain self-awareness in terms of the world problems and personal weakness and strengths.

The findings of this study have been supported by the study of Hastürkoğlu which was conducted with the students of the translation and interpretation department. Hastürkoğlu finds out that students who attend MUN courses or conferences become aware of their metacognitive knowledge and use it in order to achieve deep learning (Hastürkoğlu, 2019). Students are exposed to extensive vocabulary, reading, speaking and listening activities. Students improve to a great extent within a short period of time.

4.4.2.   Discussion of the Interview Question 2

The second interview question is "Did the MUN conference reduce your anxiety about speaking English?" The aim was to find out more about MUN participants' anxiety towards speaking English. Overall, the delegates reported that the MUN experience helped them reduce their anxiety, speak with self-confidence, improve their public speaking skills, and improve their English level by increasing their motivation to speak up. Student 2 stated that she had spoken at the committee confidently and actually, she had enjoyed it.

Apart from reducing anxiety level, most of the interviewees reported that the MUN experience helped them gain self-confidence. Through the observations, it is seen that after attending the MUN conference, the students gained self-confidence. These experiences contributed to their social and academic life. Student 5 noted that the MUN experience had decreased her anxiety. Even though she was not good at public speaking, thanks to the MUN conference she had felt no anxiety in speaking English.

Public speaking skills may be crucial in academic and work life. According to Battelle for kids' Framework for 21st Century Learning (2019), the Communication Skill under the Learning and Innovation Skills title and Leadership and Responsibility under the Life and Career Skills title are key skills that students are supposed to develop in the 21st century. MUN does help to increase these skills by creating a friendly, academic and entertaining atmosphere. Thus, students feel less anxious while speaking English. Student 13 noted that she felt that her English improved. The other delegates in her committee were very welcoming and warm to her. This increased her self-confidence and enabled her to speak

English freely.

Within this context, it is plausible to state that MUN experiences motivated the majority of the delegates to work more on their English and to speak English more comfortably and frequently. In fact, two or three-day conferences may not dramatically improve English level. However, the important point is that MUN conferences give its participants a chance to perform or practice what they have learned in their language classes so far. It means that students are able to practice what they have been learning for a long time speak in a friendly environment with a higher level of self-confidence. To do so, MUN conferences should allocate the participants to the right committee and country. If a first-timer is assigned to an advanced level committee that requires high-level language skills and international relations skills, this may cause a problem for the delegates. Hence, the conferences design committees of different levels in order to get the maximum level of efficiency. Student 16 reported that MUN motivated her to speak English. Motivation is another topic that we have referred to briefly throughout this study since it is inseparable from anxiety and attitude issue. Most of the delegates reported that the MUN experience increased their motivation to speak English. Some of them understood the value of knowing and using a foreign language. In addition, some of them managed to observe their English level from another perspective and started making long-term plans for improving their foreign language skills.

4.4.3.   Discussion of the Interview Question 3

The third question is "Did the MUN conference increase your self-confidence?" This question aimed to learn more about participants' self-confidence. Most of the students noted that their experience of an MUN has made a significant contribution to their level of self-confidence and hence to their lives. Student 1 stated that after her MUN experience, she had started to speak English even with her mother and father in her daily life. Then, she spoke English more confidently. Student 1 noted that she started to use English in her daily life after having attended the conference. Due to the increased self-confidence, students start using their foreign language in their everyday lives as well. However, the use of foreign languages is limited in Turkey. Students cannot practice adequately their foreign language skills in their daily life apart from school, courses, projects and academic or social activities. Considering high school and university exams, students cannot spend enough time developing their language skills. However, MUN can be a practical and experiential solution

for practising their language skills even during the academic year.

Student 3 reported that the MUN experience increased her self-confidence. Because it helped her to realize that her English was good and she could accomplish any other things in the future. The third student's statements on accomplishment may be a strong outcome for this study. It is stated that self-confidence resulting from MUN experience may help students accomplish many other tasks in their academic and work life. According to Battelle for kids' Framework for 21st Century Learning (2019), Productivity and Accountability are shown to be the key skills under the Life and Career section. Personal development is one of the major outcomes of the MUN conference.

4.4.4. Discussion of the Interview Question 4

The fourth question is "Did the MUN conference change your attitude towards English?" This question was directed to the interviewees in order to investigate more about students' attitude towards English and to figure out possible effects of the MUN conference on their attitudes. The most important benefit that students mention in the interview is that they realized the importance of learning and using English. Thus, this awareness encouraged students to set new plans and to prioritize language studies. Student 13 noted that after the conference, she started to care more about English and to take it more seriously.

Students need to take high school and university exam in Turkey, and this obligation may lead students to ignore language studies because language questions are not as valued as other questions from different fields in the high school entrance exam. In university entrance exams, students are not even responsible for any language testing unless they are specifically specializing in language studies. Hence, students may postpone studying English or any other languages until it becomes an obstacle in their professional life.

Student 17 noted that she did not have a negative attitude towards English she had to perform in the committee, and she had to use her English skills in a real Model UN simulation. It was the moment that she had spoken English in a more positive way and she understood how beautiful this language was. Student 17 gave a very striking answer about MUN's effect on learning by doing. At first, there was a negative attitude towards English; however, the perception of student 17 changed after experiencing the chance to speak English in a nice environment. The student 17 noted that being exposed to the language for 3 days actually helped the students notice the beauty and function of the English language. Student 19 reported that the MUN conference positively affected her interest in English

because she learned different words and learned the English accent better.

Another aspect that should be discussed is that MUN also contributed to developing their vocabulary and accent. Even though there is no specific accent study in MUN conferences, delegates are exposed to many speeches during the sessions. The delegates are expected to pay attention to the speeches in case they are asked to answer some of the questions or they may wish to contribute more to the ongoing discussion. As regards improving vocabulary, the delegates should read their study guide which is a booklet that narrows the agenda item so that the delegates should study a specific topic. The study guide has a key role in MUN conferences as it prepares the delegates for the conference. In the study guide, there are Welcome Letters from the Secretary-General and Director-General, Introduction, Key Terms, Historical Background, Statistics and Timeline of the Important Events, Previous Treaties and Agreements, Relevant Countries and Organizations, Possible solutions and Extra Reading Links and Bibliography. Delegations usually read the study guide in their MUN club hours which help students develop their collaboration and teamwork skills. Additionally, MUN clubs have a president and these clubs are usually led by the guidance of the club president. The teacher takes the advisor or counsellor duty in the clubs. MUN conferences and MUN clubs are seen as student-oriented activities.

The study conducted by Pettit et al. (2017) indicates that Junior Model United Nations programs can be beneficial for students to develop their skills and become a global citizen. Additionally, the study finds out that JMUN activities help students to be active during the class and it helps them practice active learning. Besides, the topic is discussed from the point of in-service teachers, and teacher candidates. And it is stated that JMUN classes can be effective in teaching social studies to the students (Pettit et al., 2017).

4.4.5. Discussion of the Interview Question 5

The fifth question is "How many MUN conferences are you planning to attend in one education year? This question was asked to find out more about students' future planning in terms of attending MUN conferences. The responses to this question gave a hint about student's point of view on their yearly planning and how much their experience motivated them to be in an English speaking environment. Overall, answers show that students are planning to attend between 3 and 5 MUN conferences on average in one education year. Due to the Covid pandemic, MUN conferences have been organized online since March 2020. Online MUN conferences are mostly free of charge and are very accessible. MUN

conferences use communication software such as Zoom, Microsoft Teams, Adobe Connect or Google Hangouts. Thus, students can attend MUN conference without any haze and it is very practical to stay connected even if the conferences last for 3 or 4 days. Student 2 stated that she is planning to attend 3 or 4 conferences. Because getting prepared for a conference is very exciting and speaking at the conference is very amusing.

Students define their experiences at MUN conferences as motivating, entertaining and fruitful. Students engage in multiple activities and tasks not only during the conference but also before the conference while preparing for the session. The delegates are expected to do research on their country, committee and agenda items. Some MUN conferences ask their delegates to write a position paper which is a document that informs the conference about the delegate's position, policies and possible solutions on the agenda item. The position paper should be sent to the conference before the conference's opening ceremony. Usually, there is a certain deadline for sending the position paper. Hence, the delegates usually work together in their clubs or work individually to write a position paper and inform the conference about their policies. Some conferences give the "Best Position Paper" award to the delegates. We can say that giving an award is positive encouragement. On the other hand, some conferences do not give certificates unless the delegates hand in their position paper. Even though forcing students to write a position paper might increase their anxiety level of the students, they work harder to write the position paper and perform better during the conference. They tend to be more prepared when there is an obligation to write a document.

Student 10 reported that she personally aimed for at least four MUN conferences. Nevertheless, she could not attend because her family did not support it. As a result, she would participate twice in an academic year. It should also be stated that sometimes parents or school administrations do not allow extracurricular activities. Parents are usually afraid of such activities as MUN, as they believe that it may decrease their children's academic success. Similarly, school administrations tend to fear the loosening of discipline at their schools. Both parents and school administrations should be informed about the benefits of such extracurricular activities as MUN conferences. However, it should not be considered that these activities need to be limitless. They should be done in a planned way in accordance with the academic calendar of the school with the purpose of contributing to the personal and academic development of students.

4.4.6.   Discussion of the Interview Question 6

The sixth question is "Are you planning to attend an MUN conference abroad?" This question was asked to find out more about students' opinion on international MUN conferences abroad. Most of the students stated that they would like to attend MUN conferences abroad; however, there are 2 major obstacles ahead of them to realize their wishes. The first one is the global COVID-19 pandemic and the other one is about economic constraints due to the level of difference in currency rates. Student 4 said that she wanted to attend more conferences very much. She hoped to attend it after the pandemic was gone. If not, she would attend an international MUN conference organized abroad and online.

As student 4 stated, the pandemic is one of the biggest problems in travelling abroad. Due to the lack of in-person MUN conferences, delegates are eager to attend online MUN conferences. All over the world both schools and independent students organize MUN conferences. Due to low expenses, most of the conferences are for free or charged with reasonable fees. Student 10 noted that her parents' thought MUN conferences limited her academic success. In addition, she was not financially able.

Student 10 shared the point of view of his or her parents. S/he stated that attending an international MUN abroad is not an option because of two reasons. The first one is that his or her parents' idea that attending MUN conferences might negatively affect their children's academic success and the other one is related to economic constraints. As the students have no income, they are obliged to negotiate with their parents according to the limits put by their parents or scholarships. Currently, scholarship is not an option to be benefited in order to attend MUN conferences. However, some universities started to take MUN conferences as a factor in their scholarship criteria. Successful MUN participants are given scholarships in some departments of Bahçeşehir University in Turkey. Similarly, some international universities provide MUN participants with scholarships.

Leigh A. Bradberry & Jennifer De Maio conducted a study entitled "Learning By Doing: The Long-Term Impact of Experiential Learning Programs on Student Success" (2018). In the study, they selected two programs. These are Model United Nations Conferences and Judicial Internship Program. They noted that "while our students often tell us that these programs were life-changing, the survey results presented in this paper provide evidence that in MUN and the JIP, students acquire the critical skills they will need to be competitive, and ultimately successful, in an ever-changing workforce" (Bradberry & De Maio, 2018, p. 15). Accordingly, students believe that attending such programs bring them

more opportunities in academic and work life.

4.4.7.   Discussion of the Interview Question 7

The last interview question is "Do you think that the MUN conference has developed your skills such as leadership, critical thinking, creative thinking, problem-solving, cooperation, public speaking etc.?" This question was asked to learn about MUN participants' ideas on 21st-century skills and their relation to MUN conferences. 20 students noted that it helped them improve such skills. Every student felt that different skills developed on a different level. Student 2 stated that she used to be very shy about speaking English. Nevertheless, she wanted to speak the language. They, in the committee, talked about many issues during the MUN conference. Thus, her skills of problem-solving and creative thinking developed. They cooperated with the WHO committee while writing the Resolution Paper. She developed her collaboration skills."

As the student noted, MUN conferences develop various skills of the participants. Student 2 stressed the writing resolution process. Resolution is a document written by the delegates in the committee. The resolution paper shows the important parts of the topic and possible solutions that are discussed in the committee. Student 2 stated that writing a resolution in a block developed her or his collaboration skills. Problem-solving and creative thinking skills have been improved to a significant level. Hazen's study found out that MUN conferences develop the following skills: complex problem solving, cooperation, negotiation, listening, creativity, coordinating with others, and decision-making. Hazen suggests curating an MUN club and always be active in the clubs to get the maximum benefit (Hazen, 2018). Student 6 noted that MUN taught her a lot. She felt that her leadership and research skills improved while writing the resolution paper. She needed to do a lot of research for the conference. This skill is necessary for our entire life in many fields. MUN improved her public speaking, creative and critical thinking among many other things.

Student 6 shared that leadership and research skills improved while writing the resolution. In addition, student 6 is aware of the fact that skills such as doing research and leadership are always a necessity in work and career life. Besides, public speaking and other important cognitive skills were also enhanced. In addition, Student 10 stated that taking her committee as an example, it was important to quickly decide on sudden unexpected problems not only on their own but also as a committee. On top of that, taking precautions towards the future was a very important process.

Student 10 also noted that making quick decisions was quite important in the committee. Student 10 might have participated in the crisis committee. There is not any stable or fixed agenda item in crisis committees. Delegates are expected to respond to crises introduced by the crisis team. Problem-solving, creative thinking and critical thinking skills are key to run these crisis committees.

Lampton's study affirms that MUN conferences are distinctive platforms to develop leadership skills. He further asserts that MUN courses should be added to the curriculum in order to develop students' skills by creating a non-traditional learning environment. Lampton also adds that MUN is not about political activities or international relations only. In a nutshell, the way students try to find out solutions to world problems indicates that they learn how to be responsible for their own worlds.

5. CONCLUSION

5.1. Overview of the Study

This study has focused on exploring the potential effects of MUN conferences' on students' English speaking anxiety and attitude towards English. The mixed-method was used as the research model and experiential theory constituted the theoretical framework of this study. The results of the study showed that experiential learning at MUN conferences decreases the anxiety of speaking English and changes the attitude of the students towards English positively. Additionally, MUN conferences help students develop skills such as leadership, critical thinking, creative thinking, problem-solving, cooperation, public speaking. Among these skills, students stressed that public speaking, problem-solving and collaboration skills develop to a great extent thanks to their experiences during the MUN conference.

5.2. Conclusion

This study aimed to explore how MUN conferences can turn into experiential learning platforms for high school students and improve their language skills by reducing their speaking anxiety and changing their attitude towards English. The main research questions of this study have been explored with an extensive literature review within the abovementioned context, which is a relatively recent field that requires further research, particularly in Turkey.

The study was conducted with 33 secondary school students who have never attended an MUN conference before. The interview was conducted with 20 first-timer MUN students. Pre and post-tests technique was used to collect the quantitative data. "Foreign Language Classroom Anxiety Scale" and "Attitude towards English Scale" were applied to the students. SPSS program was used to analyse the data. Additionally, a semi-structured interview was conducted with 20 students to learn more about their gains out of experiential learning during the MUN conference. It can be concluded that the Model United Nations conferences are beneficial for students not only in reducing their speaking anxiety and motivating them to learn or speak English but also in improving the skills necessary for a successful academic, professional and personal life.

This study reveals that MUN conferences reduce English-speaking anxiety. When the

results of PreTest and Post FLCAS ratings are compared, it is seen that the ratings decreased from 1.78 to 1.53. This data indicates that there is a meaningful change in participants' English speaking anxiety level. Similarly, other academic studies reveal a positive correlation between MUN and personal development including foreign language learning. Hazen (2018) and Jesuit & Endless (2018) are the two studies conducted in this field and they argue that MUN conferences have a plethora of positive effects on students. They help them improve many capabilities such as solving complicated problems, developing negotiation skills, creativity and coordination. A study from Turkey conducted by Hasturkoglu (2019) found out that students could achieve deep learning within the metacognitive domain by using the Situated Learning model.

This study contributed to these studies by finding out that MUN conferences improved attitudes towards English. Since MUN conferences are platforms where speaking, listening and learning are the most significant activities, this study found it necessary and valuable to explore the relationship between experiential learning at MUN conferences and attitude towards English. MUN conferences as platforms for experiential learning are highly efficient in reducing anxiety by motivating students, which eventually leads to a permanent change in their attitude towards English. Gardner and Lambert (1972) argued that there was a relationship between motivational characteristic and attitude towards English in second language acquisition. As a relatively recent work, Brown emphasized the significance of positive attitudes towards an understanding of a foreign culture as it can play a key role in determining students' attitude towards a foreign language. MUN platforms are open to both national and international students and the agenda items consist of the world problems that need to be responded by all the nations and institutions around the world; therefore, they have the potential to help students observe foreign cultures and policies and develop positive attitudes towards learning English which is the official language spoken during the sessions.

This research has accordingly investigated whether participation in MUN conferences helps secondary school students feel less anxious about speaking English and embrace a positive approach to English. The methodology employed in order to carry out this investigation was mixed-method consisting of a PreTest and a PostTest as well as a semi-structured interview. When the results of PreTest and Post ATE ratings are compared, it is seen that the ratings increased from 4.26 to 4.51. This data indicates that there is a meaningful change in participants' attitude towards English before and after they attend the MUN conference. In addition, the results of semi-structured interview indicate that students

developed their skills such as critical thinking, creativity, collaboration, communication, leadership, entrepreneurship, public speaking, problem solving and social abilities. Besides improving language skills, decreasing English-speaking anxiety and improving their attitude towards English, MUN conferences have been found out to develop students' 21st-century skills and social abilities considerably.

5.3. Suggestions for Further Studies

MUN conferences develop students from many aspects including four basic language skills (speaking, listening, reading and writing) as well as personal development by enabling them to learn about new cultures, achieve self-realization, increase their motivation and manage to study autonomously. In this study, my research was limited only to speaking anxiety and attitude. Further research is necessary to explore more about the effects of the MUN conferences on EFL students. Besides, there might be a comparison between short term and long-term effects of the MUN conferences on students. The study might be also conducted with more participants in order to achieve more information about MUN and its effects on secondary school, high school and university level students.

Another limitation in my research was that my research's sample consisted of online MUN participants only due to the COVID-19 pandemic. Further research might be conducted with the participants of in-person MUN conferences.

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APPENDICES

APPENDIX I: The Foreign Language Classroom Anxiety Scale

	Strongly disagree	Disagree	Indecisive	Agree	Strongly agree
1) I never feel quite sure of myself when I am speaking in my foreign language class.					
2) I don't worry about making mistakes in language class.					
3) I tremble when I know that I'm going to be called on in language class.					
4) It frightens me when I don't understand what the teacher is saying in the foreign language.					
5) It wouldn't bother me at all to take more foreign language classes.					
6) During language class, I find myself thinking about things that have nothing to do with the course.					
7) I keep thinking that the other students are better at languages than I am.					
8) I am usually at ease during tests in my language class.					
9) I start to panic when I have to speak without preparation in language class.					
10) I worry about the consequences of failing my foreign language class.					

11) I don't understand why some people get so upset over foreign language classes.				
12) In language class, I can get so nervous I forget things I know.				
13) It embarrasses me to volunteer answers in my language class.				
14) I would not be nervous speaking the foreign language with native speakers.				
15) I get upset when I don't understand what the teacher is correcting				
16) Even if I am well prepared for language class, I feel anxious about it.				
17) I often feel like not going to my language class.				
18) I feel confident when I speak in foreign language class				
19) I am afraid that my language teacher is ready to correct every mistake I make.				
20) The more I study for a language test, the more confused I get.				
21) Bir İngilizce sınavına ne kadar çok çalışırsam çalışayım yine de kafam karışır.				
22) I don't feel pressure to prepare very well for language class.				
23) I always feel that the other students speak the foreign language better than I do.				
24) I feel very self-conscious about speaking the foreign language in front of other students				
25) Language class moves so quickly I worry about getting left behind.				
26) I feel more tense and nervous in my language class than in my				

other classes.					
27) I get nervous and confused when I am speaking in my language class.					
28) When I'm on my way to language class, I feel very sure and relaxed.					
29) I get nervous when I don't understand every word the language teacher says.					
30) I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31) I am afraid that the other students will laugh at me when I speak the foreign language.					
32) I would probably feel comfortable around native speakers of the foreign language.					
33) I get nervous when the language teacher asks questions which I haven't prepared in advance.					

APPENDIX II: The Attitudes towards English Scale

	Strongly disagree	Disagree	Indecisive	Agree	Strongly agree
1) English is not a very interesting subject.					
2) I want to develop my English skills and study this subject more.					
3) English is a very worthwhile and necessary subject					
4) English makes me feel nervous and uncomfortable.					
5) I have usually enjoyed studying English in school.					
6) I don't want to take any more English than I have to.					
7) Other subjects are more important to people than English.					
8) I am very calm when studying English.					
9) I have seldom liked studying English.					
10) I am interested in acquiring further knowledge of English.					
11) English helps to develop the mind and teaches a person to think.					
12) English makes me feel uneasy and confused.					
13) English is enjoyable and stimulating tome.					
14) I am not willing to take more than the required amount of English.					
15) English is not especially important in everyday life.					
16) Trying to understand English doesn't make me anxious.					
17) English is dull and boring.					
18) I plan to take as much English as I can during my education.					

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19) English has contributed greatly to the advancement of civilization.					
20) English is one of my most dreaded subjects.					
21) I like trying to solve new problems in English.					
22) I am not motivated to work very hard on English lessons.					
23) English is not one of the most important subjects for people to study.					
24) I don't get upset when trying to English lessons.					

APPENDIX III: Permission Document

Sayın Anıl İPEKÇİ

İlgi: 19.10.2020 Tarihli Araştırma İzin Dilekçesi

19.10.2020 tarihli dilekçenizde belirtmiş olduğunuz konuyla ilgili okulumuzca düzenlenen YUKOMUN Online konferansınızda çalışma ve araştırma yapma isteğiniz, Müdürlüğümüzce uygun görülmüştür.

Bilgilerinize arz eder, çalışmanızda başarılar dileriz.

Nur Yücel Mutlu

Okul Müdür Yardımcısı

İmza

Tarih: 16.12.2020