

KONUŐMA VE YAZMA DERSLERİNDE  
YABANCI DİL ÖĐRENİMİNDEKİ KAYGI NEDENLERİ

A STUDY OF SOURCES  
OF FOREIGN LANGUAGE  
CLASSROOM ANXIETY IN  
SPEAKING AND WRITING CLASSES

Belgin AYDIN  
(Doktora Tezi)  
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**A STUDY OF SOURCES OF FOREIGN LANGUAGE  
CLASSROOM ANXIETY IN SPEAKING AND WRITING CLASSES**

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**KONUŞMA VE YAZMA DERSLERİNDE**  
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Dil öğrenimi ve öğretimi üzerine yapılan çalışmalar son zamanlarda öğrenciler ve onların dil öğrenimi sürecine bakış açıları üzerine odaklanmıştır. Öğretme ve öğrenmenin söz konusu olduğu her ortamda sınıfın dört duvarı dışındaki faktörlerin önemi ve bu faktörlerin öğrencilerin motivasyonu, tutumu ve amaçlarına ulaşabilmek için gösterdikleri çabayı etkileyeceği artık tartışma götürmez bir şekilde bilinmektedir. Bu nedenle ikinci ve yabancı dil öğretimi, kullanılan metod göz önüne alınmaksızın, bireylere olumlu tutumlar geliştirebilecekleri, motivasyonlarını yükseltebilecekleri ve daha etkili dil öğrencileri olmaları için uygun stratejileri kullanabilecekleri bir sınıf ortamı yaratmayı amaçlamaktadır.

Diğer taraftan, dil öğrenme kaygısının öğrencilerin etkili öğrenmelerini engellediği de bilinen bir gerçektir. Bu yüzden, ikinci/yabancı dil öğretimi, daha başarılı dil öğrencileri yaratabilmek amacıyla öğrenci-merkezli ve kaygıdan uzak bir sınıf ortamı oluşturmayı hedeflemektedir.

Bu çalışma, İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerinin iki üretim odaklı beceriyi -konuşma ve yazma- öğrenme ve kullanmada yaşadıkları yabancı dil öğrenme kaygısının sebeplerini ortaya çıkarmayı amaçlamaktadır. 36 orta düzey yabancı dil öğrencisinin yabancı dil öğrenme kaygısı, Yabancı Dil Öğrenme Kaygı Ölçeği (FLCAS) kullanılarak belirlenmiş ve her bir denek, ölçeğe verdiği cevaplara göre yüksek, orta ve düşük kaygılı olmak üzere, üç kaygı seviyesinden birine konulmuştur. Tüm deneklerden daha sonra konuşma ve yazma dersleri için 4 hafta boyunca günlük tutmaları istenmiştir. Rasgele seçilmiş 12 denek ile duydukları kaygının sebeplerini daha iyi açıklamak amacı ile mülakat yapılmıştır. Çalışmaya katılan öğrencilerin her biri aynı

zamanda, dil öğrenimi hakkındaki inançlarının kayguları üzerindeki etkisini ölçmek amacıyla Dil Öğrenimi Hakkındaki İnançları Belirleme Ölçeğini (BALLI) cevaplamışlardır.

Öğrencilerin günlük ve mülakatlarda ifade ettikleri görüşler her iki beceri için incelendiğinde üç ana kategori ortaya çıkmıştır. Çalışmaya katılan öğrenciler, yaşadıkları kaygının kişisel sebeplerden -dil öğrenme becerisinin birey tarafından olumsuz değerlendirilmesi, bireyin diğer öğrencilerle kendini kıyaslaması, yüksek kişisel beklentiler, dil öğrenimi hakkındaki yanlış inançlar- öğretmenlerin tutumu ile ilgili sebeplerden -öğrencilere ve onların hatalarına karşı- ve konuşma ve yazma derslerinde izlenen öğretim prosedürlerinden -sınıfın önünde konuşma, sözlü sunular yapma, bireysel çalışma, paragraf formunda yazma- kaynaklandığını ortaya çıkarmıştır. Çalışma sonuçlarının yabancı dil öğrenimi ve öğretimine ilişkin yansımaları da son bölümde irdelenmiş ve bu bulgular çerçevesinde yabancı dil öğretimi ve öğrenimine ilişkin önerilerde bulunulmuştur.

## ABSTRACT

The recent literature in language learning and teaching mainly focuses on language learners and their perspectives about the language learning process. It is now known that any teaching and learning will be affected by factors beyond the four walls of the classroom, and these factors will be effective on the motivation of the learners, their attitude and the effort they are prepared to make to achieve their goals. One of the current challenges in second and foreign language teaching, regardless of the method, is to provide learners a classroom environment in which they can adopt positive attitudes, a high motivation and use appropriate strategies in order to become more effective language learners.

On the other hand, it is also known that language anxiety prevents learners from adopting effective learning practices in the classroom situation. As a result, second/foreign language teaching recently aims at providing students with a learner-centered and anxiety-free classroom environment to help them become more successful language learners.

This study was designed in order to find out the sources of foreign language anxiety Turkish students learning English as a foreign language experience in two productive skills; speaking and writing. The range and degree of foreign language anxiety of 36 intermediate level language learners were determined by using the questionnaire FLCAS (Foreign Language Classroom Anxiety Scale), and considering the answers they gave to the questionnaire each of the subjects was assigned to one of the three anxiety levels, high, medium and low. All of the subjects were then told to keep personal diaries about their speaking and writing classes for four weeks. Randomly selected 12 subjects were also interviewed in order to credit or discredit evidence of foreign language anxiety. Meanwhile, all the subjects were administered the questionnaire BALLI (Beliefs About Language Learning Inventory) to examine whether or not their beliefs about the language learning had any effects on their anxiety.

Analysis of the learners' comments both in the diaries and the interviews for each skill revealed three main sources of foreign language anxiety. Learners reported that the anxiety they felt caused by personal reasons -negative self assessment of ability, self

comparison to other students, high personal expectations, and their irrational beliefs about language learning-; their teachers' manner -towards learners and towards their error- and the teaching procedures in speaking -speaking in front of the classroom, making oral presentations, studying individually-, and writing classes -writing in the paragraph form-. Finally, implications of the findings for foreign language teaching / learning are also discussed in the study.

## JÜRİ VE ENSTİTÜ ONAYI

### İmza

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## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

*"I just know I have some kind of disability: I can't learn a foreign language no matter how hard I try".*

*"I feel like my French teacher is some kind of Martian death ray: I never know when he'll point at me!"*

*"It's about time someone studied why some people can't learn languages".*

(Horwitz, Horwitz and Cope, 1986, p.125).

*"When the teacher is giving explanations my heart beats strongly and I keep saying to myself: It is going to be my turn now".*

*"Today the teacher insisted a lot on tenses. I had beads of sweat! Me and English tenses have never agreed!"*

*"I will never forget today and the shame I felt. Everything started when the English teacher asked me to read a few sentences on the blackboard".*

(Cherchalli 1988, cited in Allwright and Bailey, 1991, p.175).

The first three statements were collected by counselors at the Learning Skills Center at the University of Texas, and the other three were taken from different language learners' diaries. They are quite familiar to foreign language teachers all around the world. Many people express opinions similar to the ones cited above; they claim to have a mental block against learning a foreign language. Although the same people may be good, strongly motivated learners in other learning situations, such as learning mathematics, science or music, as Horwitz, Horwitz and Cope (1986) state, they find foreign language learning, especially in classroom situations, particularly stressful. In many cases, one of the most obvious reasons for this stress, among other affective variables, is the **anxiety** reaction which affects learners' ability to perform successfully in a foreign language classroom.

If the questions “Why should anxiety be considered a special problem for language learners?”, or “Why is language learning different from other types of learning situations?” could be answered, it would be easier to understand the effects of anxiety reaction on language learning experience.

Anxiety literature suggests some possible arguments explaining why language learners have good reasons to be anxious. Foreign language anxiety, contradicting the common view, does not only affect students’ performance on oral exams, but as Phillips (1992) states, by creating a mental block, it also affects students’ affective reactions such as their motivation or attitudes toward language learning in general. Therefore, many variables may interact to affect language learning, but foreign language anxiety should be of considerable concern to language educators and students.

MacIntyre and Gardner (1989) claim that learners do not begin the language learning experience with language anxiety. Language anxiety, in their opinion, is a learned emotional response. In other words, teachers do not encounter anxious language learners when they first enter the language classrooms. Even if their students experience anxiety, it is not specific to the language learning situation, it drives from the factors other than the classroom situation. In their opinion, language anxiety occurs only after attitudes and emotions which are specific to the language learning experience have been formed. If the students’ experiences related to learning a new language are negative, language anxiety may begin to develop. As negative experiences persist, this anxiety may become a regular occurrence and the students begin to expect to be nervous and to perform poorly. Thus, language anxiety is based on negative expectations which, in turn, creates performance deficits. Poor performance and negative emotional reactions reinforce the expectations of anxiety and failure. Once it has developed, language anxiety can have a pervasive impact on the performance of language students, even affecting future learning. According to MacIntyre and Gardner (1989), the negative effects of language anxiety diminish over time as proficiency increases and more positive experiences accumulate. They argue that the problem is not so much in the student but in the language learning experience; therefore, in their opinion, language anxiety might be an indication that language teachers are doing something fundamentally unnatural in their language classes (see section 2.5.3).

Based on MacIntyre and Gardner's argument about the development of language anxiety, Ellis (1995) proposed a model to explain the role of anxiety in language learning;

Stage	Type of anxiety	Effect on learning
Beginner	Very little-restricted to state anxiety	None
Post beginner	Situation anxiety develops if learner develops negative expectations based on bad learning experiences	Learner expects to be nervous and performs poorly
Later	Poor performance and continued bad learning experiences result in increased anxiety	Continued poor performance

(Ellis, 1995, p.483, based on MacIntyre & Gardner, 1989).

### FIGURE 1

#### Ellis' Model of Language Anxiety

MacIntyre and Gardner's argument suggests the uniqueness of language learning experience. Therefore, language anxiety should be considered separately as a factor affecting students' perception of themselves and their efficiency in the learning process.

Horwitz, Horwitz, and Cope (1986) are other researchers who believe that foreign language anxiety should be considered separately in education because of the difference between foreign language learning experience and other learning experiences. As they point out, foreign language learning experience is a complex process involving learners' self-perceptions, beliefs, feelings and behaviors related to classroom language learning. In their view, since the concept of "self-perception" has not developed in young children, anxiety does not present difficulty for young learners learning a foreign language. It becomes a bigger problem especially for adults, because adults generally perceive themselves as "reasonably intelligent, socially-adopt individuals, sensitive to different socio-cultural mores" (p.128). When communicating in a native language it is not difficult to understand others or to make oneself understood; therefore, these assumptions are not challenged. However, foreign language learning situation involves risk-taking, because almost every individual communication attempt is evaluated according to "uncertain or even unknown linguistic and socio-cultural standards" (ibid). Therefore, the learners' immature command of the foreign language compared to the first language becomes a big problem threatening adult language learners' self-

perceptions while presenting themselves to others. As a result, the mismatch between the learners' "true-self" and "limited-self" creates anxiety and affects learners' foreign language learning experience negatively. The following statements of the two different language learners indicate this mismatch clearly;

*"You feel frustrated because you are an interesting adult and you sound like a babbling baby".*

*"My French is not good. It's not really fluent enough to carry on anything meaningful. I feel extremely uncomfortable speaking. I feel like I am stupid".*

(Price, 1991, p.105)

Another explanation related to the difficulties adults have in learning a second language comes from Guiora (1972, cited in Brown, 1994). He suggests that the language ego, "the identity a person develops in reference to the language he or she speaks" (p. 50), creates the difference between young and adult learners. Since a child's ego is dynamic and flexible, a new language does not become a threat or inhibition to the ego. Younger children, as Brown (1994) points out, are less frightened because they are less aware of language forms and the possibility of making mistakes in these forms. Therefore, adaptation is made easily. However, with the physical, emotional and cognitive changes of puberty, the language ego becomes protective and defensive. The language ego which is a part of self identity, is threatened and clings to the security of native language, trying to protect the fragile ego of the young adult. Therefore, as Brown (1994) points out, both for young adolescents and adults, who are comfortable and secure in their own identity, the acquisition of a new language ego, a second identity, is not a simple matter.

According to Allwright and Bailey (1991), language anxiety should be considered separately because of the characteristics of the context. Foreign language learning aims to provide the learners with the means of behaving normally, but it deprives them of the means of behaving normally and being fully themselves with people of another language and probably of another culture. In a sense, learning a foreign language means acquiring a way of looking at things from a different angle, getting a new world view. This itself can be seen as threatening rather than exciting, because for some learners it means having

two, perhaps somewhat contradictory ways of looking at everything, and also being associated in some way with that alternative world view which may represent a threat to their sense of identity.

According to Littlewood (1984), the classroom situation and the second language community where the second language learning takes place can easily generate situations in which learners feel over anxious. In a language classroom situation, learners are generally asked to “perform in a state of ignorance and dependence” (p. 58), which may create feelings of helplessness; for example, they have to produce unfamiliar sounds in front of an audience. If they do not perform adequately, they may be corrected, criticized or even ridiculed for reasons that are not clear to them. Moreover, most of the learners, especially at the initial stages, do not have the necessary linguistic tools to express their own individuality; and even when they do, they usually have little opportunity to do so, because the interaction is mostly dominated by the teacher. Likewise, in a second language environment learners may feel anxious and constrained. As Littlewood points out, unless people have firm confidence in themselves, they may feel that “they project a silly and boring image” (p.59), in presenting themselves to others; they may develop a sense of “reduced personality” and experience varying degrees of culture shock. As a result, he argues that if learners feel anxious and insecure in an environment, they are likely to have psychological barriers for communication; and if their anxiety rises above a certain level, it becomes an obstacle to the learning process.

Another explanation for the uniqueness of anxiety problem in language learning situation can be explained as the banishment of learners’ first language (L1) in foreign language classrooms. Allwright and Bailey (1991) point out that the way foreign language teaching is designed in the classroom often deprives learners of their mother tongue, the means of communication they otherwise use in other lessons to help them overcome their problems. They further believe that even if learners’ L1 is permitted, performing in the second language is more stressful and anxiety provoking than other subject classes, because “the risk of making a fool of oneself is very high” (p. 175) in a foreign language classroom. For example in mathematics, learners may get the answer wrong, but at least they can be sure of saying the numbers correctly. In a language class, on the other hand, even if they get the answer right, such as finding the correct form of

the verb in a blank-filling item, they may still make a lot of mistakes in what they say, like imperfect pronunciation of sounds, wrong word stress, wrong sentence stress, and so on. As a result, the probability of being wrong is greater in language learning, and performing in a foreign language class is itself potentially more stressful than performing in other subject classes. As stated by the researchers, it is almost impossible to avoid being affected by feelings of anxiety in such a setting, unless a person is a “robust” character.

The relationship between anxiety and language learning or performance in general has been examined in anxiety studies so far. However, the literature mostly focused on significant negative correlations between anxiety and students’ performance in speaking, in which students have been found to experience the greatest level of anxiety (see section 2.5.3). Little research is available that investigates language anxiety as it relates to the other language skills. Some views focusing on the relationship between anxiety and specific language skills have been pointed out by researchers as seen in the following part. Nevertheless, these perceptions or impressions have not been scientifically studied or measured.

MacIntyre and Gardner (1994), for example, believe that speaking can provoke anxiety, because it usually requires one to communicate with other people. Since speaking includes more public and ego involving activities, raising one’s level of self consciousness and reducing one’s control over the environment, it might easily generate anxiety on the language learners.

According to MacIntyre (1995), anxiety influences second language activities, such as listening, learning and comprehension. There is a potential role for anxiety in these processes, because he states that the anticipation of target language use in receiving information can provoke an anxiety reaction. For example, anxious students may worry about misunderstanding linguistic structures, or worry about inferring meaning from context because of the potential for embarrassing errors.

Krashen (cited in Young, 1992) suggests that when listening is incomprehensible, it may create anxiety and affect students’ performance. Anxious language learners generally complain of difficulties in discriminating the sounds and structures of a target language message. They may also have difficulty in grasping the content of the message.

In addition, according to Krashen, anxious students mostly have little or no idea of what the teacher is saying in extended target language utterances.

MacIntyre, Noels and Clement (1997) perceive reading as the most private task, because learners are allowed for repetition and clarification with minimal risk of embarrassment. They can review a text many times without uttering a word, recover any missed information, and gain confidence in their interpretation without publicly acknowledging having trouble. Therefore, reading is not generally thought as an anxiety-provoking skill.

On the other hand, for Krashen (cited in Young, 1992) even reading, which has the advantage of a permanent, written stimulus to which students can return repeatedly, can be anxiety provoking. He believes that especially individuals who have difficulty in reading effectively or well in their native language due to a learning disability or lack of appropriate reading strategies might find reading in another language anxiety provoking.

Smith (1985) argues that the reason of anxiety related to reading skill is the emphasis on test and memorization in many school situations. He believes the common procedure known in schools as a "comprehension test" (p. 46) is usually an imposition on long-term memory, because it is given when reading is over. Therefore, language learners who are afraid of making mistakes as they read, and of not comprehending and remembering every detail, will over-load their memory and confuse themselves into complete "bewilderment" (p.46). As a result, as he points out, the more the learners are concerned and anxious about reading, the less they are likely to comprehend.

Omaggio Hadley (cited in Young, 1992) believes that writing is not an anxiety-provoking skill, because in writing students have time to think and response.

Blanton (1987), on the contrary, claims that language learners often associate written work with tests, marks and examinations, and therefore with potential failure. They bring to their courses perceptions about writing that create anxiety and work against their becoming proficient writers.

According to Rogers (1989) the reason of anxiety in writing in a foreign language is the "deep-seated sense of inadequacy" (p.10) in students. In his opinion, students are generally afraid that teachers will "see through" them if they put anything down on paper.

For Daly (1991), “rule rigidity” is the reason of anxiety experienced in writing. Some people are “blocked” while writing because they have certain beliefs about what good writing is. For example, if they believe that they must have a “perfect” opening sentence in a composition, they cannot go further into the essay until they write that perfect first sentence. Non-anxious people might share similar rules, but the difference lies in the application part; they do not apply the rule that rigidly. He states that “people with writer’s block let the rules run them; people who get over blocks run the rules” (p.12). Daly applies the same characteristics to speaking anxiety, that is, while non anxious students mispronounce some words, change the structure or even the meaning of some materials, anxious students focus too much on what “should” be done.

Oner and Kaymak (1986) point out that culture plays an important role in the frequency with which anxiety occurs, and also in the form of its expression. In Turkish culture, as they state, although anxiety is more pervasive than in others, it is a recently recognized and accepted emotional experience. They claim that existing parent child-rearing attitudes and the educational system foster the development of high anxiety among Turkish students. Students at all levels of education, including even pre-school, express apprehension, tension, fear, and worry over school matters. Concern over academic achievement, rather than actual learning, is often the source of these feelings. They argue that “the highly structured and authoritarian organization of Turkish schools, the non supportive and critical behavior of teachers, and the strict grade promotion policies generate fear of failure and anxiety” (p. 227).

Vancı-Osam (1996) believes that learning a foreign language is an anxiety-provoking experience for all the learners in general. For Turkish learners, in her opinion, because of the unfamiliarity with the typical in-class activities and tasks in foreign language learning process, the situation is even worse. In her study with language learners at METU she found that although the students were aware of the importance of participation in classroom activities, they were quite inhibited, self-conscious and nervous in the classroom.

## 1.2. Goals of the Study

The fact that inconclusive research examining the role of language anxiety on specific language skills and the sources of this anxiety prompted this study to examine the sources of foreign language anxiety in two productive skills from the perspective of language learners. The aim of this study is to find out why -and if- Turkish students learning English in an EFL environment experience language anxiety while performing in the foreign language. This study tries to find out the range and degree of foreign language anxiety experienced by Turkish EFL learners, mainly focuses on identifying the problem from the language learners' perspectives. Language teachers' perspectives of foreign language anxiety are not included in the study.

The literature suggests that learners' beliefs about the language learning experience is one of the major sources of foreign language anxiety (see section 2.5.1). Therefore, another aim of this study is to find out what Turkish EFL learners believe about the nature of language learning and the effects of these beliefs on learners' anxiety experienced in the classroom. This study only deals with identifying the problem. It does not try to answer the question of how language anxiety can be reduced or eliminated at all. Only suggestions in dealing with anxiety problem are made, however, the effectiveness of the anxiety reducing techniques are not tested.

Test anxiety, offered as one of the sources of foreign language anxiety is not included in the study either; it is believed that a completely different design would be necessary to deal with test anxiety problem.

This study is also limited to a Turkish context. It was conducted in an intensive language program at Anadolu University where all the teachers are native Turkish speakers, and are trained in EFL. Therefore, the educational atmosphere in the research was particular to this environment. As a result, it is difficult to generalize the findings for all the EFL learners in Turkey and in other countries. However, the pedagogical implications offered in the study might still be applicable to EFL teachers and students and English language teaching in general.

### 1.3. Statement of Research Questions

This study addresses the following questions in its attempts to find out the range and degree of language anxiety experienced by Turkish EFL students, the sources of this anxiety in speaking and writing classes and students' beliefs about the nature of language learning;

1. What is the range and degree of language anxiety experienced by Turkish EFL learners in the foreign language classrooms?
2. What are the sources of language anxiety experienced in two productive language skills; speaking and writing?
3. What do Turkish EFL learners believe about the nature of language learning, and how do their beliefs affect the anxiety they experience?

By finding out the sources of anxiety experienced in two productive language skills, this study expects to help language teachers and “would be” language teachers realize why their learners are prevented from performing effectively in a foreign language classroom.

In his study Horwitz (1986) found a strong relationship between foreign language anxiety and overall classroom achievement. The results of his study indicated that anxiety specifically related to foreign language class accounts for approximately 25% of the variance in final grades. Therefore, if foreign language teachers can be made aware of the existence of language anxiety, before attributing poor performance or lack of motivation to their high anxious learners, they could help their learners to become more successful in this learning process.

The identification of origins of the anxiety problem which this study aims to achieve is the first step in the process of language learning and teaching. Knowing the negative effects of the foreign language anxiety inhibiting learners' effectiveness will help both teachers and learners control, at least try to control or minimize these effects.

As a conclusion, any teaching and learning situation, as Nunan (1996) states, will be affected by factors beyond the four walls of the classroom. These factors will be

effective on the motivation of the students, their attitude toward the teacher and the classes, and the effort the students are prepared to make to achieve their goals. Language anxiety is determined as one such factor shaping students' experiences in foreign language learning. Language anxiety may become a bigger problem for some people and may completely prevent them from learning a foreign language. As a result, for better academic success, creating a relaxed and comfortable atmosphere in the classroom is strongly suggested. Therefore, if the aim is to improve foreign language teaching, educators must first recognize anxiety.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Definition and Development of Anxiety**

In general terms, anxiety can be defined 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” (Spielberger, 1983, cited in Horwitz, Horwitz and Cope, 1986, p.125).

Psychologists commonly describe anxiety as “a state of apprehension, a vague fear that is only indirectly associated with an object” (Scovel, 1991, p.18).

According to Samimy and Tabuse (1992), anxiety is “a state of being uneasy, apprehensive or worried about what may happen; being concerned about a possible future event” (p.379).

Daly (1991), concluding from research, offers five explanations for the development of anxiety. The first explanation he provides includes “genetic predisposition”. He indicates that according to research on fraternal and identical twins, twins raised apart and adopted children which focused on characteristics such as sociability and activity, one’s genetic legacy may be a substantial contributor to one’s anxiety in general. The second explanation includes “the person’s history of reinforcements and punishments” related to the act of communicating. As an example, Daly gives a young child, watching a foreign language program and repeating some of the words. If the parents respond encouragingly with supportive and positive remarks, the child will probably continue practicing the language, but if they react angrily, and if this event represents a pattern of responses to the child, as he argues, over time s/he will probably avoid learning, especially speaking the foreign language. “Inconsistency in rewards and punishments” is another reason for the development of anxiety Daly provides. If a person receives random and inconsistent patterns of rewards and

punishments for engaging in the same verbal activity, s/he may become apprehensive about communicating. Therefore, he states that the unpredictability of others' responses to a person's attempts to communicate leads him or her to become anxious about communicating. Another explanation focuses on "the adequacy of people's early communication skills acquisition". According to this explanation, children who are not provided with the opportunity to have good communication skills early in life are more likely to be anxious than those who develop these skills relatively earlier. "The role of appropriate models of communicating" is the final explanation for the development of anxiety Daly provides. Individuals acquire some of their communication skills by observing others engaged in communicating. Research results on social withdrawal among young children have shown that children who have had adequate communication models are generally less anxious than children who have been exposed to inadequate models. According to Daly, all these explanations interact with each other in a cyclical way; people who feel anxious about communicating avoid opportunities to enhance their communication skills, and in situations where communication is required they find themselves doing not as good as their more skilled counterparts. This negative judgment of performance by oneself or others confirms the expectations of a poor performance, and contributes to even greater anxiety. Their anxiety, as a result, leads to avoidance of settings where communication skills might be enhanced.

In the past, the relationship between anxiety and language learning or performance was not properly explained. Most of the early studies, for example, focused on the relationship between anxiety and second language performance, and some of these studies found an inverse relationship between anxiety and performance while others did not. The inconsistency, as explained by Young (1991), was due to the fact that most of the research did not adequately define anxiety nor did it describe its specific effects on language learning. The conflicting results were also affected from different variables taken into account in the previous studies. Some of the different variables that are often overlooked when interpreting anxiety research results include;

- a. the use of various instruments measuring different types of anxiety (i.e. state, trait, test anxiety, facilitating or debilitating, classroom anxiety),

- b. the different contexts in which anxiety is examined (i.e. foreign or second language environment),
- c. the different variables taken into account (i.e. the age of the subjects, different skills evaluated, proficiency levels of the learners, or teaching methodology).
- d. the inconsistency in the design of the research examining whether only one variable, or a number of variables are effective (motivation, anxiety, personality, self esteem, etc.).

As a result, anxiety, until a specific type is identified for language learning situation, has always been thought as a complex, multi-faceted construct which is difficult to define and measure, thus difficult to be used as a variable in the studies. On the other hand, in almost all the studies that employ a measure specifically related to language anxiety rather than a more general anxiety measure negative correlations with achievement have been obtained (Gardner and MacIntyre, 1993).

## 2.2. Types of Anxiety

Some experts believe that anxiety does not always impede the learners' ability, but can even be helpful rather than harmful. The "good" or "mild" type of anxiety is called "**facilitating**" anxiety which assists performance, keeps students alert and on their toes. As Scovel (1991) states, facilitating anxiety motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behavior" (p.22).

According to Krashen (cited in Young, 1992), facilitative anxiety has a positive effect on language learning, only on tasks that require conscious learning, not on language acquisition. Language acquisition, in his opinion, works best when anxiety is zero, when it is directed somewhere else, not on language. In other words, to acquire a language, the person has to assume that s/he will be successful.

Horwitz (1986), on the other hand, believes that facilitating anxiety can only be helpful for very simple learning tasks, but not for language learning involving more complicated tasks. Therefore, in his opinion, there is no such thing as facilitating anxiety. Since the term "anxiety" has negative connotations, it can only be used to refer to

“**debilitating**” anxiety, which motivates the learner to “flee” the new learning task, and stimulates the individual emotionally to adapt avoidance behavior. Therefore, it is called the “bad” type of anxiety in the literature. It harms learners’ performance in many ways both indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language (Scarcella & Oxford, 1992).

Scovel (1991) argues that facilitating and debilitating anxiety work together in a normal individual; they simultaneously serve to motivate and to warn as the individual masters each new fact about the language-learning environment. A good performance in any activity depends on enough anxiety arousal to reach optimal levels of performance, but not so much that the necessary skills are disrupted.

According to Allwright & Bailey (1991), to work with a relaxed concentration and to achieve success, learners should minimize the sources of debilitating anxiety by optimizing the sources of facilitating anxiety. They believe that when success is guaranteed in the people’s mind, when there is no reason to be anxious at all, they may not produce their best. If success is not guaranteed, if there is a possibility of failure, by making a real effort people may do better because their anxiety facilitates their performance. On the other hand, if people believe that they cannot be successful no matter how hard they try, their anxiety may make it even more difficult for them to produce their best.

Literature also characterizes anxiety as “**trait**” and “**state**”. Most of the early studies examined the relationship between performance in second language and “**trait**” anxiety, which is defined as “a relatively stable tendency to exhibit anxiety in a large variety of circumstances” (Phillips, 1992, p. 14). Trait anxiety has been shown to impair cognitive functioning, to disrupt memory, and to lead avoidance behavior, in addition to other effects (MacIntyre & Gardner, 1991). While trait anxiety is “the tendency to react in an anxious manner, “**state**” anxiety is defined as the “**reaction**”; it is a situation-specific trait anxiety (Phillips, 1992). It is transitory; it is not a long-lasting personality feature that surfaces in response to a particular situation. That is, a person with state anxiety will manifest a stable tendency to exhibit anxiety, but only in certain situations, and at a particular moment in time, for example, before taking an exam.

A strong correlation between state and trait anxiety has been claimed in the literature, which means that high levels of trait anxiety will cause higher levels of state anxiety. Individuals with high levels of trait anxiety are expected to show greater evaluations of state anxiety in stressful situations. On the other hand, as cited in Young (1991), considerable body of evidence suggests that while trait anxiety has little -if any- role in the language learning process, state anxiety negatively influences this process.

In a study conducted in 1997-98 academic year including 169 freshmen of Uludağ University School of Education, Basal and Peker (1998) found that female students scored significantly higher than male freshmen in terms of trait anxiety. On the other hand, there was no significant difference in terms of state anxiety scores of Turkish university students.

State-trait anxiety distinction has been criticized by MacIntyre and Gardner (1991), they have claimed that since behavior occurs with a person in a context, traits are meaningless unless they are considered in interaction with situations. The trait anxiety approach requires people to consider their reactions over a number of situations, but the situations provoking anxiety may differ within a group of people; it might differ even among individuals showing similar trait anxiety scores. They have also criticized the state anxiety scales, because in their opinion, with state anxiety assessment, the subject is not asked to attribute the experience to any particular source. That is, instead of being asked "Did this situation make you nervous", the subjects are asked "Are you nervous now" (p.90), and as pointed out by the researchers, a lot of different factors can contribute to a respondent's reaction to such a statement.

As a conclusion, the role of language anxiety could not be demonstrated neither by state/trait nor facilitating/debilitating anxiety distinction. The unsatisfactory and contradicting results in the theory and measurement of anxiety led the researchers toward finding out the effects of anxiety specific to foreign or second language learning situation. The following part of the chapter will focus on explaining foreign language anxiety -or sometimes as referred to second language anxiety or language (learning) anxiety and its effects on foreign language learning (section 2.3), models of foreign language anxiety (section 2.4), its sources as suggested by different views (section 2.5), its manifestations (section 2.6) and its measurement (section 2.7).

### **2.3. Foreign Language Anxiety and Its Effects on Foreign Language Learning**

Because of the inconsistent results on the relationship between anxiety and achievement, more recent literature in the area views the theory of anxiety particular to language learning, and defines “**language anxiety**” as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning” (MacIntyre and Gardner, 1994, p. 284).

Horwitz, Horwitz and Cope (1986) were the first to treat foreign language anxiety as a separate and distinct phenomenon particular to language learning, and outlined a theoretical framework of “foreign language anxiety”. According to their framework, although foreign language anxiety and general communication anxiety share certain characteristics, such as fear of making mistakes, a desire to be perfect when speaking, foreign language anxiety differs from general communication anxiety. While general communication anxiety plays an important role in the development of foreign language anxiety, foreign language anxiety is “a distinct complex of self-perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process”(p. 127). In addition to the usual concerns about oral communication, the foreign language class requires the students to communicate via a medium with which they are not secure yet.

For Rardin (cited in Young, 1992), language learning process might be an anxiety-provoking experience, particularly for adolescents and adults, because learning a foreign language touches the core of one’s self-identity and his or her self-image. According to her, a learner’s way of thinking is somewhat as follows; “If I learn another language, I’ll somehow lose myself; I, as I know myself to be, will cease to exist” (p.168). There is no doubt that these psychological phenomena are particular to the language learning context, and language anxiety should be considered as a distinct concept.

In addition, according to Rardin (cited in Young, 1992) anxiety, tension and stress affect learning when there is imbalance. When a learner is not prepared for the tension, and is not provided with ways to respond to it, the tension will then shift from

being a positive and constructive force to being a negative one, which in turn can block learning.

Based on research findings, it is possible to conclude that when the language anxiety is provoked, performance on the foreign language tasks suffers. However, no performance deficits are observed when learners are not experiencing anxiety. Thus, active interference seems to arise from language anxiety, and that interference can occur at any stage of the learning process. There is relatively strong evidence that anxiety arousal can act as a casual agent in creating individual differences in second language learning (MacIntyre, 1995). The results reported so far contradict the claim that language anxiety is a consequence, rather than a cause of problems in the learning process. Further, they suggest that the effects of anxiety are not limited to problems encountered during speaking but pervade the entire language learning process.

## **2.4. Models of Foreign Language Anxiety**

### **2.4.1. Horwitz, Horwitz and Cope's Framework**

Horwitz, Horwitz and Cope (1986) outlined a theoretical framework of Foreign Language Anxiety, and identified foreign language anxiety as a separate and distinct phenomenon particular to language learning. Their framework consists of three components; communication apprehension, fear of negative social evaluation and test anxiety.

**a. Communication Apprehension;** is defined as “a type of shyness characterized by fear of, or anxiety about communicating with people” (p.127). It refers to an individual's level of fear or anxiety associated with either real or anticipated oral communication with another person or persons.

The development of communication apprehension, according to Miller (1987), is a direct result of expectations concerning the probable outcomes of engaging in various communication behaviors. When people employ communication behaviors that achieve the desired goal, they develop positive expectations for those behaviors. If these

behaviors continue to be reinforced through successful utilization, positive expectations are also reinforced and outcomes of communication behavior are predictable. Therefore, the person develops confidence in his or her ability to communicate effectively. On the other hand, when the person finds that certain communication behaviors result in lack of success, the opposite occurs. The person starts to avoid situations in which s/he needs to communicate with others. Over time, communication behaviors may become associated with negative expectations, and individuals may be forced to choose between withdrawing from the communication situations, or engaging in behavior they expect will lead to failure.

Another reason of communication apprehension related to foreign language learning situation derives from the "metacognitive awareness" that, as a speaker and a listener, full comprehension of foreign language messages is not possible. Therefore, the potential for frustrated or aborted communication is always present (Lucas, 1984, cited in MacIntyre and Gardner, 1991).

In addition, the personal knowledge that one will have difficulty in understanding others and making oneself understood in the foreign language creates frustration and apprehension in language learners. The fact that language students, especially at the initial stages, have mature thoughts and ideas, and an immature second language vocabulary to express themselves creates anxiety which is specific to foreign language situation. Because of this personal knowledge, otherwise talkative people may become silent in a foreign language class. In some cases however, Horwitz, et al (1986) claim that just the opposite may be observed. Generally inhibited speakers might find themselves communicating in a foreign language less anxious.

According to Mejias, Applum, Applum and Trotter (1991), high communication apprehensive students will perceive language learning situations as threatening. Because in these situations, students' participation is not voluntary but required by an authority -the teacher. Students are generally asked to participate in class discussions, oral reports to classmates and conferences with counselors or teachers. Since communication in any type of participation is mainly dominated by the teachers, and the students have little control over communication, their required participation may

result in high anxiety, withdrawal, negative affective feelings, less persistence in a foreign language, all of which may bring about negative academic consequences.

Research reported on interaction in typical small classrooms has indicated that there are certain seats from which most of the student participation originates; generally in the center of the room towards the front. It was found out that teachers call on students in these seats more, and students in these seats volunteer comments and questions more than other students do. Thus, students in these seats are more likely to determine their deficiencies and correct them, as well as to request needed information, than are students sitting in other parts of the room. Recent research has also indicated that while low communication apprehensives are twice as likely to sit in this high interaction area (20 % of the total seats) as they are to sit anywhere else (80 % of the total seats), high communication apprehensives are four times as likely to sit outside this interaction area as they are to sit in it (McCroskey, 1976).

**b. Fear of Negative Social Evaluation** is the “apprehension about others’ evaluations, the expectation that others would evaluate oneself negatively, and therefore, avoidance of evaluative situations” (Horwitz, et al, 1986, p.127).

Language learning is not only a process of acquiring linguistic rules or participating in communication activities, but, as Tsui (1996) points out, it is a process in which individual learners are constantly putting themselves in a “vulnerable” position of having their own self-concept undermined and subjecting themselves to negative evaluations of the teacher and the other learners in the classroom. When the students are unsure of themselves and what they are saying, they will feel that they are not able to make the proper social impression, and will be evaluated negatively by the others. Therefore, language learning might be a very stressful process generating anxiety in the learners and this intimate relationship between self-concept and self-expression makes language anxiety distinct from other academic anxieties (MacIntyre and Gardner, 1991).

According to Nunan (1996) it is not only the feeling of failure that can lead to negative social evaluation. In many cultural contexts, it is considered unacceptable for talented learners to stand out from their peers. Therefore, some learners, generally the most competent ones, get anxious because they know they could avoid making most of the mistakes other people are making, but they also know that if they do so, they will

stand out from the crowd by outperforming their peers, unfavorably evaluated by them, and perhaps be actively resented for their relative success.

**c. Test Anxiety** is defined as “the type of performance anxiety resulting from a fear of failure in an academic evaluation setting” (Horwitz, et al, 1986, p.127).

Covington (1985) considers test anxiety as a result of an achievement cycle, which includes four phases;

1. Test anticipation (phase 1): In the first phase, students assess the subjective probability of either succeeding or failing an upcoming achievement test. This assessment is based on numerous factors, like prior experience on similar tests, estimation of task difficulty, grade-goal desires, and task importance. Judgments about the quality and quantity of personal resources available, such as amount of time for study preparation, and subjective estimates of one’s ability play a significant role in this evaluative process. Depending on the overall subjective probability of success and failure, students will perceive the upcoming test as either a “challenge” or a “threat”, which will create anxiety.

2. Test preparation (phase 2): The students prepare for the upcoming test while experiencing various feelings, expectations and cognitions regarding the effectiveness or appropriateness of study. Covington believes that test anxious students generally put unrealistic demands on themselves, feeling that “anything less than a perfect test performance is a failure” (p. 57). Students who are threatened by the possibilities of failure may generate self-protective behaviors which, may not insure success, but at least may minimize the personal implications of failure.

Related to this second phase, Topman and Jansen (1984) believe that test anxious students do not have the slightest idea about what kind of behavior might lead to the desirable result; but have wrong ideas about this behavior, like “one should know absolutely everything”, “one should be 100% at ease”, “absolutely no mistakes are permitted” (p. 245) and so on. Therefore, the greater part of test anxious students prepare themselves very badly for tests; they postpone taking the feared test, which leads to serious study delay. If one regards the chance of failure to be great, as test anxious students often do, the degree of effort lowers, with the inevitable results of less and less

effective studying. So as the researchers claim, the period before the test is of great importance, and should be taken into account in the theoretical considerations.

3. Test-taking stage (phase 3): While taking a test, because of their anxiety, students may experience various sources of disruption, including emotional tension, destructive worry and physical upset.

4. Test reaction (phase 4): In this last phase, students' worries, hopes or fears are confirmed, or disconfirmed depending on the quality of test performance.

In their study examining Horwitz's theory of foreign language anxiety, MacIntyre and Gardner (1989) found that communication apprehension and social evaluation were directly related to foreign language classroom anxiety; however, test anxiety was a general problem and not specific to the type of tests encountered in language class. On the other hand, they still believe that foreign language tests, given orally, will likely to evoke test anxiety as well as communication apprehension and fear of negative social evaluation.

#### **2.4.2. Tobias' Model of Anxiety**

In Tobias' model (1986, cited in MacIntyre and Gardner, 1989), language anxiety is associated with a person's divided attention between "task-related cognition" and "self-related cognition". He believes that anxiety arouses if task-related cognition is disrupted by self-related cognition like, assessive self-evaluation, worry over potential failure, and concern over the opinions of others. When the anxious person's attention is divided between task-related cognition and self-related cognition, performance in the second language suffers.

According to Eysenck (1979, cited in MacIntyre and Gardner, 1994), anxious students are aware of this interference, and attempt to compensate by increasing their effort. In this case, anxiety may facilitate performance, but most of the times although anxious students study more than relaxed students, their achievement does not reflect their effort. Non-anxious students, on the other hand, do not have such self-preoccupations which gives them an advantage to deal only with the task.

The effects of anxiety can be seen at three stages of learning according to Tobias' model;

**a. Input Stage:** "It means learner's first experiences with a given stimulus at a given time. Input is concerned with the initial representation of items in memory; external stimuli are encountered and internal representations are made; attention, concentration and encoding occur" (p. 286).

At the input stage, anxiety may cause attention deficits and poor initial processing of information, as a result, not so much information is registered. Therefore, anxiety-arousal at this stage may affect all three stages, unless the missing input can be recovered. Language spoken too quickly or written materials with complex sentences cause difficulty at the input stage. Anxious students may ask for more repetition for the linguistic input, or may read a text several times to compensate for the missing input.

**b. Processing Stage:** This stage involves the cognitive operations performed on the subject matter, such as organization, storage and assimilation of the material. It involves the internal manipulations of items taken in the first stage. Tobias argues that anxiety impairs cognitive processing on tasks that are more difficult, more heavily reliant on memory and more poorly organized. Each of these increases the demands on processing time. In second language contexts, the time taken to understand a message or learn new vocabulary items would indicate activity at this stage.

Related to the relationship between anxiety and performance as a function of task difficulty, "Yerkes-Dodson Law" (MacIntyre, 1995) claims that when the task is simple, anxiety has a little negative effect. It may actually increase performance through increased effort. On the contrary, anxiety will have a negative effect when the task is difficult, and the extra effort may not compensate the cognitive interference. As a consequence, learners who do not experience anxiety will be able to process the information more quickly, more efficiently or both, compared to those who are prevented by task-irrelevant cognition.

**c. Output Stage:** It involves the production of previously learned material, in terms of the organization of output, and speed of retrieving items from memory. Learners are required to demonstrate their ability at this stage, and their performance here depends on successful completion of the previous two stages. Students who report

freezing on tests are shown as the examples of anxiety interfering on the output stage. Anxious students generally claim that they have learned the material, but their performance does not reflect their learning.

Tobias states that these three stages are interdependent; each stage depends on successful completion of the previous one. Therefore, the use of the term “stages” does not mean that learning occurs in discrete sections. Nevertheless, existing scales of anxiety have primarily focused on the output stage in terms of production, performance, course grades, and other such criteria.

In their study MacIntyre and Gardner (1994) examined Tobias’ model of anxiety, and identified the effects of anxiety on three stages of learning. At the input stage, anxiety caused students to have difficulty in comprehending long sentences and in holding discrete verbal items in short term memory; with anxious students a smaller number of verbal statements entered the processing stage. Anxious students also appeared to be slightly slower to recognize that a word is being presented in the second language, and they were not able to translate the passage as well as relaxed students, proving the effects of anxiety on the processing stage. MacIntyre and Gardner explain the reason of such anxiety with the poetic nature of the passage students were asked to translate for the study. Since translation required guessing the meaning of unknown words, anxious students’ unwillingness to risk an incorrect or incomplete translation, as they claim, may have caused them to avoid responding in order to avoid guessing. Anxious students also tended to take more time to study the words and to complete the first test; anxiety interfered with both encoding and recalling processes, proving its effects at the output stage. Even though anxious students in the study tended to study longer and to take longer to complete the first test, they obtained lower scores than the more relaxed students.

To sum up, the combined effects of language anxiety at all three stages, according to MacIntyre and Gardner, can explain why the students with lower levels of anxiety, when compared to high anxious students, tend to learn better. Anxious students compared to relaxed students have a smaller base of second language knowledge, and experience more difficulty in demonstrating the knowledge they do possess.

### 2.4.3. Foss and Reitzel's Model of Anxiety

For conceptualizing how anxiety interferes with the attainment of competence in second language classrooms, Foss and Reitzel (1988) proposed a framework of language anxiety. There are five components of their framework; motivation, knowledge, skills, outcomes and context:

**a. Motivation:** It is associated with the effective approach or avoidance response to a particular communication situation. They claim that the motivation to learn and use the L2 depends on students' perceptions of their abilities in the second language. Some L2 learners may choose not to communicate in a situation because they judge their capabilities to be so poor that not communicating is perceived as more rewarding than doing so. Avoidance reinforces the perception of incompetence because the individual never puts himself in a position to increase skills levels and to be evaluated positively by others.

**b. Knowledge:** It consists of a repertoire of behavioral patterns and strategies upon which a person draws in order to decide how to communicate in a given situation. Learning a language may be especially anxiety producing because the task of gaining the knowledge of a second language might appear overwhelming for some students, and their anxiety may affect their efforts to learn effectively.

**c. Skills:** Foss and Reitzel claim that although a person may be motivated to interact competently, and may understand how to manage the fundamentals of a language theoretically, he needs certain **skills** to communicate successfully in the new language. Successful communication depends on self-perception, and students' perceptions may or may not be consistent with their actual skill levels; their actual performances may be adequate but they may not evaluate themselves positively. As a result, this negative evaluation creates language anxiety and affects learners' communicative attempts.

**d. Outcomes:** Researchers consider several **outcomes** as evidence of communication competence. These include; communication satisfaction -how satisfied one is with the interaction-; relational trust -the extent to which all parties involved feel

positively toward the other in the interaction-; and interpersonal attraction -an individual who is more satisfying and confirming to talk to frequently is seen as more likable.

**e. Context:** It demands that attention should be given to the subjective dimensions of environment as well as to its objective features. Foss and Reitzel believe each person, through his perceptions, creates an environment that facilitates or hinders language learning. That is, self perceptions of the context are more important than the context itself.

## **2.5. Sources of Foreign Language Anxiety**

### **2.5.1 Anxieties Caused by Personal Reasons**

#### **A. Self Assessment of Ability**

Research and theory have suggested that anxiety and **self perceptions of foreign language ability** may be detrimental to second language achievement. In the process of acquiring a new language, learners assess their own abilities. MacIntyre, Noels and Clement (1997) claim that this self assessment of competence generally facilitates learning by helping learners develop strategies to enhance their linguistic competence. On the other hand, as Young (1991) argues, if students start out with a self-perceived low ability level in a foreign language, they are possible candidates for language anxiety. Anxious language learners generally focus their attention on their perceived inadequacies, the potential for failure, and the consequences of “imagined” failure instead of concentrating on the task itself. Perception of self-ability, therefore, plays a key role in how students approach the learning and use of a foreign language.

Similarly, Covington (1985) believes that anxiety arises from a perception that one’s abilities are insufficient to the task at hand, as a result, failure with its implications for “worthlessness” is inevitable. He views poor performance and anxiety along with irrational goal-setting and negative patterns of self-reinforcement as the consequences of

feelings of inadequacy. The negative relationship between anxiety and performance is moderated by the individual's degree of self-perceived incompetency.

In their study examining the relationship between students' perceived competence and language anxiety MacIntyre, Noels and Clement (1997) found a negative correlation. As the students' anxiety levels increased, the ratings of ideas expressed, output quality and self-rated competence declined. These relations were also consistent across speaking, reading, writing and comprehension tasks. Anxious students tended to underestimate their ability, communicate less information, and did not express themselves as well as more relaxed students. Furthermore, explaining the reciprocal link between anxiety and proficiency, the researchers argue that the anxious students who are reluctant to speak will not progress as rapidly as the relaxed ones, and therefore will retain a relatively high level of anxiety.

Price (1991) in her study interviewed highly anxious students and found out that the majority of them believed they had weaker language skills than the other students. They believed they weren't doing a good job, and everyone else looked down on them. All of the high anxious subjects in the study also believed that learning a language required a special aptitude, an aptitude which they didn't possess.

In their study with Hungarian students Clement, Dörnyei and Noels (1994) assessed students' attitude, anxiety and motivation toward learning English, as well as their perception of classroom atmosphere and cohesion. They found similar results; students who showed little anxiety when using English evaluated their own proficiency positively, were satisfied with their current level of English proficiency and reported positive and frequent contact with English. They were also motivated to learn English and found it easy. Anxious students, on the other hand, reported just the opposite.

Gardner and MacIntyre (1993) propose that high levels of anxiety might serve to lessen one's motivation to learn the foreign language, because the experience is found to be painful, and that high levels of motivation result in low levels of anxiety because the student perceives the experience positively and tends to be successful, both of which decrease anxiety. As they claim, in any learning situation where material or skill transmitted to a learner in some way, individual differences in intelligence, language aptitude, the use of language learning strategies, motivation and language anxiety will

influence how successful that individual will be in acquiring that material or skill; each playing a role in its own way.

In her study exploring the relationships among motivation, anxiety, self confidence, extroversion/introversion and class participation of Turkish EFL learners, Kaya (1995) found a strong relationship among each of the variables. The highest correlation was between self-confidence and anxiety in a negative way, and the lowest one, again in a negative way, was between motivation and anxiety. That is, motivated and self confident learners participated to class activities more than unmotivated and anxious language learners.

In a study examining the native oral and written language and foreign language aptitude and performance of students with different levels of anxiety, Ganschow et al (1994) indicated a very strong relationship between **foreign and native language skills**. They found out that high, medium and low anxious students' performance differed on tests measuring oral language- listening and speaking-, phonological processing - phonetic analysis, single word recognition-, and aptitude for learning a foreign language; low anxious students demonstrated superior native language skills and foreign language aptitude. As a result, the researchers have assumed that native language skills may serve as the foundation for success in the foreign language classroom, and that students' level of anxiety about FL learning may be associated with the strength of one's language skills.

McCroskey, Fayer and Richmond, (1985) in their study with bilingual speakers in Puerto Rico found that self-perceived competence in a second language was significantly related to communication apprehension in that language. They also identified a close relationship between anxiety experienced in both L1 and L2, and concluded that the level of one's communication apprehension in his first language was predictive of the level of communication apprehension in his second language.

One of the teachers in Tsui's (1996) study conducted a survey by asking the students to fill out a questionnaire about class participation. 88% of the students said that they had no incentive to speak in English. When they were asked to state the reasons; 82% stated they did not have confidence, and the 46% of the subjects said they did not know what to say, or how to say what they think. In addition, 37% of them believed it was because their classmates did not speak in English either. The students' lack of

confidence was also reflected in their unwillingness to speak up in class. When called upon by the teacher to answer a question, they spoke in a very soft voice, which was barely audible to the teacher and not at all audible to the whole class.

To conclude, as argued by Williams and Burden (1997) learners may have all the necessary skills to perform a certain task, but unless they believe that they are capable of doing so, they are unlikely to demonstrate those skills in that context. Thus, learners' beliefs about their own capabilities to apply effectively the knowledge and skills they already possess, and thereby to learn new cognitive skills will influence their effectiveness and the choice of activities they undertake. It will also affect the amount of effort that learners are prepared to expend and their level of persistence.

According to MacIntyre and Gardner (1994), language learning is a cognitive activity that relies on encoding, storage and retrieval processes, and anxiety can interfere with each of these by creating a **divided attention** scenario for anxious students. Anxious students are focused on both the task at hand and their reactions to it. For example, when responding to a question in class, the anxious students' attention is focused both on answering the teacher's question and evaluating the social implications of the answer while giving it. To the extent that self related cognition increases, task related cognition is restricted, and performance suffers. Anxious students will therefore not learn as quickly as relaxed students, and as a result, will perform poorly because they have learned less. Thus, anxiety may also interfere with the student's ability to demonstrate the amount that she does know. Anxious students are caught in this double bind; they have learned less and may not be able to demonstrate the information they have learned, so the link between anxiety and proficiency is reciprocal; as the students' anxiety level increases, they will experience even more failure, and vice versa.

To sum up, language learners' perceptions of ability in presenting themselves to the others in another language, and their divided attention between task related cognition and self related cognition, their motivation and aptitude toward learning another language play an important role in the learners' affective domain and their success in the learning process. The results of a few studies (McCroskey et al, 1985, Ganschow et al, 1994) also indicate a possible relationship between language learners' anxiety level and their foreign and native language skills.

## **B. Self Comparison To Others**

In addition to negative self assessment of ability, Bailey (1983) suggests that **competitive behavior** leads to a high level of anxiety as well. Anxious students generally perceiving themselves as less worthy than others and their communication as less effective than their peers tend to **compare themselves with the others in the classroom and adopt a competitive behavior**. They may also **compete with their personal expectations**, which additionally creates language anxiety. Moreover, their obvious self-comparison to other classmates and personal expectations might cause hostile reactions towards other students based on comparisons, a desire to out-do other classmates, and an emphasis on tests and grades with reference to other students' performances. In these cases their anxiety increases so much that they feel they cannot cope with it, even mental or physical, temporary or permanent withdrawal from the language learning experience can be observed. Bailey also claims that in a classroom where all the learners are perceived as better learners, a student might -to preserve his or her own self esteem- be quite willing to give public proof to the other students' superiority. This might be observed especially if people don't know each other well in the classroom.

In their study with beginning Spanish students Horwitz et al (1986) found that students with high levels of anxiety felt unable to deal with the task of language learning. They were afraid of speaking the foreign language, because they feared being less competent than other students, or being negatively evaluated by them.

## **C. Learner Beliefs**

Language learners' beliefs about language learning are also suggested as one of the major contributors to language anxiety. Students bring these beliefs with them into the classroom, and **their preconceived notions about language learning** will likely to influence a learner's effectiveness in the classroom. Learner beliefs might be a contributor of anxiety especially for adult learners, because as Rogers (1989) points out, adults already have certain well-developed ideas about life along with their own systems of

ideas and beliefs, and to admit that they need to learn something new like a new language is also to admit that there is something wrong with their present system. As a result, many people may feel so threatened by the challenge of their previous beliefs that they may become unable to learn.

Language anxiety results **when beliefs and reality conflict**. Young (1991) explains this with an example, if the students, especially the beginning learners believe that “pronunciation or speaking with an excellent accent and memorization is very important” (p. 428), they will end up frustrated and stressed, because they will not sound like a native speaker. The same frustration and anxiety result if they believe “two years of study is enough to become fluent” (p.428). Some of the other beliefs identified in the study include; “travel to a country where the language is spoken is necessary to learn the language better”, “some people are more able to learn a foreign language” and “language learning is primarily translating from L1” (p. 428).

Horwitz et al (1986) mention a number of students in their study who believed that “nothing should be said in the foreign language until it can be said correctly”, and “it is not okay to guess an unknown foreign language word” (p. 290). Since students are expected to communicate in the foreign language before fluency is attained, and even excellent language students make mistakes or forget words and need to guess frequently, these kind of beliefs will most likely to cause anxiety for foreign language learners

The learners in Wenden’s (1987) study had similar beliefs and considered learning grammar and vocabulary fundamental to successful language learning, because the students shared the idea that they were the building blocks of the foreign language. Most students also reported their desire to have their mistakes corrected. A majority reported they would feel uncomfortable if the instructor never corrected their mistakes.

In their study Koch and Terrell (1991) examined the students’ reactions to activities in Natural Approach activities which is one of the approaches designed to lower the students’ anxiety levels. They found out that most students wanted to know if their output was accurate, they believed the necessity of speech correction in order to learn to speak the foreign language well. As a result, although Natural Approach aimed at lowering students’ anxiety levels, it actually had the opposite effect on a significant

minority of students in the study; not having their speech errors corrected made them anxious.

Ganschow and Sparks (1996) claim that **one's belief about the difficulty of the language learning task** also affects his anxiety, and therefore, his or her effectiveness in the learning process. In their study they found negative correlations between language learners' grades and their anxiety levels; high anxious students found the FL course difficult while low anxious students found it easy.

According to Rogers (1989), **learners' beliefs about the teacher and his methods** based on their previous experience at school may also create anxiety in a language classroom, because some people may bring with them firm ideas of what to expect from a teacher and his method. For example, an adult student may feel a teacher should be "a rather remote, god-like figure" (p. 22), they may consider it rather improper for a teacher to be "too friendly". He adds that even the students who had only modest academic success in the past are still likely to feel that the methods they already know are best because they are the only ones already familiar to them.

The following experience of a teacher is a very good example showing the mismatch between the learners' beliefs about the nature of language learning and teaching and the method used in the classroom;

*I was teaching French to children in a grammar school during the day, using what I considered to be a very good audio-visual method. I saw no reason why my adult class should not learn the same way and they very nobly agreed to try. I met my first snag in the first five minutes-no books. No books? They demand books, nicely, of course. I say they cannot have books until at least the sixth week when they will be familiar with certain sounds and patterns. Rebellion subsides. Second snag -five minutes later- several of them sneakily trying to write things down according to some dreadful phonetic script of their own. I explain about listening and speaking, they explain they must see things written down, otherwise they cannot remember. We have this very polite battle lasting three weeks. They begin to see the advantages of the language lab and slide projector and the constant repetition-variation-drilling, I begin to see that they really do need the reassurance of the book. On the fourth week I give out books, they sigh with relief as at the appearance of old friends, pronunciation slips a bit, but general progress seems to be faster. It is not Direct Method but it seems to suit my class (cited in Rogers, 1989, p.25).*

Language learners' **beliefs about the usage of their first language in the classroom activities** may also be a reason of language anxiety. According to Allwright and Bailey (1991), the banishment of the use of first language in the classroom creates anxiety;

learners report that one of their major worries is that when forced to use the language they are learning they constantly feel that they are representing themselves badly, showing only some of their real personality, only some of their real intelligence. Anecdotal evidence suggests that this sort of deprivation seems apt to breed anxiety about communicating with others and just the sort of anxiety that will get in the way of doing well both in the class and out of it, since it could inhibit the learners' use of the target language and thus deprive them of the potential profit to be obtained from practicing what has been learned (p. 173).

To sum up, the literature suggests that language anxiety may cause by personal reasons such as language learners' perceived self ability in learning and using the foreign language, obvious self comparison of their performance with that of the other students in the classroom, and their beliefs about what language is, and how it should be learned or taught. This anxiety, in turn, interferes with their effectiveness in the learning process.

## **2.5.2 Anxieties Caused by the Teachers' Manner in the Classroom**

### **A. Teachers' Manner Towards Students' Errors**

All learners, as mentioned before are likely to be influenced by their personal feelings about their teachers, and their perceptions of the interactions that occur between their teachers and themselves. Williams and Burden (1997) suggest that **the amount and kind of positive and negative feedback** that learners receive in class from the teacher and **the students' perception of this feedback** will affect their sense of achievement, their motivation to achieve and the establishment of their self efficacy in that area. The nature of feedback provided to learners is therefore, very important. For example, as found out in the studies, while most of the language learners prefer their errors to be

corrected, “when” and “how” this correction is made and the teachers’ manner towards the students errors play a crucial role for the emotional states of the learners. As can be assumed, **a harsh manner of correcting students errors** is anxiety-provoking.

Tsui (1996) argues that students’ fear of making mistakes and being negatively evaluated can be teacher-induced. For example, the following diary entry of a teacher shows how **teachers with unrealistic expectations** inhibit students’ participation;

*Though my attitude might be gentle and encouraging, I was expecting some correct answers most of the time. Given the (sensitive) nature of class, they would feel the strain and were less willing to contribute unless they felt they have got the “right” answer (cited in Tsui, 1996, p. 151).*

**Teachers’ intolerance of silence** contributes to the anxiety students experience in class as well. Many teachers in Tsui’s study reported that they themselves disliked or were afraid of silence, and they felt very uneasy or impatient when they failed to get a response from students. Therefore, when a response was not forthcoming, teachers repeated or modified the question, provided the answers themselves, or allocated the turn to another student.

Tsui claims that the teachers in his study had a misconception that “an effective teacher should be able to solicit immediate responses from students” and that “a responsible teacher should be talking all the time” (p. 153). On the other hand, these behaviors students received from the teacher were perceived by them as a form of mild public humiliation.

**Repetition of questions** may be used as a means to fill silence by the teacher however, the same strategy may be interpreted by the students as a reminder that they are incompetent. Similarly, **pushing them to answer** might frighten the students, stop them thinking and suppress their wish to answer questions. In his diary, one of the teachers in the study explained his reason of pushing his students, and waiting for a very short time as the following;

*“I am afraid that students chat during lessons, they become noisy” (cited in Tsui, p. 153).*

Teachers' strategy of **turning to another student** might damage students' self esteem. As Tsui claims, it is even more damaging, if the teacher asks the student to remain standing until another student gives the answer, and the first student repeats that answer correctly. This student will most probably feel penalized and publicly humiliated for being not as good as his or her peers.

Contrary to the teachers' intolerance of silence in Tsui's (1996) study, Mejias, Applbaum, Applbaum and Trotter (1991) believe that silence is rewarded by certain teachers and actually demanded in certain learning activities, therefore, the students with high anxiety tend to perceive silence as a desirable response to classroom activities, and in this way the behavior is reinforced. As a result, rather than coping with the problem of anxiety, students might avoid encountering their fear of communicating in the classroom situation.

In addition, Williams and Burden (1997) state that feedback to learners which is interpreted by them as "**informational**" rather than "**controlling**" is likely to increase their motivation towards certain tasks, because it provides the learners the information that helps them perform the current and subsequent tasks with a greater degree of independence. On the contrary, the feedback which was perceived as controlling will contribute to the students' anxiety levels.

To sum up, language teachers' perceptions of learners' errors, therefore their error correction strategies might be considered among key elements causing their students to experience foreign language anxiety.

## **B. Teachers' Manner Towards Students**

According to Williams and Burden (1997), **teachers' indiscriminate praise, or praise which is given only to those who perform well according to some general "norm"** may lower the feelings of self-competence and self-efficacy of other learners in the class.

In Tsui's (1996) study, **uneven allocation of turns** was identified as one of the teacher-induced anxiety students experienced. In order to avoid not getting responses

from students, teachers tended to ask brighter students from whom they were sure of getting an answer. According to Tsui, the teachers did this to make themselves feel good about their own teaching, to avoid going over the teaching points again and to avoid silence. The effect of this strategy on the students was, however, not very positive. The weak and shy students felt neglected, and the less willing they became to contribute. As one of the teachers in the study reported, it was perceived by students as the teacher's rejection of them as worthy individuals.

*Some students do not want to give responses because they are often ignored by the teacher (cited in Tsui, 1996, p. 153).*

Horwitz et al (1986) concluding from previous study results indicate that anxiety can affect the communication strategies students employ in a language class, the more anxious students tend to avoid attempting difficult or personal messages in the target language. Their inability to perform in class because of the anxiety they experience, however, can lead to their **teacher's inaccurate assessment that these students lack either some necessary aptitude or sufficient motivation to do the necessary work for a good performance.** In addition, Daly (1991) argues that teachers generally have a positive bias toward talkative students. Although there is no difference in intelligence between high and low anxious students according to research results, low anxious students are mostly perceived as more friendly and intelligent than their more anxious counterparts by both the teachers and their peers. Subjects with high anxiety levels in McCroskey et al's (1975) study for example, were perceived as less interpersonally attractive than low anxious learners by members of the opposite sex.

In a number of studies cited in McCroskey (1976), it has been observed that the **teachers' expectations of student success** predict differential achievement between students with high and low anxiety levels, even when there is no difference in the students actual abilities. Teachers tend to expect low communication apprehensive students, as opposed to highs, to do better in all academic subjects, to have a much more promising future in education, and to have much better relationships with their peers.

### 2.5.3. Anxieties Caused by the Foreign language Teaching Procedures

#### A. Teaching Procedures in Speaking Classes

In foreign language classrooms, learners generally have to **perform in the target language in front of a group**; they are expected to participate in oral representations, oral quizzes or called on to speak in the target language in front of the teacher and the other members of the group. That is why Krashen (cited in Young, 1992) argues that language teaching, the way it is typically done, is anxiety provoking even for professionals; because learners are asked to do things that are fundamentally unnatural.

According to Crookal and Oxford (1991), for example, games and role plays may cause a degree of embarrassment and anxiety to certain introverts who prefer to hide themselves behind academic rule learning. Communicative activities, which reveal that there are often many correct answers may also create discomfort for strict thinkers who believe that they can only handle a single right answer.

McCroskey and Andersen (1976) point out that reliance on instructional systems emphasizing voluntary, student-initiated interaction with teachers penalizes a large number of students suffering from communication apprehension; they are placed at a competitive disadvantage because they are too apprehensive to engage in the behaviors required to achieve success.

Young (1990) states that foreign language students experience a **fear of self-exposure**; they are afraid of revealing themselves, or being spotlighted in front of others. Similarly, Terrell (cited in Young, 1992) believes that when the topics become more personal, when the students are putting themselves on the line, they get anxious. As he states, "some students would much rather talk about the "Middle East" than talk about "their mother" (cited in Young, 1992, p. 166). On the other hand, Mejias, Applbaum, Applbaum and Trotter (1991) state just the opposite that the anxiety scores of the learners increase as the contexts move from informal to more formal, less personal contexts; anxiety increases with the increasing formality and social complexity of communicative situations. In less formal contexts more personal communication situations occur, such as in pair and small group encounters. Formal contexts, on the

other hand, involve greater numbers of participants, such as in classroom interactions with all the students involved, or in speaking in front of an audience.

Students experience higher levels of anxiety when they have to speak in the foreign language, but the real anxiety-evoking situation has been found as having to speak or perform in front of others. Price (1991) in his study found speaking in front of their peers a very anxiety provoking activity for the foreign language learners, because the subjects were concerned about making errors in pronunciation and being laughed at, some were particularly ashamed of their “Texas” accents. They knew that they were not pronouncing words like a native French speaker, and expressed great embarrassment at their pronunciation. In addition, many of the students in the study believed their instructors made classroom time a “performance rather than learning time” (p. 106).

Hilleson (1996) in his study with five high anxious college students identified some students feeling very self conscious about their pronunciation. They thought that their English accent was a subject of amusement for the others. **Trying to “jump into” a discussion** was also very frustrating and anxiety provoking for them, because as one of the students wrote in his diary;

*“by the time I want to speak and I have the sentences, the conversation is going on and the topic is change. So I just quiet” (cited in Hilleson, 1996, p. 261).*

**Searching for vocabulary or appropriate syntax** was, as reported in the following statements, perceived as another factor that caused anxiety, and in turn, the delay in participating the discussion;

*“There were many people so it was a bit difficult for me to speak out because while I was thinking what to say, other people spoke what I wanted to say” (cited in Hilleson, 1996, p.261).*

Young (1990) designed a study to identify which activities were more anxiety provoking in the foreign language classroom. Subjects in the study reported that they would feel more confident if they practiced speaking more, but their level of comfort or anxiety depended on the kind of activity they were asked to perform. They reported

feeling less anxious when they felt they were not the only person answering a question, or when they didn't have to get up in front of the class to give an answer. Most of the subjects preferred to volunteer an answer than to be called on, and felt better when they had studied a great deal the night before and came to class prepared.. They were less willing when a debate was scheduled, and more willing when the topics being discussed were interesting. They found it more enjoyable when they could work with another student. Most of the subjects were also more willing to volunteer answers if they weren't afraid of saying the wrong thing.

Neer (1987) found students feeling uncomfortable when challenged by the instructor. They also became nervous if the instructor stopped talking. Most of the students preferred class discussion within small groups, an advanced preparation and a list of questions before the discussion. Only 32% of the high anxious students participated even when they were interested in the discussion topic, while 95% of the low apprehensives did so. In addition, a quarter of the high apprehensives preferred middle row seating, while less than 10% of the low apprehensives expressed a similar preference.

Behnke, Sawyer and King (1994) believe that **presenting a topic in front of everybody** is a very anxiety-provoking activity, and high levels of speech anxiety will hinder students' development. They believe that high levels of anxiety might be caused by prior speakers; if they fail to perform. As they point out, if the students who are making oral presentations fail because of their anxiety, students who must follow anxious speakers are at a competitive disadvantage. However, for some students more anxiety may be created when the preceding speaker gives an excellent presentation, and appears very confident.

Koch and Terrell (1991) designed a study in order to find out which activities in the foreign language classroom provoked anxiety and found that giving oral class presentations was the most anxiety provoking (92%) activity for the language learners. On the other hand, activities that did not require complex responses in the target language, such as "Simon Says" as used in Total Physical Response Method, working with maps and charts, using their imagination, were reported as anxiety-reducing activities by most of the subjects in the study. In addition, while all of the techniques of

the Natural Approach became less threatening as students in the study became more proficient in the target language; however, calling on students individually and oral quizzes continued to provoke anxiety throughout the year. The researchers also found that whereas being paired with a classmate for interviews or put into groups of 3 to 6 did not make students anxious, being put into larger groups did. As they explain, possibly students perceived that there was no difference between large groups -7 to 15 students-, and the entire class. They argue that instructional techniques judged to produce anxiety like oral quizzes- and being called on individually will make any student anxious who is not ready to speak.

For Scarcella and Oxford (1992), anxiety can also occur when, for any number of reasons, students feel the language learning process is **“annoying, irrelevant, or hopeless waste of time”** (p. 56). If the students, for example do not perceive the necessity or usefulness of a particular activity, they will most probably make less effort and not learn the topic and, in turn, feel anxious about it Language anxiety especially arises when the needs, goals or learning style of the learner are ignored by the teacher.

## **B. Teaching Procedures in Writing Classes**

As mentioned in the introduction part, the problems of anxiety are not limited to performing in the speaking classes. According to Tsui (1996) learning to write in the foreign language involves as much anxiety as learning the other skills, because **writing is predominantly “product oriented”**, and since it requires individual work, students are deprived of help, support and encouragement. The demand in a writing task is enormous. It has to be done within an hour or so, and it is read by the teacher with a “frown”. So writing is a high risk, low gain activity, and students do not enjoy it. They are putting themselves at **risk of getting negative feedback from the teacher**, which is unrewarding, even punishing for some students. They are afraid of making grammatical mistakes and getting low grades as a result. Because of such worries, students find it very difficult to get beyond the first sentence; and when they eventually do, they find it difficult to get beyond the first paragraph. The excessive emphasis on grammatical

accuracy “traps” students within the sentence. **Organizing their ideas, and writing in different organizational patterns** such as narrative, descriptive, and so on, and **the restrictive nature of imposing rules and patterns** make writing an anxiety-generating activity.

Tsui also claims that there is a lack of safe environment for writing, because it is **a lonely activity** which has to be completed within a very short period of time. Teachers are generally **critical and unsympathetic** with their feedback. In addition, students are often asked to write about something which is **irrelevant**, or of **no interest** to them. Therefore, the selection of the topic to be written about has a great importance. Students might become preoccupied with filling up the page rather than communicating their ideas and feelings. As he claims, the struggle of putting what a person might think of as “himself” on paper will probably always create a problem to some degree when he is asked to write. The anxiety produced by having to think up a viable idea, work it out, and then have it judged can be tremendous and can constitute a real obstacle to writing.

In conclusion, anxiety about writing, might have a number of effects; it can make writing a difficult and miserable activity. Learners might also suffer from what Tsui calls “writer's block”; they might become frustrated of sitting down for hours and feel incapable of producing any words at all and come up with a blank page at the end.

#### **2.5.4 Anxieties Caused by Language Teachers' Beliefs**

**How the teachers perceive their role** in the classroom, for example, as a friend, counselor, authority, corrector, facilitator, and so on can create anxiety in the language learners. According to Crookal and Oxford (1991), for instance, students who have been brought up in a very formal or authoritarian educational systems may not feel very comfortable in language classrooms. Because they are encouraged to communicate informally with their peers, and the teacher generally takes a facilitating role rather than a directing one in language classrooms.

In addition, **the method and the techniques language teachers use** in their teaching might be the reasons of anxiety language learners experience. If the language

learners, for example, are not familiar with the rapid drills of the Audiolingual Method or the teacher's silence in the Silent Way, they may not feel comfortable with their learning experience (Allwright and Bailey, 1991).

Williams and Burden (1997) argue that teachers are highly influenced by their beliefs, which are closely linked to their values, to their world views and to their conceptions of their place within it. More importantly, these beliefs have been found to be more influential than their knowledge in planning their lessons, in making decisions and in determining how they behave in the classroom. Teachers' beliefs about what learning is, how languages are learned affect everything they do in the classroom more than a particular methodology they are told to adapt or course book they follow.

According to Richards (1998), the primary source of teachers' classroom practices is their belief systems; the information, values, attitudes, expectations, theories, and assumptions about learning and learners, and teaching and themselves that teachers build up over time and bring with them to the classroom. While teachers' belief systems shape the way they perceive the priorities on the different dimensions of teaching, the techniques, activities and materials they use according to their beliefs during the teaching process are also crucial to the understanding of the nature of teaching skills.

As a result, since the language teacher is generally viewed as an "expert" about language related matters, his or her views whether expressed explicitly in class, or implicitly by teaching practice could have a strong influence on the students' own beliefs, and the beliefs the students have can affect the strategies students use. Teacher beliefs stressing the importance of target language accuracy, for example, are contributing factors to anxiety problems in foreign language learning.

### **2.5.6 Anxieties Caused by Testing Situation**

Students who are test anxious in a foreign language class probably experience considerable difficulty since tests and quizzes both orally and written are frequent, and even the most successful students often make mistakes. **The unfamiliar test items, test formats, different materials and question types with which students have no**

experience generally believed to create anxiety reactions. As Horwitz, Horwitz and Cope (1986) state anxious students make “careless” errors in spelling and syntax in testing situations; they realize, usually after the test, that they knew the correct answer but put down the wrong one due to carelessness. They believe the reason of test anxiety is “**the unrealistic demands**” test anxious students often put on themselves; they tend to feel that less than a perfect performance is a failure.

The other reasons of test anxiety have been suggested as the following;

a. “**Overgeneralizing**”: Overgeneralizing the result of a negative exam, for example;

*“My grammar exam was not very good, I am not a successful student”*

b. “**Exaggerating**”: Exaggerating the negative sides of an exam by ignoring the positive sides, for example;

*“I made 5 mistakes over 20 questions. I can never succeed”*

c. “**Being Competitive**”: Comparing the result of one’s performance of an exam with the other students’ in the classroom, for example;

*“I had a good grade, but there are better students. I will never succeed”*

d. “**Underestimating**”: Overestimating others’ ability or success in tests, and underestimating one’s own ability or success, for example;

*“We both got the same grade, but I am sure he studied more. He deserved this”*

e. “**Being emotional**”: Trying to explain everything from a negative side, for example;

*“No matter how much I try, I think I will never get the result I want”*

f. “**Making must sentences**”: Believing that everything the person does is an obligation, for example;

*“I must study without stopping”, or “My family sacrificed a lot, I must pass this exam”*

(Yeni Yuzyıl, 1997, pp. 3-4).

In a study determining the effects of different L2 reading assessment methods on students’ anxiety level, Oh (1992) concluded that some assessment methods underestimated students’ actually attained proficiency level by arousing higher levels of anxiety. Cloze test and think aloud task provoked significantly higher levels of anxiety than comprehension and recall task. Students degree of **familiarity with a specific method** determined how much anxiety it provoked. For example, students’ anxiety about cloze test was related to their unfamiliarity with the method. Students’ perceptions about

the **validity of a method**, their **doubts** about the test also provoked higher levels of anxiety.

Examining the impact of anxiety on students' performance on an oral test of French, Phillips (1992) confirmed that students who experienced more foreign language anxiety tended to receive lower exam grades than their less anxious classmates did. The negative correlations of the study found that students with higher language anxiety tended to say less, produce shorter communication units, and use fewer dependent clauses and target structures than low anxious students. Moreover, across ability boundaries, these highly anxious students had a negative attitude toward the oral exam.

Madsen, Brown and Jones (1991) similarly found that the better students -who received the highest grades at the end of the semester- had a more positive reaction to the tests than did the weaker ones. There were also major differences in students' reactions to varying test types, and these differences were statistically significant. Dictation and T/F culture tests were generally the least anxiety producing, with translation producing the most anxiety, and being the least favored, particularly in the beginning classes. Reactions to tests varied depending upon students' level of proficiency, reactions to oral questions became more positive as the learners developed greater oral proficiency, and translation became less anxiety-provoking at higher levels of proficiency.

Madsen (1982) tried to assess how detrimental the effects of anxiety were in second language exams. Study results revealed among others that female students manifested higher levels of test anxiety than male students did, and persons with low anxiety outperformed those with high anxiety. Reading test in which students were required to find out 30 item multiple-choice sentence paraphrase was the most anxiety provoking. The researcher explained the reason of this with **the complexity of the distracters, and the insufficient time** given to the students to complete the test. Cloze was the next most frustrating: Oral interview in which individual students were required to answer 20 items ranging from simple either/or, yes/no and wh questions to a few open ended items was found the least anxiety provoking. Madsen added that **the faulty instructions, lack of face validity, difficulty level, insufficient time and obvious**

**cheating by other students** were the factors that caused anxiety and frustration on the language learners while taking a test.

Phillips (1992) confirming the results of the other studies found an inverse relationship between language anxiety and students' oral exam performance; students with higher language anxiety tended to say less, use fewer dependent clauses and target structures than low anxious students; higher levels of anxiety caused lower exam grades. He also examined the relationship between students' attitudes and affective reactions, and concluded that highly anxious students had negative attitudes toward oral exams. Students' personality types, motivation and willingness to take risks also interacted with their anxiety and caused poor performance on the oral exam. His students believed anxiety affected their ability and performance in the foreign language.

Gardner and MacIntyre (1993) designed a study focusing on the correlation between different measures of achievement and affective variables, and found that they correlated differently with each other. In particular, the cloze test seemed relatively unrelated to most affective variables other than anxiety. As the students became more anxious when doing such a test their performance suffered more as a result. Prediction of achievement improved by including anxiety as an affective variable.

In another study examining Tobias' information processing model of test anxiety, Bandalos (1998) found that students with higher initial levels of test anxiety had lower initial levels of strategy use, and students whose test anxiety decreased most tended to have greater increases in strategy use. These results confirming Tobias' model indicated that students were able to reduce the cognitive demands of a test by improving their use of strategies.

To conclude, all the studies focusing on the relationship between foreign language anxiety and the learners' performance on the foreign language tests have found negative relations between the two, as the students got higher grades on the measures of anxiety, they got lower grades on their foreign language tests. An inverse correlation has also been found between the learners' anxiety levels and their attitudes towards tests. Different measures of performance have correlated differently with the measures of anxiety, and it was found that some types of tests make the learners more anxious than others. In addition, the unfamiliar test items, test formats, different materials, question

types and testing method have been suggested as the reasons of test anxiety. The faulty instructions, insufficient time, difficulty level of the test, students' unrealistic demands about tests, and their perceptions about the validity of a method are also among variables causing test anxiety in language learners.

## 2.6. Manifestations of Anxiety

Three categories of behavior arising from anxiety in general have been identified;

a. Arousal-mediated responses; anxious people have been observed showing reactions like squirming in their seats, fidgeting, playing with their hair, clothes or objects, stuttering and stammering as they talk, and appearing jittery and nervous, etc.

b. Disaffiliative behaviors; include fewer initiations of conversations, less participation, more allowance for silent periods, fewer instances of silent breakers, shorter speaking periods and so on.

c. Image-protection behaviors; such as smiling and nodding frequently, trying not to interrupt others, giving frequent feedback to others, focusing on frequent communicative feedback such as "uh-huh" (Leary, 1982, cited in Young, 1991).

According to MacIntyre (1995), language anxiety has "cognitive", "affective" and "behavioral" components. Affective dimension of anxiety includes feelings of apprehension, uneasiness and fear. Cognitive effects are increases in distracting self-related cognition, expectations of failure and a decrease in cognitive processing ability. Behavioral dimension, on the other hand, involves reactions such as increases in sympathetic nervous system arousal, inhibited actions and attempts to escape the situation. The relations among anxiety, cognition and behavior are, he argues, cyclical, each influences the other. For example, a demand to answer a question in a second language may cause a student to become anxious and anxiety leads to worry and thought. Cognitive performance is decreased because of the divided attention and, therefore, performance suffers leading to negative self-evaluations and more self-deprecating cognition which further impairs performance, and so on.

As Horwitz, Horwitz and Cope (1986) point out anxious foreign language learners have reported becoming forgetful and experiencing difficulty in concentrating. They have also been observed sweating and having palpitations or playing with their hair or clothing during the language course. They might sometimes exhibit avoidance behaviors such as missing class, coming late, arriving unprepared, postponing homework, avoiding to study or the reverse, over-studying without improvement in their grades.

Being unable to reproduce the sounds, intonation or rhythm of the target language even after repeated practice is another indication of foreign language anxiety. Anxious students generally complain of difficulties, sounds and structures of the language they are learning (Horwitz, et al, 1986).

They mostly report “freezing up” when called on to perform, might forget words and phrases. Therefore, avoiding to try to convey difficult or personal messages, giving the shortest answer possible, feeling self conscious in role play activities are some of the symptoms foreign language teachers might observe in their classrooms. As a result, students with high levels of anxiety might simply refuse to speak and prefer to remain silent (Young, 1991).

Some physical symptoms like complaining about a headache, experiencing tight muscles, feeling unexplained pain or tension in any part of the body can also be identified as the indications of language anxiety.

Omaggio Hadley (cited in Young, 1992) points out that in written exercises anxious learners tend to look at others’ answers before they write their own answers.

To conclude, as MacIntyre and Gardner (1991) explain, the anxious student may be characterized as an individual who perceives the 2<sup>nd</sup> language as an uncomfortable experience, who withdraws from voluntary participation, who feels social pressures not to make mistakes, and who is less willing to try uncertain or novel linguistic forms.

## 2.7. Measurement of Anxiety

Daly (1991), concluding from the literature, suggests three ways of measuring anxiety;

a. Behavioral observation or ratings; visible signs of nervousness or fear in a person such as reduced gaze, fidgeting, and so on can be observed and noted down.

b. Psychological assessments; less visible and more momentary reactions of a person, such as blood pressure, heart rate can be measured, or

c. Self-reports Learners can directly be asked to indicate their own anxiety levels. These self reports include diaries, interviews and questionnaires, like The Foreign Language Classroom Scale (Horwitz, 1983, cited in Saito and Samimy, 1996), The French Class Anxiety Scale (Gardner, 1985, cited in Saito and Samimy, 1996) and Language Class Discomfort (Ely, 1986).

Self-report instruments are generally preferred in the measurement of anxiety, because as Young (1991) points out, they provide insight from the learners' and instructors' point of view. Behavioral and psychological assessments are, on the other hand, accepted as the poor measures of anxiety, because it was believed that any number of reasons may cause a particular behavior or psychological reaction, and also because affective variables, like anxiety, cannot usually be observed directly. Therefore, one way of minimizing the problems of interference in research on affective variables is to query the subjects directly. In this case the subjects themselves provide the data on their own attitudes and emotions.

In keeping a language learning diary the learner records everything perceived to be important to his or her current learning experience. It is important for the diarist to record his or her feelings honestly and openly. In general, very little is edited in the public versions of the diaries; the names of the participants are changed, and the comments damaging others are deleted. Thus, the diary studies, as Bailey (1983) reports, are essentially "private" documents, and can provide access to the language learner's hidden classroom experience through the eyes of the language learner. She states that diary studies can give teachers and researchers insights on the incredible diversity of students to be found even within a homogeneous language classroom. Diary studies also enable

the learner to document, and perhaps overcome, avoid, or counteract factors that are apparently harmful to his or her language learning. There is also some evidence that even the act of writing in the diary can be therapeutic for the learner.

According to Long (1983), diaries can provide developmental data and can give the teachers and researchers insight on the diversity of the students which can be found even within a homogeneous language classroom. More importantly, by using diary studies the researcher begins to study an affective factor by acknowledging its presence and psychological reality in the diary entries.

Richards and Ho (1998), pointing out the benefits of diary writing, believes that; they are the most natural form of classroom research because no outside observer enters the classroom dynamic.

Interviews, on the other hand, can be used both to obtain a subjective description of the interviewee's own experiences and to investigate specific questions of interest to the researcher (Price 1991).

According to Scovel (1991), although self reports are not easily generalizable and quantifiable, they have an advantage of focusing on a specific affective construct, such as anxiety, and administering to large groups of subjects. That is why they have been used more commonly in applied psychology than the other two.

In addition, as Long (1983) claims, it may not even be desirable to try to generalize the results of language learners' diaries. He notes that the diary studies

are concerned with individuals in unique learning environments, so generalization of their findings to other learners and environments is precluded on the basis of the studies themselves. They may be relevant to many or even all learners, in other words, or idiosyncratic (p. 36).

As a result, it can be said that since generalizability is not the sole purpose of introspective research, self reports, especially diaries and interviews can provide rich, unquantifiable detail that can help to explain the complex picture sometimes painted by statistical data. Considering the complex nature of language learning process, every student can be thought as a unique learner, therefore the question of generalizability is not even appropriate.

## 2.8. Summary

Foreign language anxiety and its effects on the development and performance of language learners have recently received an increasing attention of language teachers and researchers. Although there are still many unanswered questions and different views about how anxiety interferes with language development, the components and the sources of language anxiety, it is now known enough to conclude that foreign language anxiety is experienced by many language learners and affects their attitudes, motivation and, therefore, their efficacy in this learning process.

The aim of this study is neither to explain theoretically what language anxiety is, nor to examine the already developed or suggested models of anxiety. It rather tries to find out why language learners suffer from such a problem, that is, what makes them anxious in this learning process. As seen in section 2.5, although many ideas about the sources of anxiety have been pointed out, none of them has been scientifically studied. Therefore, the aim of this study is to find out evidence for ideas suggested as the sources of foreign language anxiety in the literature so far. By using self report instruments - questionnaires, diaries and interviews-, this study aims to find evidence for reasons making students anxious from their perspective.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Participants and setting**

The participants of this study were randomly chosen among 36 intermediate level of students learning English as a foreign language in the preparatory program at Anadolu University, Eskisehir. The preparatory program included language learners with different levels of language proficiency, ranging from complete beginners to upper-intermediate. Each classroom had approximately 25 learners who had 24 to 30 hours of English classes weekly, determined by their proficiency level. That is, English classes they had increased as the proficiency level of the students decreased. The subjects of this study who were chosen from two intermediate classes had 28 hours of English classes each week. This 28 hours included 8 hours of Grammar, 6 hours of Reading, 6 hours of Speaking, 4 hours of Listening and 4 hours of Writing courses per week.

The subjects were especially chosen among university students, because as explained in the introduction and literature review, foreign language anxiety is especially experienced by adult learners, learning a foreign language in a classroom situation. Language anxiety is not a big problem for young learners, because their self identity has not developed yet. However, for adults, having mature thoughts and an immature foreign language knowledge, self expression becomes a big problem causing learners experience difficulties in presenting themselves to the others, and in turn, feeling of language anxiety.

The interviews and the questionnaires of the study were administered in the subjects' classrooms at their regular scheduled class time. Additionally, in order to determine the sources of foreign language anxiety, all the subjects were asked to keep diaries for their speaking and writing classes for four weeks. In order to prevent the time effect on memory, the diaries were requested to be written just after speaking and

writing classes, or at least on the same day. The learners were told that they would participate in a study, but they were not informed about the nature of the study. They were told that this study was carried out in order to improve the language teaching program. Therefore, participating in this study would be both for their own benefit and for the future students'. They were assured of the confidentiality of the information they would report in their diaries and interviews.

### **3.2. Description of the Courses**

#### **3.2.1. Speaking**

Since the intensive language program aimed at integrating all the skills, speaking courses mainly included free discussions of contemporary topics which allowed using the grammar points, expressions, vocabulary and the ideas taught in other courses, that is in grammar, listening, reading and writing. If the grammar syllabus, for instance, had comparison/contrast structures, the speaking syllabus required students to discuss about a topic which focused on helping students use these structures communicatively in their lives. The class discussions were facilitated and guided by the teachers.

Various techniques and materials were used in the classroom in order to guide and enrich class discussions. For example, learners listened to some songs which included the grammar points and expressions they would use in their discussions. The teaching procedures for the songs, which was found anxiety provoking by some of the subjects in the study, generally required learners to listen for some of the missing words, as determined by their teachers, while listening to songs.

As a requirement of the syllabus, the students were also asked to present a topic which had to be chosen from an authentic magazine such as Time and Newsweek. The graded presentations, which were assigned and prepared beforehand, were conducted in pairs in front of the classroom. 30% of the students' final course grades was given from their oral presentation scores.

### **3.2.2. Writing**

The writing syllabus followed the “Process Approach to Teaching Writing”. **The Paragraph Power** by Rooks (1988) was used as the main course material by the writing teachers. **Writing in English** by Pincas (1982) was also used in the course as supplementary material.

The main aim of the course was to teach students how to write paragraph patterns such as comparison/contrast, cause/effect, description, narration, argumentation, persuasion and expository. The course usually began with the teachers’ explanation of the patterns, and after the students were made clear -as determined by the course teacher- about the mentioned pattern, they were required to write a paragraph of their own about a topic they chose. The students were told to finish their paragraphs at home and bring it to the classroom the next lesson. The first drafts were checked by the teachers individually while the other students were busy with their paragraphs, and the common problems were discussed in the classroom with all the students. Students were then asked to rewrite their paragraphs considering the feedback they got from the teachers. In case of any particular problems, such as not understanding the teachers’ written feedback, the students were given the chance to talk to their teachers after the class period and get oral feedback as well. The same procedure was followed until both the student and the teacher were satisfied with the final product. Then, the teachers evaluated each paragraph by giving a grade on a scale of 100.

### **3.3. Research Tools**

#### **3.3.1. Foreign Language Classroom Anxiety Scale (FLCAS)**

Foreign Language Anxiety Scale (Appendix A2) was developed by Horwitz, Horwitz and Cope (1986) to provide investigators with a standard instrument to determine the range and degree of foreign language anxiety experienced in a foreign language classroom. FLCAS is a self report with 33 items which accesses the degree of

anxiety as evidenced by “negative performance expectancies, and social comparisons, psychophysiological symptoms, and avoidance behaviors” (p. 559).

FLCAS was scored on 5 point Likert scale, requiring students to respond to each item with a single answer, strongly agree (5 points), agree (4 points), neither agree nor disagree (3 points), disagree (2 points) and strongly disagree(1 point). Possible scores range from 33 to 165. Examining the influence of the measurement strategy influence on the relationship between measures of affective variables and 2<sup>nd</sup> language achievement, Gardner and MacIntyre (1993) found that Likert scale format correlate more highly with the objective measures of proficiency than do the other forms of measurement.

In Horwitz’s (1986) study with 300 students in foreign language classes, internal consistency of FLCAS, measured by Cronbach’s alpha coefficient, was .93, and test-retest reliability of the questionnaire over 8 weeks was .83,  $p=.001$  (p. 560).

In her study with 105 highly anxious students at METU, Vanci-Osam (1996) found a satisfactory reliability of the analysis of FLCAS. The results of a t-test for 2-tailed significance also revealed an obvious internal consistency,  $p=.002$ , of the questionnaire.

In order to prevent any effect because of foreign language proficiency, such as misunderstanding the statements, or not understanding at all, the translated version of FLCAS (Appendix A1) was administered during the subjects’ scheduled instructional hour. FLCAS was translated into Turkish by using back translation technique; it was first translated into Turkish and given to two American bilingual teachers and translated back into English. Both translations were then compared with the original English version. In case of any mismatch between the original and the translated versions of FLCAS, these different items were translated into Turkish again and checked by both of the bilingual speakers.

For this study 27<sup>th</sup> item “I feel more tense and nervous in my language class than in my other classes” was eliminated from the questionnaire because the subjects of this study were chosen among foreign language learners and since all the classes they participated in the program were “language classes” this item would not be appropriate for their situation. Therefore, possible scores of the translated version of FLCAS in the study ranged from 32 to 160.

The translated version of the questionnaire was tested in a pilot study with 72 language learners. Since language proficiency was not a variable of this study, the subjects in the pilot study were randomly chosen among third year ELT students at Education Faculty, Anadolu University. Internal consistency of FLCAS, measured by split half method, was .52. Then, for practical reasons for the subjects completing the questionnaire, and for the analysis, the wordings of all items in FLCAS were changed. The answers “strongly agree” determined high anxiety for all the items in the questionnaire, except item 5. For example, while the students answer strongly agree revealed high anxiety for the 1<sup>st</sup> item, “I never feel quite sure of myself when I am speaking in English classes”, just the opposite, the answer strongly disagree determined high anxiety for the 5<sup>th</sup> item, “It would not bother me at all to take more English classes”. The internal consistency of this final version was .91.

### **3.3.2. The Beliefs About Language Learning Inventory (BALLI)**

BALLI was developed by Horwitz (1988) to assess student opinions on a variety of issues and controversies related to language learning in general. It has three versions; one for EFL students (Appendix B2), one for ESL students, and one for the teachers. In this study the first version of the inventory was used. It was translated into Turkish (Appendix B1) by using back translation technique for the same aim of using the Turkish version of FLCAS, that is, to prevent possible misunderstandings.

The EFL version of the BALLI contains 34 items and accesses student beliefs in 5 major areas;

- a. difficulty of language learning,
- b. FL aptitude,
- c. the nature of language learning,
- d. learning and communication strategies, and
- e. motivations and expectations (Horwitz, 1988, p.284).

The aim of grouping the items into categories, as the researcher explains, is to allow for a comparison of answers within logically related groups of items.

Subjects in this study were asked to read each item and indicate a response ranging from “strongly agree” to “strongly disagree”. As pointed out by Horwitz (1988), each BALLI item gives a description of student conceptions of language learning in general; therefore, single composite score is not gained from the questionnaire.

The aim of using the BALLI was, as pointed out in the literature review, to determine how students’ beliefs about language learning affected the anxiety they experienced in the foreign language classroom.

### **3.3.3. The Interview Checklist**

The interview checklist (Appendix C2) consisted of 10 structured but open ended questions allowing subjects to discuss any aspect of their language learning experience which they found important. This checklist was prepared considering the comments language learners in the study wrote in their diaries. The aim of using such a checklist was both to guide the students while expressing their ideas, in order to provide a uniformity across interviews, and to catch any points they forgot to mention or did not mention at all for any reason in their diaries. The subjects’ native language was used during the interviews. (see Appendix C1 for the Turkish version of the checklist).

### **3.4. Data Collection Procedures**

The data were collected in four stages;

1. The subjects in the study were first asked to complete FLCAS to assess their general language anxiety level experienced in the foreign language classrooms.
2. The subjects were told to keep diaries for 4 weeks in order to determine the sources of their anxiety in two productive skills; speaking and writing. They were told to write down what happened in their speaking and writing classes, and more importantly to express what they felt about whatever happened during or after the class hour.

To control the time effect on memory and also to motivate them, each of the subjects was given different colored papers to write their diaries for the required courses at weekly intervals, and the written diaries of the previous week were collected on a weekly basis as well.

At the beginning of the data collection procedure, the subjects were informed about the study and received some samples of diaries (Appendix D2), kept by different foreign language students all around the world. These samples included different learner views about language learning experience. The translated versions of these samples (Appendix D1) were given to the subjects in order to prevent language difficulties. The aim of giving them samples was to guide them about how they would keep their own diaries and to make it clear that any point, any feeling about their courses could be mentioned openly in their own diaries. They were told to write in Turkish because it was believed that the subjects could express themselves, their feelings, and therefore their anxiety, in their native language better.

3. Subjects were also asked to complete the questionnaire BALLI in order to determine whether or not what they believed about the nature of language learning affected the anxiety they experienced while learning a foreign language in a classroom situation.

4. Randomly selected 12 subjects, 4 among high anxious, 4 among medium and 4 among low anxious students were also interviewed individually in their native language with a checklist at the end of the data collection procedure to allow fuller explanation of language anxiety. Another aim of conducting interviews was to find out whether or not the sources of anxiety the subjects wrote in the diaries and the ones they express in the interview match.

As Vanci-Osam (1996) points out, in these kinds of studies other sources of information, such as diaries through which learners offer insight into language anxiety and informal talks with the students should be used in order to have more reliable results.

Finally, all the interviews were tape recorded and then transcribed for the analysis. The interviews were administered to 12 of the subjects, a number which constituted 1/3 of the total, and which could be used to represent the whole group.

### 3.5 Analytical Procedures

#### 3.5.1. The Questionnaires

Considering the answers each subject gave to the FLCAS items, they were categorized as being **high**, **medium** or **low** anxious according to the distribution of all the subjects. The following procedure was used in the categorization of anxiety levels;

**Low** = Mean - Standard deviation = The score lower than this

**High** = Mean + Standard deviation = The score higher than this

**Medium** = The score between Mean - Standard deviation and Mean + Standard deviation.

**Table 3.1**

**The distribution of the subjects according to their FLCAS scores**

<b>high</b>	<b>medium</b>				<b>low</b>
1. 148	7. 106	13. 97	19. 84	25. 77	30. 65
2. 141	8. 104	14. 92	20. 82	26. 76	31. 65
3. 115	9. 103	15. 87	21. 81	27. 75	32. 63
4. 114	10. 103	16. 87	22. 81	28. 73	33. 62
5. 111	11. 103	17. 86	23. 78	29. 72	34. 57
6. 110	12. 100	18. 85	24. 78		35. 56
					36. 40

n=36  
 $\bar{x}$ = 87.42  
 SD=22.62  
 $r$ =.91

Low =1-65  
 Medium= 66-109  
 High = 110+

The aim of categorizing the subjects into three different anxiety levels was to determine whether the sources of language anxiety changed according to their anxiety levels. That is, to identify whether or not different reasons creating anxiety were perceived by high, medium and low anxious subjects. It was also thought that by identifying the differences between more anxious and more relaxed language learners, the components of language anxiety could be understood better.

As mentioned earlier, the BALLI questions do not have clear-cut right or wrong answers; therefore, a single score was not derived from the BALLI. Each individual item gave descriptions of discrete student conceptions of the nature of language learning. Since the aim of this questionnaire was to find out the extent of beliefs among the subjects, and their effects on foreign language anxiety, learner beliefs were discussed by focusing on the frequency of the related items expressed by the learners in their diaries and the interviews. Only the items related to foreign language anxiety were examined for the purpose of the study. The other items were not taken into consideration. For example, the subjects' answer to the item 6, "I believe I will ultimately learn to speak this language very well", or to the item 15, "I have foreign language aptitude" determined foreign language anxiety and was considered related to "anxieties caused by personal reasons". On the other hand, the subjects' answers to the item 32, "People who speak more than one language well are very intelligent", was not considered as a source of anxiety in the analysis.

### **3.5.2. The Diaries and Interviews**

After determining the subjects' anxiety levels, the diaries were divided into three groups as the ones written by high, medium and low anxious students for both of the skills. The analysis of the diaries and interviews was conducted by using "Constant Comparative Method" (Glaser and Strauss, 1967, cited in Lockhart and Ng, 1995). Constant Comparative Method is an inductive approach which produces theory grounded in the data. That is, this approach allows categories to emerge from the data, rather than imposing "preconceived" categories on the data. The data in this section was analyzed in two stages. The first stage included the categorization of the comments in the subjects' diaries written for speaking classes. If a comment in the diaries was mentioned by more than one subject, it had a worth and was evaluated in the analysis. The analysis of the diaries also included the comments which were "noticeable", although mentioned only by one of the subjects. The same procedure was used for analyzing the diaries written for writing classes by high, medium and low anxious subjects.

In the second stage, first the interviews were transcribed. The subjects' answers to the questions on the interview checklist were also categorized into three groups as the ones written by high, medium and low anxious learners. Self reports quoted were edited for syntax. Ideas which did not appear in sentence form and which were interrupted by a question from the interviewer were rewritten as complete sentences to facilitate comprehension. Wordings used by the subjects to express these ideas, however, were not changed. Then, the same procedure used in categorizing the items in the diaries was followed; the comments mentioned more than one subject and the comments which were noticeable were evaluated in the analysis.

Finally, all the items in the diaries and the ones in the interviews were combined and categorized again. Besides the researcher, another researcher who is trained in ELT theory and practice was asked to categorize the available data to increase both internal and external reliability of the data analysis. The percentage of agreement between the two raters was 92%. In the case of disagreement, the categorization was checked and rechecked by a third researcher.

The possible sources of foreign language anxiety suggested in the literature were taken into consideration while identifying the categories. The literature proposes six potential sources of language anxiety (Bailey, 1983; Horwitz et al, 1986; Rogers, 1989; Young, 1991; Tsui, 1996; MacIntyre et al, 1997; Williams and Burden, 1997):

1. Personal and interpersonal anxieties
2. Learner beliefs about language learning
3. Instructor beliefs about language teaching
4. Instructor-learner interactions
5. Classroom procedures
6. Language testing.

In this study, the first two categories were combined under one main title, "anxieties caused by personal reasons", because it was believed that learner beliefs about language learning are among personal reasons causing anxiety. The aim of this study was to find out the sources of foreign language anxiety from the perspective of language

learners; therefore, the third category, instructor beliefs about language teaching was omitted in the categorization procedure. The last category, language testing was not taken into consideration either. Although the subjects in the study made some comments related to their tests in their diaries or during the interviews, and complained about having insufficient instructions, different question types and experiencing concentration problems because of their anxiety during tests, these comments were not enough to create a new category, because a completely different design would be necessary to identify the sources of test anxiety.

As a conclusion, the analysis of the diaries and interviews revealed three main sources of language anxiety. Foreign language anxiety Turkish EFL learners experienced was caused by mainly personal reasons, their teachers' manner in the classroom and teaching procedures. Related to **speaking classes** the following categories were identified as causing language anxiety;

#### **4.1. Anxieties Caused By Personal Reasons**

##### **A. Self Assessment of Ability**

- i. Learners' negative assessment of ability related to speaking in the FL
- ii. The fear of negative social evaluation

##### **B. Self Comparison To Others**

- i. The fear of being less competent than the other students in the classroom.
- ii. Lack of competitiveness with the good students
- iii. Being competitive with regard to grades, performance and fluency
- iv. Fear of standing out from the peers

##### **C. High Personal Expectations**

- i. Believing that less than a perfect performance is a failure
- ii. The desire to perform better or to be more active in the classroom
- iii. Being concerned about pleasing others

##### **D. Learner Beliefs**

- i. Learner Beliefs About Making Mistakes
- ii. Learner Beliefs About Using L1 In The Classroom

- iii. Learner Beliefs About Vocabulary Knowledge
- iv. Learner Beliefs About Native Teachers

#### **4.2. Anxieties Caused By Teacher's Manner In The Classroom**

##### **A. Teacher's Manner Towards The Students' Errors**

- i. Teachers' interruption of students' speech

##### **B. Teachers' Manner Towards The Students In The Classroom**

- i. Teacher's assessment of student performance
- ii. Teachers' overt comparison of the students in the classroom
- iii. Learners' perception of the distribution of the grades
- iv. Teachers' attitude of reminding evaluation situation

#### **4.3. Anxieties Caused By The Teaching Procedures**

##### **A. Speaking In Front Of A Group**

- i. Speaking the foreign language in front of the peers and the teacher
- ii. The effect of social and educational background

##### **B. Presenting A Topic**

- i. Feeling of conspicuousness and the fear of public failure
- ii. Ambiguity of the situation
- iii. Being in an evaluation situation
- iv. Perceptions of the difficulty of the task
- v. Concerns about the usefulness of the activity
- vi. Unfamiliarity of the activity

##### **C. Studying Individually**

##### **D. Listening To Songs**

- i. The fear of being left behind
- ii. Concerns about the usefulness of the activity

The analysis of the diaries and the interviews of Turkish EFL learners related to **writing classes** revealed the following items as causing language anxiety;

### **5.1. Anxieties Caused By Personal Reasons**

#### **A. Self Assessment of Ability**

- i. Learners' negative assessment of ability related to writing in the FL

#### **B. Self Comparison To Others**

- i. Being competitive with the other students.

#### **C. High Personal Expectations**

- i. The desire to get higher grades and to be different from the other students

#### **D. Learner Beliefs**

- i. Learner beliefs about the difficulty of the task
- ii. Learner beliefs about using L1
- iii. Learner beliefs about the relationship between writing in L1 and L2

### **5.2. Anxieties Caused By The Teachers' Manner In The Classroom**

#### **A. Teachers' Manner Towards the Students' Errors**

- i. Risk of getting negative feedback
- ii. The discrepancy between the students' effort and the result
- iii. Students' perceptions of the inconsistency in the teachers' error correction strategy
- iv. Getting controlling feedback
- v. Concerns about the usefulness of the teacher's error correction strategy

#### **B. Teachers' Manner Towards The Students**

- i. Teachers' negative assessment of students' performance

### **5.3. Anxieties Caused By The Teaching Procedures**

#### **A. Writing in the Paragraph Form**

- i. The difficulty of writing in the paragraph form
- ii. Frustrations about the teacher's method used in the writing course.
- iii. The insufficient explanation received from the teacher;

## CHAPTER IV

### PRESENTATION AND DISCUSSION OF DATA

#### 4.1. Introduction

The main purpose of the study was to find out the sources of foreign language anxiety as experienced by language learners in speaking and writing classes. The analysis of the diaries and the interviews of high, medium and low anxious learners revealed three main sources because of which language anxiety was experienced in the foreign language classroom situation. Learners reported that the anxiety they felt in both of the speaking and writing classes was caused by personal reasons, by their teachers' manner in the classroom and by the teaching procedures used in the mentioned classes.

It was found out that the sources of anxiety were mostly perceived differently depending on the learners' anxiety levels, identified by the questionnaire FLCAS. That is, being a high, medium or low anxious learner determined the learners' perceptions of the sources of foreign language anxiety. While negative self assessments of ability, for example, created language anxiety for almost all of the high and some of the medium anxious learners, this kind of an assessment was not expressed by the learners with low anxiety levels. Low anxious learners, in contrast, expressed very positive self assessments of their abilities in both speaking and writing in the foreign language. On the other hand, in some cases, language learners regardless of their anxiety levels reported that they shared the same feelings about some of the sources of foreign language anxiety. Making oral presentation in front of the classroom, for instance, was found a very anxiety-provoking activity for all the participants in the study.

Each of the sources of language anxiety learners expressed in the subjects' diaries and interviews will be discussed in the following section of the chapter. The diary entries and the interviews which were conducted in the subjects' native language, allowing them

to express their ideas better, were translated into English by two researchers without changing their meanings. Very little of the learners' comments will be edited in the presentation. The comments damaging others, the name of the learners and the teachers will be omitted for professional reasons. Since sex is not a variable of the study, all the language learners participating in the study will be regarded as females and all the teachers as males; therefore the pronoun "she" will be used to refer to language learners and "he" to their teachers. (The Turkish versions of the interview and diary entries are presented in Appendices G1 and G2 in the order the items appear in this chapter).

Because of the nature of the study, the analysis and the presentation of the data will be offered together. That is, each source of language anxiety reported by the learners will be presented with its explanation and the relevant expressions of the learners. For practicality concerns, the anxiety levels of the subjects will be specified next to their statements in abbreviated forms as H, M and L referring to high anxious, medium anxious and low anxious students.

In addition, in order to allow for further reliability of the data obtained from the diaries and interviews, the subjects' answers to the FLCAS and BALLI items will be provided in tables showing the percentages of the answers of high, medium and low anxious learners. Only the items referring to the categories identified from the diaries and interviews will be presented in the analysis. Such an arrangement will also make it much more practical to view the data. The tables will include FLCAS and BALLI items with percentages of high, medium and low anxious subjects selecting each alternative. The explanations, however will include percentages referring to the number of subjects who agreed or strongly agreed and disagreed or strongly disagreed. The percentages will be rounded to the nearest whole number, therefore they may not add to 100. All the answers of the subjects to each of the questionnaires will also be presented in the appendices (see Appendix E for the subjects' answers to each FLCAS item, and Appendix F for the answers to each BALLI item)

## 4.2. Sources of Foreign Language Anxiety in the Speaking Classes

### 4.2.1. Anxieties Caused by Personal Reasons

#### A. Self Assessment of Ability

It was pointed out in the literature review that in the process of acquiring a second language, learners “**assess their own abilities**”, and if positive, this assessment generally facilitates learning by helping them develop strategies to enhance their linguistic competence (MacIntyre, Noels & Clement, 1997). If language learners, however, believe that they do not have the necessary skills as a result of this self assessment, and focus their attention on their perceived inadequacies, the potential for failure and the consequences of imagined failure, they suffer from foreign language anxiety.

Turkish EFL learners in this study commented on their abilities in learning or using the foreign language. The diary entries and the interview results revealed that while all of the high and some of the medium anxious students judged their own performance negatively in relation to their speaking abilities in English, students with low anxiety levels reported just the opposite; they expressed the self image of successful language learners.

The following statements expressed mostly by high anxious subjects revealed the learners’ perceived inadequacies as a result of their self assessments. Students’ concern about their ability, as seen in their statements below, confirmed their frustration of not being able to communicate effectively in the foreign language. This frustration caused them to experience foreign language speaking anxiety, which in turn reduced their confidence in themselves even more. Because of this low confidence in ability, the EFL learners in the study also believed that there was nothing else to do to improve their performance, but to get angry and feel guilty;

*a. --I always feel sad for not being able to speak, and lose all my hopes. When I speak in the classroom, I wish I did not, when I don't I get angry with myself. (H)*

*b. --I feel anxious because I'm not successful in speaking classes. I just cannot speak English. I do not think so, but I hope it will be better in the future. (H)*

- c. ---I wish I were fluent, but I think for a long time even to combine two words together. (H)
- d. ---I know I'm a bad student. I cannot speak English. (H)
- e. ---I'm not good at speaking classes. I am afraid of not succeeding this course. (H)
- f. ---I am afraid of speaking classes. This is the only lesson I am afraid of. (H)
- g. ---I am a shy person, even if I know the answer I can't say it, then I blame myself. This is completely my fault. I have to solve this problem. (M)
- h. ---Will I ever be able to speak fluently without stammering, just like in Turkish? I really want to do this. I'll trust myself more when I speak fluently. (M)
- i. ---For the first time although I knew it was my turn, I did not get anxious, because I would talk in simple sentences; I can only do this. (M)

In addition to self assessment of ability, language anxiety also arises from the learners' divided attention between the "self related cognition" and the "task related cognition". (MacIntyre, 1995). As the literature review suggested, when the learners focus their attention on both the task at hand and their reactions to it, they suffer from anxiety reaction. For example, when responding to a question in the class, anxious student focuses on answering the teacher's question and evaluating the social implications of the answer while giving it. To the extent that self related cognition increases and task related cognition decreases, performance in the second language suffers and language learners become afraid of being evaluated negatively by the others in the classroom. Therefore, the "**fear of negative social evaluation**" has also been suggested as one of the sources of FL anxiety (Eysenck, 1979, cited in MacIntyre and Gardner, 1994; MacIntyre and Gardner, 1991; Tobias, 1986, cited in MacIntyre and Gardner, 1989).

As written in the learners' diaries below, the fear of being negatively evaluated by their classmates, and as a result, the fear of making an unfavorable social impression caused the learners in the study to avoid speaking. They did not participate in the classroom activities because of this fear even when they knew the answer. Some high anxious students also complained about not having a chance to speak in the classroom. They preferred to remain silent because of this fear in addition to the negative self assessment they made. Even when they had the courage to talk, as reported in their diary entries, by the time they made their attempts either another student took the turn and said what they prepared in their mind, or they forgot everything and could not talk.

- a. *---Even if I know the answer I don't say it, because I am afraid of being laughed at. Then, I forget what to say and cannot talk. (H)*
- b. *---I never initiate a topic. While the others are talking, I prepare what to say in my mind, but then I forget everything and get angry with myself. (H)*
- c. *---I think in Turkish, and try to translate it into English. While I am translating someone else talks, and I cannot find a chance to express my ideas. (H)*

On the other hand, when the low anxious students were examined in terms of their perceived ability in using the FL in oral communication, they expressed very positive self assessments. They believed to have the necessary skills in speaking English; therefore, as seen in the statements below, they expressed feeling “relaxed” in the classroom. Naturally, fear of being negatively evaluated by their classmates was not expressed by low anxious subjects either. Tobias’ (1986, cited in MacIntyre and Gardner, 1989) argument that nonanxious students do not have self preoccupations and this gives them an advantage of dealing only with the task could explain the difference between the students who experience anxiety and who do not in FL learning process.

- a. *---I am good at speaking, I feel very relaxed in this class. (L)*
- b. *---I feel very relaxed in speaking classes, because I think I speak well. (L)*
- c. *---I do not have any anxiety about not being able to speak or express my ideas. I feel very relaxed in this class. (L)*
- d. *---Even if they laugh at me, I say what I want to say. I believe myself, I can communicate in this language. (L)*

FLCAS items 1,11,12,17,22,27 and 30 also supported the subjects’ assessment of their speaking ability they reported in their diaries and interviews. As can be seen in Table 4.1a, while all of the high anxious (100%), and almost half of the medium anxious (48%) students agreed with the item “*I never feel quite sure of myself when I am speaking in English classes*” (FLCAS 1), the majority (72%) of low anxious students disagreed with the statement. Similarly, 83% of the high anxious students reported feeling very nervous, and complained about forgetting everything they knew in English classes (FLCAS 12). On the other hand, all of the non-anxious students (100%) rejected such a feeling. Students with medium anxiety level reported different comments on this

statement. While only 17% of them agreed with it, 44% of the subjects disagreed. On the other hand, although the FLCAS item 30 indicative of “the fear of being negatively evaluated” was rejected by 50% of the high anxious learners in the study, 33% of other highly anxious students strongly agreed with the statement and expressed their fear of being laughed at when they speak English. 83% of the medium and 100% of the low anxious students, confirming their diaries and interviews, rejected such a fear in the classroom.

FLCAS items 11, 17, 22 and 27 were also indicative of subjects’ concern about their speaking ability. A majority of the high (67%) and medium (61%) anxious students stated that “they could understand why some people get so upset over English classes” (FLCAS 11), 43% of the low anxious learners disagreed with this item. The FLCAS item 17, “*I often feel like not going to English classes*” was agreed by 50% of the high anxious students, and disagreed by 56% of the medium and 86% of the low anxious learners. 66% of the high anxious subjects also reported “*feeling tense and nervous before going to English classes*” (FLCAS 27), while 78% of the medium and all of the low (100%) anxious subjects disagreed with the item. In addition, 84% of the high and 61% of the medium anxious learners reported that “*they felt a pressure to prepare well for English classes*”, but only 43% of the low anxious learners shared this feeling and 57% of them disagreed with the FLCAS item 22.

**Table 4.1a**  
**FLCAS item(s) related to self assessment of ability**

FLCAS	HIGH (%)					MEDIUM (%)					LOW (%)				
	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA
1*	-	-	-	50	50	4	35	13	44	4	29	43	29	-	-
11*	-	-	33	17	50	4	22	13	39	22	14	29	43	-	14
12*	-	-	17	50	33	9	35	39	17	-	43	57	-	-	-
17*	-	17	33	50	-	30	26	30	9	4	86	-	14	-	-
22*	-	17	-	67	17	-	17	22	39	22	14	43	-	14	29
27*	-	-	33	33	33	61	17	22	-	-	86	14	-	-	-
30*	17	33	17	-	33	44	39	9	4	4	100	-	-	-	-

SD= strongly disagree D= disagree N= Neither agree nor disagree A= agree SA= strongly agree

1\*. I never feel quite sure of myself when I am speaking in English classes.

11\*. I can understand why some people get so upset over English classes.

12\*. In English classes, I get so nervous I forget things I know.

17\*. I often feel like not going to English classes.

22\*. I feel pressure to prepare very well for English classes.

27\*. When I am on my way to English classes, I feel very tense and nervous.

30\*. I am afraid that the other students will laugh at me when I speak English.

BALLI items 2, 6 and 15 identified high, medium and low anxious students' beliefs about the relationship between learning a FL and having an aptitude about it. While 33% of the high anxious subjects agreed with the statement "*some people are born with a special ability which helps them learn a foreign language*" (BALLI 2), the other 33% did not have such a belief. On the other hand, the same item was agreed by 52% of the medium and only 29% of the low anxious subjects, and disagreed by 35% of the medium and a majority (71%) of the low anxious language learners. Surprisingly, while 67% of the high anxious students believed that "*they would ultimately learn to speak English very well*" (BALLI 6), only 17% of them believed "*they had foreign language aptitude*" (BALLI 15). A great majority of the medium (87%) and low (86%) anxious students believed they would learn to speak this language very well, and they had FL aptitude to do so.

**Table 4.1b**  
**BALLI item(s) related to self assessment of ability**

BALLI	HIGH (%)					MEDIUM (%)					LOW (%)				
	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
2*	-	33	33	-	33	17	35	13	22	13	-	29	-	14	57
6*	17	50	17	17	-	39	48	9	4	-	43	43	14	-	-
15*	-	17	50	33	-	17	65	13	4	-	43	43	14	-	-

2\*. Some people are born with a special ability which helps them learn a foreign language.

6\*. I believe that I will ultimately learn to speak this language very well.

15\*. I have foreign language aptitude.

To conclude, the learners' diary entries, interviews and the answers to the questionnaires revealed that a person's self assessment of his or her own ability in using the FL in the speaking classes, and the fear of negative social evaluation were factors affecting that person's attempts to use the foreign language in the classroom.

## **B. Self Comparison to Others**

Anxious students who had negative judgments of their own performance also expressed "**a fear of being less competent**" than the other students in the classroom.

- a. ---*My friends speak very well. They talk even if they make mistakes, but I can't. (H)*
- b. ---*Most of my friends can understand, but I cannot. (H)*
- c. ---*Everyone was very successful in the presentation. I wasn't very bad, but I was very anxious. I was trembling and I thought I should never stop talking. (H)*
- d. ---*People who presented were anxious, the others got anxious when the teacher started to ask questions. I was much more anxious than anyone else in the class. (H)*
- e. ---*When I compare myself and my grades, I realize that I am among bad students. I wish I were better. I ask myself "Why I am bad?". And, I don't want to study anymore. (H)*
- f. ---*I am discouraged by realizing that my friends are better than I am, and they are always praised by the teacher. (H)*

The last statement taken from a high anxious students' diary is a very good example of what Williams and Burden (1997) have argued about the praise given by teachers. As they state, indiscriminate praise or praise which is given only to the students who perform well may lower the feeling of self-competence and self-efficacy of other learners in the classroom. As this high anxious student expressed in her diary, her feeling of being less competent than the others increased because of the praise the other students received from the teacher. Being already a high anxious learner, the anxiety level of this student might have increased even more because of the teacher's indiscriminate praise she perceived.

Another high anxious student reported that she could not even compare herself with the "good students". The feeling of inadequacy in comparing herself led her to experience a greater deal of anxiety. She identified her **lack of competitiveness** with the good students as one of the major personal factors influencing her language learning experience. Therefore, she expressed that a comparison of her performance with that of good students would motivate her to study more. She mentioned a comparison with "bad students", and wrote the following;

- a. ---*I cannot even compare myself with good students. If I did, I would study more, but sometimes I think some students are even worse than I am, and this demotivates me, But I also think I am not abnormal. I do not study, how can I compare myself? (H)*

Students with medium anxiety levels reported obvious comparisons with their classmates as well, but they were mainly **competitive with regard to their grades, their performance and fluency** against that of other students.

*a. ---I was very well prepared; I almost memorized everything. I got 100, but the others who read from the paper got 100, too. (M)*

*b. ---Some friends did not study at all. Only I and my partner were well prepared, but we got the same grade at the end, which was not fair at all. (M)*

*c. ---Everybody got 80 or 90 from the quiz, but I got 36 and I cried. I thought by myself whether there was anything wrong with me or not. (M)*

*d. ---I compare myself with my close friends. When they get a high grade, I ask myself WHY I can not get a high grade just like them. (M)*

*e. ---I place myself into medium group. My English is not good enough. When I compare myself with a very good student, it motivates me, and I try to do better than him. (M)*

*f. ---I compare myself with others, and try to do better. (M)*

*g. ---I sometimes think who is better and who is worse than I am, and try to do better. Who does not? (M)*

As seen in the examples, medium anxious students, contrary to their high anxious counterparts, did not express any fear of being less competent; they actually did just the opposite, that is they believed they were better than the others, as in the first two examples. Nevertheless, seeing themselves as weaker than the other students seemed to motivate the medium anxious students to study more, as in the statements **e**, **f** and **g**.

Self comparison to others was also made by low anxious students, but the results were quite different for confident learners. Low anxious students' diaries portrayed relatively secure language learners who were not affected from such a comparison. They compared themselves with the other students only in terms of speaking performance.

*a. ---Especially in speaking class, there are some students I compare myself to. I think they speak better than I do, but in general I do not compete with anybody. (L)*

*b. ---I do compare myself with others, but I do not try to be better than they are. I think I'm among good students. I don't have any ambition to be better. (L)*

*c. ---If I think someone is better than I am, I try to be much better, and this motivates me to study more. (L)*

*d. —Actually I do not like speaking classes very much, because the level of the students in the class is not very high -except a few-, and it becomes very obvious in this lesson. (L)*

*e. —Why should I compare myself with others? I was the most or the second successful student in the class until the 3<sup>rd</sup> exams. (L)*

As they expressed, there was no need for the low anxious students to compare themselves, they knew they were already at the top of the class.

To sum up, while comparisons hindered the high anxious students, it motivated the medium anxious students to study harder. The low anxious students, except a few (as in the statement c), were not affected from this kind of a comparison either negatively like the high anxious ones, nor positively like the medium anxious students. As explained previously, they were already aware of their good performance and did not have any self preoccupations about their speaking ability.

The following diary entry of a low anxious student brought out a different perspective of comparison in the classroom;

*a. —Sometimes even if I am sure of the answer, I do not raise my hand, because nobody does. If they did, I would raise my hand. I think if I give the answer they might get angry with me. It happened a lot to me in high school as well. (L)*

As mentioned in section 2.4.1., Nunan (1996) explains this situation in terms of cultural norms. According to his argument, in some cultural contexts “**standing out**” from their peers is considered unacceptable for talented learners. Therefore, such learners may have a fear of “being resented” for breaking “acceptable” cultural norms by outperforming them. Turkish culture, where belonging to a group is valued highly, might be considered as one of these cultures mentioned by Nunan. Therefore, this low anxious student might have experienced anxiety because of this kind of a cultural fear.

FLCAS items 7, 23 and 25 confirmed the high, medium and low anxious subjects’ comments about this obvious self comparison with the other students in the classroom. While 67% of the high anxious students agreed with the item 7 stating that “*I keep thinking that the other students are better at English than I am*”, only 22% of the medium and 14% of the low anxious students agreed with this item. On the other hand, 30% of the medium and 86% of the low anxious subjects reported their disagreement

with such a concern. The FLCAS item 22, “*I always feel that the other students speak English better than I do*” was agreed by 84% of the high, 61% of the medium and 43% of the low anxious students. Nevertheless, 57% of the low anxious subjects did not believe that the other students spoke better than they did. Half of the high anxious students also reported “*feeling left behind in English classes*” (FLCAS 25). 70% of the medium and 100% of the low anxious learners stated they did not experience such a feeling.

**Table 4.2**  
**FLCAS item(s) related to self comparison to others**

FLCAS	HIGH (%)					MEDIUM (%)					LOW (%)				
	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA
7*	17	-	17	50	17	-	30	48	17	4	-	86	-	14	-
22*	-	17	-	67	17	-	17	22	39	22	14	43	-	14	29
25*	-	-	50	33	17	26	44	22	9	-	-	57	43	-	-

7\*. I keep thinking that the other students are better at English than I am.

22\*. I always feel that the other students speak English better than I do.

25\*. English classes move so quickly I worry about getting left behind.

To sum up, while making obvious self comparison to other students in the classroom created anxiety for high anxious subjects, it motivated medium anxious learners to study harder. Subjects with low anxiety level were not affected by such a comparison at all.

### C. High Personal Expectations

Believing that “**less than a perfect performance is a failure**” was mentioned as one of the sources of anxiety in the study. The following comments might explain why even low anxious students suffered from FL anxiety when they had high expectations from their own performance;

a. ---*Grade is not very important for me, but if I know the topic well, I need to prove it to myself and to the teacher; I should not make any mistakes about it. (L)*

b. ---*I always compete with myself, I always try to do much better. (L)*

c. ---*I can try more, and get higher grades. (L)*

d. ---*I do not study just to pass the class, I have to get the highest grade. (L)*

*e. --My accuracy is not bad, but I have to be more fluent. I hope it does not take so much time. (L)*

*f. --I want to be very well prepared, and present my topic well. I am planning to use visual aids in my presentation. (L)*

*g. --Sometimes I can't talk, because I try to speak without any mistake and it takes so much time. (L)*

These students, as understood from their comments, seemed preoccupied with the desire to be “better” or even “the best”, which could lead any person to experience anxiety.

The desire to perform better, or to be more active in the classroom also caused the students with medium anxiety levels to suffer from foreign language anxiety;

*a. --We were among bad presenters. We could have studied more and presented better. Actually I am not used to preparing such bad assignments. I hope this doesn't happen again. (M)*

*b. --I presented today. I could be more active and presented better. (M)*

*c. --We presented today. It wasn't bad, but I could prepare and present better. (M)*

*d. --I compete with myself, I always try to do better, and this motivates me. (M)*

*e. --We should be more active in speaking classes. We could learn more. (M)*

*f. --I like speaking classes, but we should be more active and learn more. (M)*

*g. --I am both listening to others and thinking about my presentation. I will be well prepared and try to please both the teacher and the students. (M)*

In the last statement, the student experienced anxiety because as she expressed, she was really concerned about **pleasing others**. She was concerned about pleasing the teacher and the other students in the classroom by making “a well prepared” presentation. As stated by Krashen (cited in Young, 1992), having such a concern resulted in a great degree of anxiety.

To conclude, while having high personal expectations created anxiety for low and some medium anxious students in the study, high anxious students did not make these kinds of comments. High anxious students, as explained in the first part of the chapter, reported negative assessments of their speaking ability. Believing that they did not have

the necessary abilities to learn and use English efficiently, and that they were less competent than their peers, they did not expect a better performance from themselves.

#### **D. Learner Beliefs**

Horwitz (1988) points out that students bring their beliefs with them into the classroom, and these beliefs about language learning will likely to influence their effectiveness in the classroom. Language anxiety arises from the contradiction of these beliefs with what “really” happens in the classroom. Foreign language learners in the study expressed their beliefs related to four main categories;

- i. making mistakes while using the foreign language, and how these mistakes were treated by the teacher,
- ii. using their first language in the classroom,
- iii. vocabulary knowledge of the foreign language, and
- iv. having native teachers in their classes.

##### **i. Learner Beliefs About Making Mistakes**

EFL learners in this study, regardless of their anxiety level were concerned about **how mistakes were perceived**, that is, how and when they should be corrected in their FL classes;

- a. --In grammar, our mistakes should be corrected immediately, but in speaking it must be corrected only if it is very important. (H)*
- b. --Mistakes should be corrected after I finish speaking, otherwise I forget what to say, and do not understand my mistake. (H)*
- c. --Our mistakes should be corrected immediately. If they are corrected after I finish speaking, I can forget my mistakes. (M)*
- d. --Our mistakes should be corrected; we have to learn to speak without mistakes. (L)*

Only one of the low anxious students stated an opposite idea. She believed especially in speaking classes, mistakes should not be corrected at all, because in her opinion, speaking could only be improved by making mistakes.

*a. --Our mistakes should be corrected immediately; but in speaking classes I think they should not be corrected at all. We will learn to speak by making mistakes. (L)*

Students especially with high and medium anxiety levels reported that they were **afraid of making mistakes** while speaking, and this fear, as seen in the statements **a, b, c** and **d** below, led them to silence. To avoid the embarrassment of making public errors and of being negatively evaluated by others, they preferred not to speak at all.

*a. --I am afraid of making mistakes and not being able to express myself, and I stop talking. (H)*

*b. --I am afraid of making mistakes, and stop talking. When I start talking, I also start making mistakes. (H)*

*c. --I am afraid of making mistakes and become demotivated in speaking classes. (M)*

*d. --When I focus on the grammar, and try to correct my mistakes, I forget what to say. (M)*

*e. --Pronunciation mistakes are not very important, but we shouldn't make any grammatical mistakes. (M)*

*f. --I try to speak without any mistakes, and it takes so much time. (L)*

*g. --I try not to make mistakes while speaking. I think grammar is important. (L)*

In addition, the FLCAS item 2, and the BALLI items 7, 9, and 19 identifying students' opinions about making mistakes confirmed what the subjects reported in their diaries and interviews. As seen in the table below, all of the high anxious learners in the study were "*afraid of making mistakes in English classes*", and a great majority of the low anxious students (71%) disagreed with this FLCAS item 2. 30% of the medium anxious learners showed similar results with the high anxious learners, while 26% of them agreed with the low anxious learners. On the other hand, most of the Turkish EFL learners in the study regardless of their anxiety levels believed that "*speaking the FL with an excellent accent was especially important*" (BALLI 7). The BALLI item 9 stating "*nothing should be said until it can be said correctly*" was rejected by 34% of the high,

82% of the medium and 86% of the low anxious learners. Turkish learners in the study also believed that their mistakes should be brought into their attention, especially at the initial stages of the learning experience, so that they might be avoided in the future (BALLI 19).

**Table 4.3a**  
**FLCAS item(s) related to learner beliefs about making mistakes**

FLCAS	HIGH (%)					MEDIUM (%)					LOW (%)				
	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA
2*	-	-	-	67	33	-	26	44	30	-	57	14	29	-	-

2\*. I am afraid of making mistakes in English classes.

**Table 4.3b**  
**BALLI item(s) related to learner beliefs about making mistakes**

BALLI	HIGH (%)					MEDIUM (%)					LOW (%)				
	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
7*	33	67	-	-	-	44	39	4	13	-	71	29	-	-	-
9*	-	33	33	17	17	9	-	9	17	65	-	-	14	29	57
19*	33	50	17	-	-	39	51	9	-	-	43	14	-	14	29

7\*. It is important to speak a foreign language with an excellent accent.

9\*. You shouldn't say anything in the foreign language until you can say it correctly.

19\*. If you're allowed to make mistakes in the beginning it'll be hard to get rid of them later on.

As a conclusion, the subjects' diaries, interviews and their answers to the questionnaires revealed their beliefs that the mistakes should be corrected in the classroom, so they can be avoided in the future. Being afraid of making mistakes was also expressed as a source of language anxiety by subjects with high and medium anxiety levels, causing them to avoid speaking.

## ii. Learner Beliefs About Using L1 in the Classroom

Learners reported two different perspectives about the usage of L1 in the classroom. While most of them reported **their annoyance** when the teacher or the other students broke into Turkish during speaking classes (statement a through i), the others believed that **when the linguistic input was not clear, it should be explained in their native language** (statement j through n).

- a. ---We cannot speak, because we use so much Turkish in the classroom. (H)
- b. ---We cannot speak, because we use so much Turkish in the classroom. If we had to use English all the time, it would be better for us. (H)
- c. ---When we use Turkish in the classroom, we cannot practise our English. (M)
- d. ---Most of the time we use Turkish in the class. We don't do what is required, we can do much more useful things, we should practice our English more. (M)
- e. ---As usual we started in Turkish and turned into English. I am afraid of this transition, we cannot practice English enough in this classroom. (M)
- f. ---It would be better if we didn't use Turkish at all in the class. (M)
- g. ---It is not good to use Turkish all the time in the classroom. We cannot learn English then. (M)
- h. ---While learning English, our first language should not be used at all. (L)
- i. ---Turkish should not be used especially in speaking classes. (L)
- j. ---Sometimes I don't understand what the teacher is saying. If he translated, it would be better for me. Translating only the unknown words would be enough, I do not want him to translate everything he says. (H)
- k. ---In grammar when we don't understand it should be used, but in speaking we should use English. (M)
- l. ---When we don't understand the explanations, Turkish should be used. (M)
- m. ---In speaking it should not, but in grammar Turkish should be used. (L)
- n. ---When we don't understand, L1 can be used. (L)

Furthermore, two high anxious students stated that they experienced anxiety in speaking classes, because of the inefficient strategy they used. While they were busy with trying to **translate** their ideas from Turkish into English in their minds, mostly the topics being discussed was switched to another one, and they missed the opportunity to speak.

- a. ---I start to think in Turkish and while I am trying to translate it in my mind, someone else says it and I cannot talk. (H)
- b. ---I try to translate the words from Turkish, that's why I cannot speak. (H)

The FLCAS items 4 and 28, and the BALLI item 26 related to using L1 in the classroom revealed the similar results expressed by the subjects. Anxious learners feared that “*they would not understand all the linguistic input*”. Therefore, the FLCAS items 4 and 28 revealing this fear were agreed by these subjects. On the contrary, students with lower anxiety levels did not express such a fear. The BALLI item 26, stating that

“learning a foreign language is mostly a matter of translating from Turkish” was rejected by a great majority of the Turkish EFL learners in the study.

**Table 4.4a**  
**FLCAS item(s) related to learner beliefs about using L1 in the classroom**

FLCAS	HIGH (%)					MEDIUM (%)					LOW (%)				
	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA
4*	-	-	17	33	50	13	22	22	39	4	57	14	29	-	-
28*	-	-	-	83	17	4	53	30	9	-	29	43	14	14	-

4\*. It frightens me when I don't understand what the teacher is saying in English.

28\*. I get nervous when I don't understand every word my English teacher says.

**Table 4.4b**  
**BALLI item(s) related to learner beliefs about using L1 in the classroom**

BALLI	HIGH (%)					MEDIUM (%)					LOW (%)				
	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
26*	-	17	17	33	33	4	4	4	51	35	-	-	-	43	57

26\*. Learning a foreign language is mostly a matter of translating from Turkish.

To conclude, the subjects' beliefs about the usage of first language in the foreign language classroom were identified as another source of language anxiety. While some of the learners believed the necessity of L1 explanation, the others expressed their desire about getting linguistic input only in the target language.

### iii. Learner Beliefs About Vocabulary Knowledge

Similar to other language learners, Turkish EFL students considered grammar and especially vocabulary fundamental to successful language learning. As Horwitz et al (1986) have argued, one of the reasons of FL anxiety is the mismatch between the L2 learners' mature thoughts and ideas, but the immature L2 vocabulary to express these mature thoughts and ideas. Foreign language learners in this study, especially with high and medium anxiety levels, believed that their inability in communicating in their foreign language was due to **their lack of vocabulary knowledge**. They expressed their beliefs that by learning more vocabulary, they could speak more and express themselves better.

- a. ---I cannot speak, because I do not know enough words to express my ideas. (H)
- b. ---There are so many words I don't know. That is why, I cannot speak English. (H)
- c. ---I cannot speak, because I do not know enough words to express my ideas. I cannot memorize words. (H)
- d. ---I think by learning more vocabulary, I can be more fluent. I'll try to do my best for this. (M)
- e. ---I think by learning more vocabulary, I can be more fluent. (M)
- f. ---If I knew enough vocabulary, I could speak more in the class. (M)
- g. ---When we don't know enough vocabulary to express ourselves, we cannot speak. (M)
- h. ---If I can't remember the words while speaking in the class, I turn into Turkish. (M)

The BALLI item 16 stating that “learning a foreign language is mostly a matter of learning a lot of new vocabulary words” was agreed by 33% of the high anxious students and disagreed by half of them. 67% of the high anxious learners also believed that “learning a foreign language is mostly a matter of learning a lot of grammar rules” (BALLI 20). All of the low and a big majority of the medium anxious learners, as can be seen in the table below, rejected both of these statements.

**Table 4.5**  
**BALLI item(s) related to learner beliefs about**  
**vocabulary knowledge**

BALLI	HIGH (%)					MEDIUM (%)					LOW (%)				
	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
16*	-	33	17	33	17	-	13	-	57	30	-	-	-	43	57
20*	50	17	-	33	-	4	-	4	57	35	-	-	-	29	71

16\*. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.

20\*. Learning a foreign language is mostly a matter of learning a lot of grammar rules.

Turkish EFL learners in the study, especially with high and medium anxiety levels believed the importance of learning vocabulary of the foreign language. They believed that they could not speak, because they did not know enough words to express their ideas in English. Low anxious learners on the other hand, did not agree with such a belief.

#### iv. Learner Beliefs About Native Teachers

Except one low (statement **i**), and one medium anxious student (statement **g**), all the subjects including the high anxious students stated that if they had native English speaking teachers especially in their spoken courses, they would force themselves to speak English in the classroom activities more. They believed that native teachers would motivate them more, and they would not use their L1 in the classroom. Most of the subjects preferred **a Turkish teacher for grammar classes and a native teacher for speaking classes**. Some, as seen in the examples (statements **f** & **h**), stated that having native teachers not only in speaking, but in all of the courses would be better for them.

*a. ---If we had native speakers in speaking classes, it would be better for me, maybe I would try to speak English more. (H)*

*b. ---If we had native speakers in speaking classes, it would be better, we would not use Turkish in the classroom. (H)*

*c. ---We should have at least one native speaker. (M)*

*d. ---Native speakers are necessary for fluency and motivation. We can be more active in a native speaker's class. With a Turkish teacher speaking even in Turkish for 3 hours would be very boring. (M)*

*e. ---Native speakers are very important. With Turkish teachers we always have a chance to turn to Turkish. (M)*

*f. ---Having native speakers not only in speaking, but in all the classes would be better. (M)*

*g. ---Native speakers speak very fast, we would not understand them. (M)*

*h. ---I wish we had native speakers in all the classes. (L)*

*i. ---Native speakers are not very necessary. (L)*

The FLCAS items 14 and 31, and the BALLI item 12 revealed the subjects' emotional states about using their foreign language with the native speakers. A majority of the subjects from all levels of anxiety stated that they would speak to native speakers of English to practice their foreign language (BALLI 12). High anxious students also stated that they would feel anxious speaking English with native speakers (FLCAS 14 and 31).

**Table 4.6a**  
**FLCAS item(s) related to learner beliefs about native speakers**

FLCAS	HIGH (%)					MEDIUM (%)					LOW (%)				
	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA
14*	-	-	33	17	50	9	26	17	35	13	-	71	29	-	-
31*	-	17	33	17	33	17	35	26	17	4	29	43	14	14	-

14\*. I feel so nervous speaking English with native speakers

31\*. I feel anxious around native speakers of English.

**Table 4.6b**  
**BALLI item(s) related to learner beliefs about native speakers**

BALLI	HIGH (%)					MEDIUM (%)					LOW (%)				
	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
12*	17	33	33	17	-	22	44	13	13	9	29	29	14	29	-

12\*. If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language.

As a conclusion, since most of the subjects in the study preferred having native English speaking teachers, especially for their speaking classes, not having any native teachers in the program might have caused them to experience foreign language anxiety.

## 5. Other Beliefs from the BALLI

The learners in the study expressed personal beliefs about the nature of language learning in their diaries and interviews. However, the subjects' answer to the items 3,4,5,11,14,17 and 24 in BALLI which did not appear in any of the aforementioned categories also indicated foreign language anxiety. The related items in BALLI, as categorized by Horwitz (1988), were related to;

- the difficulty of language learning (items 3,4,14 and 24)
- the nature of language learning (items 5 and 11)
- learning strategies (item 17).

Items 3, 4, 14 and 24 concerned the general difficulty of learning a foreign language and the specific difficulty of the students' particular target language. Most of the EFL learners in the study, as seen in Table 4.7, believed that "*some languages are*

*easier to learn than others*” (BALLI 3). The language they were trying to learn was found to be a “*difficult language*” by 50% of the high anxious learners. A big majority of the medium (70%) and low (71%) anxious learners associated English with “*a language of medium difficulty*” (BALLI 4). Item 14 revealed the learners’ beliefs about the time required to become fluent in the foreign language. While 50% of the high and 43% of the low anxious learners believed that 1-2 years would be necessary to become fluent, 35% of the medium anxious learners thought less than a year would be enough for fluency in the target language. The BALLI item 24, assessing the relative difficulty of understanding over speaking the target language, was rejected by most of the subjects. They believed that “*speaking a language was more difficult than understanding it*” (BALLI 24).

The BALLI item 5, identified the subjects’ perceptions of structural differences between their native and target language. It was rejected by 66% of the high, 43% of the medium and 43% of the low anxious learners. Item 11 concerned the role of cultural contact and language immersion in language achievement. All the subjects, regardless of their anxiety level, believed that “*learning a FL in the foreign country*” was better. (BALLI 11). Finally, item 17 concerning the importance of “*repetition and practice*”, was also emphasized by all the subjects in the study.

**Table 4.7**  
**Other beliefs from BALLI related to foreign language anxiety**

BALLI	HIGH (%)					MEDIUM (%)					LOW (%)				
	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
3*	-	50	17	17	17	39	44	13	4	-	43	29	29	-	-
4*	-	50	17	17	17	-	9	70	17	4	-	14	71	14	-
5*	17	-	17	33	33	13	35	9	30	13	-	29	29	14	29
11*	83	17	-	-	-	74	26	-	-	-	86	14	-	-	-
14*	-	50	33	-	17	35	26	13	9	17	-	43	29	-	29
17*	50	17	17	17	-	74	26	-	-	-	71	29	-	-	-
24*	17	17	17	33	17	13	30	4	26	26	-	14	14	14	57

3\*. Some languages are easier to learn than others.

4\*. The language I am trying to learn is;

1. a very difficult language      2. a difficult language      3. a language of medium difficulty  
4. an easy language      5. a very easy language

5\*. The structure of English is more difficult than the structure of Turkish.

11\*. It is better to learn a foreign language in the foreign country.

14\*. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?

1). less than a year,      2). 1-2 years,      3). 3-5 years,      4). 5-10 years,

5). You can't learn a language in 1 hour a day.

17\*. It is important to repeat and practice a lot.

24\*. It is easier to speak than understand a foreign language.

To conclude, while most of the beliefs concerning the nature of language learning process were shared by all the subjects in the study (as in the BALLI items 3,5,11,17 and 14), some other beliefs changed according to the learners' anxiety levels (as in the BALLI items 4 and 14).

#### **4.4.2. Anxieties Caused by the Teachers' Manner in the Classroom**

The second category of FL anxiety was identified as the teacher's manner in the speaking classes. Learners in the study reported that their teachers' manners towards the errors they made while speaking, and towards themselves were other reasons of anxiety they experienced in FL classes.

##### **A. Teachers' Manner Towards the Students' Errors**

As stated in the previous section, Turkish EFL learners wanted their errors to be corrected by their teachers, but "how" this error correction was made concerned the students very much. As can be assumed, a harsh manner of error correction, interrupting the students to correct their mistakes while they were speaking, or interrupting to ask for clarification led students to feel anxious.

*a. ---Mistakes should be corrected, but interrupting to correct mistakes isn't very good. (H)*

*b. ---I don't like speaking classes, because the teacher interrupts while I am speaking, and corrects my mistakes. Then, I forget what to say next, and don't understand my mistake. When I am interrupted I don't want to talk anymore. (H)*

*c. ---In speaking classes if the teacher interrupts to correct my mistakes or to ask what I mean, I get confused, and forget everything I know. (H)*

*d. ---Mistakes should be corrected after I finish speaking, otherwise I forget what to say, and don't understand my mistake. (H)*

*e. ---My mistakes are corrected immediately which is good for me. If they were corrected after I finished speaking, I would forget my mistakes. (M)*

*f. ---If all my mistakes were corrected, I would not be able to speak. (L)*

The statements above (except the statements e and f), claimed that **teachers' interruption** of their speech caused the students to get confused and forget what to say next. On the other hand, while one high anxious student stated that she did not understand what the teacher was correcting when he interrupted her (statement d), one medium anxious student expressed just the opposite (statement e), she believed immediate error correction strategy was more helpful for her.

Tsui (1996) points out that constant error correction students receive from the teacher can be interpreted as a form of “**mild public humiliation**”. Therefore, the teachers' error correction strategy, as perceived especially by high anxious students who expressed being frustrated from not being able to communicate effectively, might have been taken out as being humiliated in front of their peers. This might have caused them to feel much more anxious.

FLCAS items 15 and 19 were related to the issue. While high anxious learners (67%) believed that their teacher was ready to correct every mistake they made (FLCAS 19), none of the low and only 22% of the medium anxious learners shared this belief. Students with high anxiety levels (67%) also reported that they got upset when they did not understand what the teacher was correcting (FLCAS 15). Most of the low anxious learners (71%) rejected this item, and only 34% of the medium anxious learners shared the same opinion with their high anxious counterparts.

**Table 4.8**  
**FLCAS item(s) related to teachers' manner towards students' errors**

FLCAS	HIGH (%)					MEDIUM (%)					LOW (%)				
	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA
15*	-	17	17	17	50	4	26	35	30	4	57	14	14	14	-
19*	-	17	17	50	17	-	39	39	22	-	29	71	-	-	-

15\*. I get upset when I don't understand what the teacher is correcting.

19\*. I am afraid that my English teacher is ready to correct every mistake I make.

The subjects in the study, just like all the other learners mentioned in the literature, preferred their errors to be corrected by their teachers. Nevertheless, teachers' interruption of students' speech to correct their mistakes or to ask for clarification caused them to feel foreign language anxiety.

## B. Teachers' Manner Towards the Students

Horwitz et al (1986) believe that teachers' inaccurate assessment that the students lack either some necessary aptitude or sufficient motivation to do the necessary work for a good performance creates a great deal of anxiety for the students. The following diary entry written by a high anxious student is a very good example proving how **teacher's assessment of student performance** can affect that students' self esteem;

*a. --The teacher only criticizes me. He never tries to encourage. I know I am a bad student, but why doesn't he help me improve myself?*

*--Teacher gets very angry when I don't speak. He always says "I cannot succeed to make you speak". Actually he is right, we are in speaking class and I have to speak, but I cannot. While I am thinking about something in my mind, someone else says it and they change the subject. (H)*

On another day, the same high anxious student wrote the following in her diary;

*a. --Once I became very sad, because the teacher said "even X can speak, but you cannot". I think he wanted to say "yes, as you know, you are stupid". Then, I got very angry and told to myself "I will never attend this course again". I did not for 2 weeks. (H)*

Her diary entry shows that the negative expectations communicated to the student by the teacher caused her to experience FL anxiety. This anxiety, in turn, interfered with her language learning experience at least in the short term perspective, when she temporarily withdrew from the instructional setting. This teacher even promoted anxiety by **overtly comparing the students** in the class. This comparison might have confirmed the student's feeling of incompetence, leading her to experience even more anxiety, and to withdraw from the communication setting as a reaction.

The following statements of a low anxious student, although the effect on the student was not very obvious, might be given as an example of how even nonanxious students can experience anxiety because of the teacher's attitude;

*a. —Once the teacher made fun of me in the class, because I was talking about X and stopped almost after each word. He said “OK. I think you want to say eh, eh”, and he made fun of me. (L)*

Students with medium anxiety levels mostly complained about the teachers' manner of evaluation of their own and the other students' performance. They were mainly concerned about the teachers' “**distribution of the grades**” which had a demotivating effect on them. The following comments revealed medium anxious students' desire, although they got high grades, for the teachers' accurate assessment of their performance;

*a. —Once I got very nervous in the speaking class, because we were supposed to present our topics, and I studied for 4 hours. I got 100, but the others who did not try at all got 100, too. It was not fair. He did not appreciate our effort. Sometimes people get grades they do not deserve. This happens in other courses, too. They should give us the grades carefully, or I want to get 0 from my presentation. (M)*

*b. ---I was very well prepared, I even memorized my presentation. I got 100, but the others who read from the paper got 100, too. NO COMMENT! (M)*

*c. ---I was very well prepared. I got 100, but the others who read from the paper got 100, too. I thought all my efforts were for nothing. The teachers should be more careful in deciding who deserves a good grade and who doesn't. This demotivates me. (M)*

The greater the degree of evaluation in a setting, the greater the anxiety is (Daly, 1991). Teachers' attitude of **reminding this evaluation situation**, as written in one of the medium anxious students' diary, caused them to experience anxiety in a greater degree;

*a. ---He always reminded us that we were being graded. Presentation became much more difficult and boring. (M)*

The above statements of the language learners revealed the other side of the coin to the teachers. Teachers' manner definitely affected the students' feelings, even sometimes damaging their self esteem.

### 4.2.3. Anxieties Caused by the Teaching Procedures

#### A. Speaking in Front of a Group

Speaking in front of a group has been suggested as one of the most anxiety provoking activities by many of the researchers in the field (see section 2.5.3). As pointed out by Daly (1991), until one becomes conscious that someone is judging her or his performance, s/he may feel comfortable speaking the language. That is why, students report that they get anxious and forget everything they know when they try to **speak the foreign language in front of their peers and the teacher**, but that they feel quite comfortable when they speak it else where. The subjects' statements in this study were also consistent with earlier research results, and even some of the low anxious students stated their fear of speaking in front of a group.

*a. --I say I will talk tomorrow, but I cannot. I just don't know what happens to me when I start talking. If everyone is listening to me, I forget what to say and I hate this. (H)*

*b. --When I am by myself I speak very well, but in the class when the teacher asks me a question, I get confused and cannot speak. I completely forget everything I know. (H)*

*c. --I don't know why, but while discussing a topic I cannot participate a lot, because I cannot think of anything to say. (M)*

*d. --I can speak when I am alone, but in the classroom it is very difficult; especially when the teacher asks me a question I get confused. This makes me sad. (M)*

*e. --I actually like talking, but I prefer not to talk in the class. I don't know why, but if I don't have to, I don't talk. Sometimes if I am not really willing to talk, I cannot remember some of the words while talking, and I don't want to be in such a position in the class. (L)*

*f. --Today I realized that when I speak in the class, I feel a little anxious. I am afraid of making mistakes in front of others. Actually my accuracy is not bad, but I think I need to be more fluent. (L)*

Turkish EFL students mostly refused to speak and preferred to remain silent. **Feeling to be spotlighted** when the students remembered that everyone was listening to them (as in the statement a), or **the fear of having difficulty in understanding and answering the teachers' questions** (as in the statements b and c) might have caused

them to feel anxious. These examples also revealed that students did not feel comfortable when they had to **speak without preparation**.

The statements in **c** and **e** show how language anxiety they experienced disrupted the students' search for appropriate items, like vocabulary and structure in their memory (MacIntyre and Gardner, 1994). The students in the study complained about not remembering the necessary words or the ideas while speaking.

The low anxious students' (statements **e** and **f**) fear of speaking in front of others resulted from their **desire to be more fluent**. the feeling that they were not **making a proper social impression** on others by making mistakes also caused them to experience foreign language anxiety.

The FLCAS items 3, 9, 24 and 26 were related to the subjects' feelings about speaking the foreign language in front of their friends and the teacher. As can be seen in Table 4.9, most of the high anxious learners (83%) reported a great deal of anxiety about being called on (FLCAS 3) and speaking without preparation in English classes (100%) (FLCAS 9). They also stated feeling self conscious (83%) (FLCAS 24) and getting nervous and confused while speaking the foreign language in front of other students (67%) (FLCAS 26). On the other hand, while some of the medium anxious learners shared the same feelings with high anxious learners, most of them just like low anxious learners disagreed with these statements showing anxiety about speaking English in front of other students.

**Table 4.9**  
**FLCAS item(s) related to speaking in front of a group**

FLCAS	HIGH (%)					MEDIUM (%)					LOW (%)				
	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA
3*	-	-	17	33	50	30	39	17	9	4	57	29	14	-	-
9*	-	-	-	67	33	4	39	26	22	9	29	43	14	-	14
24*	-	17	-	50	33	4	57	26	13	-	86	14	-	-	-
26*	-	17	17	17	50	51	22	22	4	-	100	-	-	-	-

3\*. I tremble when I know that I am going to be called on in English classes.

9\*. I start to panic when I have to speak without preparation in English classes.

24\*. I feel very self-conscious about speaking English in front of other students.

26\*. I get nervous and confused when I am speaking in English classes.

One of the high anxious students related her fear of speaking in the classroom to her **educational background**. In her diary entry, she wrote that;

*a. --We cannot talk because in high school they frightened us with grades. Now we are afraid of being evaluated while talking and cannot talk in the class. (H)*

Furthermore, one of the high anxious students stated that her reason for remaining silent in the classroom was related to her **social background**. As written below, she said she could not talk, because she did not have enough background knowledge to talk about the topics being discussed in speaking classes.

*a. --I cannot talk because I don't have enough background knowledge. I have been living in the dormitories for 9 years. I don't know what is happening in the world, and they are always discussing contemporary topics. How can I talk, I don't have anything to say about these topics. (H)*

Two medium anxious students also wrote about the effects of their educational background on their foreign language learning experience;

*a. --I was very anxious at the beginning of the semester, because I graduated from a Vocational High School, and I wondered whether I could succeed or not. Now my grades are good, and I am not worried anymore. (M)*

*b. --I graduated from a Vocational School. When I first started this school, I had so many difficulties. Everyone was good, but I didn't understand anything the teacher said at the beginning. I was asking my friends, then I got used to their language. Speaking and Listening were especially very difficult for me. I forced myself to speak, but I still can't do listening. I have some hearing problems, this makes it more difficult. I think different methods should be used in Listening. (M)*

While having negative educational experiences inhibited language learners' future academic lives, having positive experiences had the opposite effect. The following diary entries written by two low anxious students made it clear that their positive experiences about language learning affected these students' attempts to learn the foreign language in a positive way, making them confident learners.

*a. --I believe myself because of my background, I graduated from Anatolian High School. I think even if I don't study, I can succeed this. (L)*

*b. --In Anatolian High School they taught us to speak German even if we make mistakes; they encouraged us. That is why I don't have any anxiety about speaking English or making mistakes. (L)*

As can be seen, anything from previous educational and social experience might have effects on language learners in participating to class activities and in being prepared to speaking in front of others. Negative previous experiences might create anxiety, while the positive ones facilitate the language learning process.

## **B. Presenting a Topic**

Making oral presentations was found to be “the most anxiety provoking activity” (92%) in Koch and Terrell’s (1991, p. 113) study.

One of the reasons of anxiety EFL students experienced while presenting a topic they prepared in advance was, as Daly (1991) stated the feeling of “**conspicuousness**” the students felt.

*a. --I was really afraid of the class, because I had to present a topic in front of everybody and the teacher. In the presentation remembering that everyone was listening to me made me feel stupid. I thought I should never stop talking. I was trembling, but I forgot everything I prepared, and talked very nonsense. (H)*

*b. --I presented my topic today. I studied a lot, but in the classroom I could not talk. I read everything from the paper. And the result, as you can imagine, was not a very good one! (H)*

*c. --Today the lesson was difficult, because I presented a topic. Although I studied I was anxious. After I started my presentation I got relaxed, and when it was over, I understood that it was not as hard as I thought. (L)*

As stated in the diary entries, the fear of being spotlighted in front of others caused these students to freeze up when called on to perform although they “studied a lot”. They felt that their **fear of public failure** contributed to their poor oral performance.

According to Daly (1991), “**ambiguous situations**” create anxiety in the FL learners as well. That is, when people do not know what is going to happen (as in the statements **a**, **b** and **c** below), or what they are supposed to do, or what they are going to be judged on (as in the statements **d** and **e**), they are likely to become anxious.

- a. ---I cannot imagine myself presenting in front of everybody. I wonder what will happen next week. I think I will get confused when everybody starts asking me questions. (H)*
- b. ---I wonder how I will do presentation, because we have never done it before and we get anxious in talking in front of other people. (M)*
- c. ---It is very difficult to present a topic. I don't know how I will manage it. I get very nervous when I think about it. (M)*
- d. ---We still could not understand what we are required to do. (M)*
- e. ---We haven't understood what we're expected to do. I wonder what I'll do next week. (L)*
- f. ---We didn't understand anything. (M)*

EFL students also found presenting a topic anxiety provoking, because in this particular situation, they knew they were **being evaluated** for their performance and this would affect their final grade;

- a. ---I think the teacher needs to give us some examples before we present, especially if it is going to affect 30% of our final grades. (L)*
- b. ---I think this assignment is beyond our level, and it will affect our final grades. They should not give us such a difficult assignment, or at least it should not affect our final grades. Even the good student won't get a good grade. (L)*
- c. ---We participated, because we had to. The teacher also evaluated participation. I got really bored in the lesson. (M)*
- d. ---Especially when you know you're being evaluated it becomes much more difficult. (M)*

Student participation was not voluntary for the activity, but it was required by the teacher, as reported in the last statement. It is also clear that students did not prefer their final grades to be affected only by one performance or participation.

The students' **perception of the difficulty of the presentation** also made the presentation task anxiety provoking. According to Yerkes-Dodson Law (MacIntyre, 1995), anxiety experienced depends on the **difficulty of the task**. If the task is

relatively simple, anxiety may have little effect on performance. The more difficult the task becomes, the greater the effect of anxiety is.

- a. ---Presentation is very difficult, the classroom environment is very stressful. (H)*
- b. ---It is very difficult to present a topic. (M)*
- c. ---I have never liked speaking classes, and now we have to present a topic. It is beyond our level. (M)*
- d. ---It was very difficult and boring. (M)*
- e. ---It is very difficult to present; it is beyond our level, especially when you know you are being evaluated, it becomes much more difficult. (M)*
- f. ---It's beyond our level, we aren't going to learn anything from this activity. (L)*
- g. ---Today the lesson was difficult, because I presented a topic. (L)*
- h. ---They should not give us such a difficult assignment. Even the good students won't get a good grade. (L)*

Students were also worried about the **usefulness of the activity**, they thought they were not going to gain anything from the activity, and probably that was why they found it “boring” and perceived it as a “burden”.

- a. ---Presentation is very useless, we could do better things. (M)*
- b. ---I presented today; it was very boring. We should not do these kind of activities in this lesson. (M)*
- c. ---I want to present and get rid of it as soon as possible. (M)*
- d. ---I tried to do my best, I feel very relaxed now, because I got rid of a burden. (M)*
- e. ---We aren't going to learn anything from this activity. (L)*
- f. ---Presentation is very useless. If I did not have attendance problems, I would not come to speaking classes. (H)*

Koch and Terrell (1991) point out that activities creating an atmosphere of panic and fear and unpleasant feelings are psychologically associated with anxiety which can impede language learning. Making oral presentations was associated with the feelings of panic and fear, and definitely found anxiety provoking by the subjects, as seen in statement f, even leading them to escape from the situation.

**The unfamiliarity of the activity** was another cause of the anxiety students experienced related to presenting their topics;

- a. ---*I wonder how I will do presentation, because we have never done it before. (M)*
- b. ---*Since it is the first time we are doing such an activity we don't know how to do it. (M)*

To sum up, all these comments related to making oral presentations in the speaking course revealed learners who were very uncomfortable and extremely anxious about the activity. Even the confident learners felt incompetent to succeed the activity, and expressed FL anxiety.

### C. Studying Individually

Most of the high and some of the medium anxious students stated their preference in studying with a partner, or in small groups in the classroom activities. They argued that they could not concentrate when they studied by themselves. This **lack of concentration** might have been caused by the divided attention between the self related cognition and the task related cognition. Five of the high anxious students stated in their diaries that they had some **private problems** in their lives, and that was why they could not concentrate on the lesson. During the class, they found themselves thinking about their private problems and lost their concentration, and could not understand what was happening in the lesson. This lack of concentration and not being able to follow the lesson might also be a factor creating language anxiety on the learners.

- a. ---*I always think of my private problems in the lesson. I don't understand what happens in the lesson. (H)*
- b. ---*If I have a private problem I generally think of it, and get bored of the lesson, and if I don't understand the beginning, I give up. (H)*
- c. ---*I always think of my private problems in the lesson. (H)*
- d. ---*I found myself looking out of the window in the lesson. It happens a lot these days; I easily get bored. (H)*
- e. ---*I sometimes find myself thinking about my private problems in the lesson. (H)*

Dealing with their private problems might have caused these high anxious learners not to focus their attention on the task. That might be the main reason for their preference of studying with a partner.

- a. ---I cannot concentrate when I study alone. I generally think of something else while studying. With a friend I can concentrate better. (H)*
- b. ---When I study alone, I lose my concentration. But if we studied in small groups with the people at the same proficiency level, it would be better. (H)*

Some medium anxious students also preferred pair work activities in speaking classes, but stated that the partners' proficiency level was very important for their effectiveness;

- a. ---Having a partner made me a little relaxed in this activity -presentation-. (M)*
- b. ---Since I was with X it was very easy to study. (M)*
- c. ---In the class I don't want to study alone, I prefer pair work, but otherwise I want to study alone. (M)*
- d. ---Studying with a partner in the class is better, but his proficiency level should not be lower than mine. (M)*

On the other hand, almost all of the low anxious students and only one high, and one medium stated their preferences for studying individually in the classroom. Considering the previous comments of the low anxious learners, it could be assumed that by having no self preoccupations, students with low anxiety levels could focus only on the task and were able to study by themselves.

- a. ---I prefer studying alone. I cannot concentrate otherwise. (H)*
- b. ---I always prefer studying alone. (M)*
- c. ---I like speaking classes, because we can study individually. (L)*
- d. ---I cannot concentrate if I study in a group. (L)*
- e. ---I always prefer studying alone. (L)*

The FLCAS item 6 was related to “*thinking about other things during the language classes*”. Learners' answers to the item were supportive of their comments in their diaries and interviews. A majority of the low and medium anxious learners reported

that they did not have such concentration problems. On the other hand, 50% of the high and 31% of the medium anxious students complained about finding themselves thinking about things that have nothing to do with the course.

**Table 4.10**  
**FLCAS item(s) related to studying individually**

FLCAS	HIGH (%)					MEDIUM (%)					LOW (%)				
	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA
6*	-	-	50	33	17	-	51	17	22	9	29	43	14	-	14

6\*. During English classes, I find myself thinking about things that have nothing to do with the course.

It can be concluded that subjects' preferences for the study patterns in the classroom were determined by their anxiety levels. While nonanxious learners preferred individual work, learners with higher anxiety levels desired to have a partner in the classroom.

#### **D. Listening to Songs**

Using songs in the classroom has always been suggested as one of the anxiety-reducing activities in FL classes. It was also found anxiety reducing, very enjoyable and useful by most of the Turkish EFL learners in the study, except the two high anxious subjects (statements **a** and **b**). These students felt anxious while listening to songs, because they argued that they did not understand the songs. It could be assumed that the wrong learning strategy **trying to understand every single word they heard** caused these high anxious learners to feel anxious. Their anxiety might also be caused by **the feeling left behind** while everyone could understand the songs and enjoyed them.

*a. --When I don't understand the songs I feel more anxious. Most of the friends understand but I can't, because their rhythm is very fast for me. (H)*

*b. --I do not understand the songs. Video is better because there is visual aid. (H)*

*c. --It was the best lesson we have had. We sang a song. I believed myself more. (H)*

*d. --Songs are very enjoyable and useful. I don't forget the words we learn from songs. (H)*

*e. --Songs are very enjoyable and useful. (H)*

- f. ---It was the most enjoyable class I have ever had. This is the best teaching method. (M)*
- g. ---I felt like a primary school student, but it was very enjoyable. I think I will never forget this song. (M)*
- h. ---Since it was not a traditional lesson, I really liked it and learned very easily. (M)*
- i. ---It was the most enjoyable lesson we have ever had. (M)*
- j. ---I will never forget this lesson, it was the most enjoyable one we have ever had. (M)*
- k. ---Especially for fluency and accent, it is very important to listen to songs. (L)*
- l. ---I think using video or music in the lessons is very useful and enjoyable for us. (L)*
- m. ---It was the most enjoyable lesson we have had; we sang a song. (L)*
- n. ---Songs are motivating, anxiety reducing and useful. (L)*

In addition, three subjects, although they found the songs enjoyable, thought that they were **not very useful** for improving their proficiency in English.

- a. ---We learned a song today. I do not think it is useful. (H)*
- b. ---It was very enjoyable, but not very useful. (M)*
- c. ---It was enjoyable but time consuming. (M)*

As a conclusion, while songs used in foreign language classes were found very enjoyable by most of the Turkish EFL learners, they were found useless by some of them, and even anxiety producing by a few of the high anxious subjects.

### 4.3. Sources of Foreign Language Anxiety in the Writing Classes

#### 4.3.1. Anxieties Caused by Personal Reasons

##### A. Self Assessment of Ability

Turkish EFL learners in the study reported **self assessment of ability** related to writing in the foreign language. Allwright and Bailey (1991) have argued that when people believe they cannot be successful no matter how hard they try, their anxiety may make it even more difficult for them to produce their best. In the following diary entry one already high anxious student perceived her writing ability so low that her negative expectations of poor performance contributed to even greater anxiety;

*a. ---I do not know the reason, but I cannot get a good grade in writing no matter how much I try. I can only get 60 or 70. I am sure I will get a low grade from this one as well. Will I ever be able to get 90 or 100?*

*---Yes, as expected the result of this paragraph is another 70. How can I hope to get a higher one? (H)*

Other high and some of the medium anxious students also reported concerns about their abilities related to writing in the foreign language. They were **frustrated of not being able to communicate their ideas efficiently in the written mode of the language**, and as a result not getting a good grade;

*a. ---It is almost the end of the term, and I am still not able to write well. (H)*

*b. ---As usual, I chose an easy topic, because I'm afraid of writing about a difficult topic. (H)*

*c. ---I get so much help from my friends while writing, especially in grammar. I think I am not able to succeed by myself. (M)*

*d. ---I check my draft so many times. I don't know why I check it many times. I can never be sure of myself. I even force my friend to check it many times for me. (M)*

On the other hand, students who had confidence in their own abilities related to writing in the foreign language reported positive ideas, and perceived writing as their

“favorite” or “best” lesson. This distinction could show how language anxiety is affected by the learners’ self assessment of ability and their perceptions of being successful.

*a. --I can say I am good at writing paragraphs. If I know the topic well, it is easy for me to write. (M)*

*b. --I cannot concentrate very well today, but even in this case my sentences are correct and grammatical. I try to be very good at English. I like the teacher and his class very much, but of course I can't deny my own efforts. Writing is my favorite and best lesson. (M)*

*c. --I am always relaxed in writing courses. I am good at writing paragraphs. If I know the topic well, I can write very quickly and easily. (L)*

## **B. Self Comparison to Others**

Comparison of themselves and their work with the other students’ was reported only by two of the medium anxious students. They were especially **competitive with reference to the other students**. As Bailey (1983) points out, comparing oneself and adopting a competitive behavior results in language anxiety.

*a. --I have to get higher grades, because my English is as good as the others', but my grades are not as high as their grades. I will study more. (M)*

*b. --Everybody gets 80 or 90 from their paragraphs, but I can only get 70. They learn from me but get higher than I do. I think I cannot use my own mind.*

*--The same thing happened today, they didn't study for the quiz. Although I was very sick, I studied last night, but in the break they asked me and a friend, and learned from us. I wonder what the results will be. I am sure they will get high grades, and I will get a low one again. (M)*

As revealed in the comments, while obvious self comparison motivated the first medium anxious student to study more, it caused the second student to have negative feelings about her classmates. She was annoyed with them, because she thought although she tried much more than the others, the other students got much better results. Her negative expectations of her own performance and concern of the others’ performance

might have caused her to become demotivated and frustrated, and as a result, experience foreign language anxiety.

### C. High Personal Expectations

In terms of writing ability, low anxious students' expectations from themselves were especially related to **getting higher grades, and the desire to be different from the other students** by choosing a "different" topic to write about. As stated by one of the low anxious students (statement f), the expectations of **writing without any mistakes, and not being satisfied** with their products were also effective causing the students experience foreign language anxiety.

*a. --My grades are not bad, but I think I have to get higher grades. (M)*

*b. --I try to choose different topics. That is why I have difficulties in choosing a topic while writing. (M)*

*c. --When I study I know I can be successful, but this doesn't work in writing. No matter how much I try, I cannot get the grade I want. This never happened to me before. (L)*

*d. --I can't write as well as I want, because I always try to choose a different topic to write about. (L)*

*e. --I chose a very difficult topic. I decided to write about "materialism and idealism". (L)*

*f. --I try not to choose an ordinary topic, that is why I have some difficulties in writing paragraphs.*

*--Today we had one of the most boring writing classes. I wrote a paragraph in the class, but I threw it away even without showing it to the teacher. It was very simple. I have to find a good topic.*

*--Although I write very carefully, I still have a few mistakes. I get nervous about it. I have to write without any mistakes next week. (L)*

To conclude, while having high personal expectations created anxiety for low and some medium anxious learners, high anxious learners, just like in speaking classes, did not believe they had the necessary skills to communicate their ideas efficiently in the written mode of the language. Therefore, learners with high anxiety levels did not express any expectations from themselves.

#### D. Learner Beliefs

Ganshow et al (1994) state that “**the level of one’s perceived difficulty of the task**” determines the anxiety that person experiences related to that task. Turkish EFL learners in this study believed that writing was a very difficult skill to accomplish in the foreign language. They thought writing even in their own language was very difficult. As seen in the students comments, the difficulty of the writing task was associated with the **lack of grammar and vocabulary knowledge** of the foreign language. The students believed that they would be more successful by learning more vocabulary and grammar.

The high anxious student in statement b criticized the program, because in her opinion integrating all the skills, and starting to teach them at the same time was not an effective approach. This is an obvious example of the contradiction of the student’s belief and the reality, which in turn, creates language anxiety.

*a. ---I think writing is the most difficult lesson. We don’t read enough, we don’t know enough vocabulary and grammar. We cannot write very grammatically even in Turkish, and we try to write English paragraphs. I don’t think it is very logical. I wish we wrote in Turkish. (H)*

*b. ---We started learning speaking, grammar, writing at the same time. At the beginning we didn’t understand anything in writing classes, and suddenly they wanted us to write paragraphs. Without knowing anything how can we write English paragraphs?. It is very difficult. We didn’t understand, and we still don’t understand. Without having a base, we try to build something, but it doesn’t work. There is something wrong. (H)*

*c. ---I find writing paragraphs difficult even in Turkish. How can he expect us to write in English? I was very busy with my dictionary while writing my paragraph. (M)*

*d. ---I find writing a paragraph very difficult even in Turkish. And now, we have to write in English. (M)*

Another reason for the students’ perceived difficulty was the incorrect strategy they used while writing in the foreign language. **Trying to translate the ideas from L1** caused them to experience more difficulties, and to make more errors in their paragraphs.

*a. ---I thought in Turkish, and tried to translate it -the conclusion part- into English. That is why, most of my mistakes are grammatical ones. (M)*

*b. ---When I start writing, there is no problem. But at the beginning, while choosing the topic I have some difficulties, because I start thinking in Turkish first. (L)*

**Establishing a direct relationship with one's ability of writing in his native and foreign language** caused one of the low anxious students to become disappointed, as seen in the following diary entry;

*a. ---I thought writing would be my best lesson, because I like writing in Turkish very much, but I am disappointed now. (L)*

The BALLI item 28 revealed the students' beliefs about the difficulty of the language skills. Most of the high (67%) and medium (57%) anxious students believed that reading and writing in the foreign language was easier than speaking and understanding it.

**Table 4.11**  
**BALLI item(s) related to learner beliefs about writing in L2**

BALLI	HIGH (%)					MEDIUM (%)					LOW (%)				
	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
28*	17	50	17	-	17	13	44	17	26	-	-	29	29	43	-

28\*. It is easier to read and write this language than to speak and understand it.

To sum up, it can be said that Turkish EFL learners participating in the study perceived writing in the foreign language a difficult skill to accomplish. Their perception of difficulty was mainly associated with their lack of grammar and vocabulary knowledge of the foreign language.

#### 4.3.2. Anxieties Caused by the Teachers' Manner in the Classroom

##### A. Teachers' Manner Towards the Students' Errors

Tsui (1996) perceives writing as "a high risk, low gain activity". In his opinion writing is one of the most anxiety provoking activities, because students are putting themselves of **the risk of getting negative feedback** from the teacher. The following

comments were taken from the diaries of students getting negative feedback from the teacher. This negative feedback, as seen in the statements below led the learners to become frustrated and demotivated about their products;

- a. ---He checked my paragraph and got very angry with S-V disagreement. I will be more careful the next time. (M)*
- b. ---The teacher said he didn't like my paragraph at all, and gave it back to me with many underlined mistakes. (M)*
- c. ---He checked my paragraph, and said there were some mistakes, and unnecessary sentences. I got upset because of my mistakes, and decided to change my topic. (M)*

**The discrepancy between the students' effort and the result** was also anxiety-provoking for the foreign language learners in the study. As stated in the following examples, although the students stated they tried very hard, they could not get a positive result for their effort;

- a. ---The teacher said he didn't like my paragraph at all, and gave it back to me with many underlined mistakes, and told me to rewrite it. I rewrote it in the class, and gave it to the teacher to check it again. He did, and found a lot of new mistakes, and told me to write it one more time. (M)*
- b. ---I try very hard. I even ask other teachers to check my paragraph, and they like it, but this teacher doesn't. (M)*
- c. ---Although I corrected all of my mistakes, he found another one. (L)*

Another cause of anxiety was the students' perceptions of the **inconsistency in the teacher's error correction strategy, and the unpredictability of the teacher's response.**

- a. ---Finally he liked my paragraph. In fact he had said he liked the previous ones too, but the result is obvious. We will see how much he liked this one. When I got 65, I had studied a lot, asked other teachers, and even gone to the library. I wonder how much I will get from this one! (M)*
- b. ---Every time he checks my paragraph, he finds so many mistakes. (M)*
- c. ---He checked my draft for the 3<sup>rd</sup> time, and found new mistakes. I wanted to jump from the window. (M)*

*d. ---I finished my 2<sup>nd</sup> draft and the teacher liked it, but I am sure he will find new mistakes next week. Because although he says good one time, he doesn't like it the next time. (L)*

The perception of the teacher's feedback by the students is a major factor affecting students' emotional states in the classroom. For instance, feedback to learners which is interpreted by them as "informational" rather than "controlling" is likely to increase their motivation (Tsui, 1996). Therefore, it might also be assumed that just the opposite, that is **feedback which is interpreted as controlling** would increase the students' anxiety level. When the students do not know what is incorrect in their product, but more importantly why it is incorrect and what can be done to correct it, they perceive it as controlling feedback. The following comments of Turkish EFL learners revealed how they were affected by their teachers' feedback, which was perceived as "controlling".

*a. ---He deletes some of my sentences from the paragraph. Although I think they are very appropriate in the paragraph, he doesn't agree with me and deletes them. (H)*

*b. ---He checked our drafts today. He showed our mistakes and how to correct them. (H)*

*c. ---He checked our drafts and corrected everybody's paragraphs. I had some grammar mistakes. He corrected them. (M)*

*d. ---The teacher underlined my mistakes and wrote the correct versions. (M)*

*e. ---It was an ordinary writing class. While he was checking the drafts individually, I listened to music, and when it was my turn, my mistakes were corrected by the teacher. It was very boring.*

*. ---I was not in the classroom, and my mistakes were corrected by the teacher. I just rewrote it. (M)*

*f. ---As usual he is correcting our paragraphs individually. (L)*

Throughout the journal entries there were comments about the **usefulness of the teacher's error correction strategy**. Students thought that individual error correction was a waste of time, easy but not useful for them, and boring. Some of them also wrote comments about how it should be done;

*a. ---He is checking our paragraphs and we are not doing anything in the class. (H)*

*b ---No one cares this lesson anymore, because he checks our paragraphs individually, and everyone talks. (H)*

*c* —As usual, while he was checking our drafts, we just sat there for two hours. It is really boring to wait there. That is why I have always found writing classes unnecessary. Why do we have to come to school while he is reading our drafts?. We can do more useful things at home. (M)

*d* —I think writing classes are not very useful. While he is checking the others' paragraphs, I don't do anything, and when it is my turn, it takes only 5 minutes. That means, he teaches me only for 5 minutes. It is very nonsense and difficult just to sit there for 2 hours doing nothing. (M)

*e*. —The teacher underlined my mistakes and wrote the correct versions. I don't think it is necessary, it is easier for us, but if he didn't correct our mistakes, and gave us a chance to think about them, it would be more difficult, but useful. We would at least think in English for 30 minutes instead of 5. (M)

*f*. —Still the same procedure. I thought I was sitting there for nothing, it was really boring. Instead of individual checking we could read the paragraphs aloud, and learn from each others' mistakes. It would be more useful, and we wouldn't get bored this much. (M)

*g*. —This individual error correction is very boring. It can be done in other ways; for example, he can identify some of the mistakes and we can examine them on the board. We can learn more and it can be enjoyable. (L)

*h*. —As usual he is correcting our paragraphs individually. Everybody is busy with something else; some people are reading books, most of them are talking to each other. The lesson is very loose. It is a very ordinary lesson and I want to go out. (L)

*i*. —I'm not worried about making mistakes, but my mistakes aren't corrected as I want. (L)

On the other hand, some of the students found this individual error correction strategy useful, and anxiety-reducing, because they did not have any embarrassment of making public errors (statements **a** and **b** below). In addition, some of the students felt happy when they did not have so many mistakes in their paragraphs, because, as seen below, they thought they satisfied both the teacher and themselves.

*a*. —Only the teacher and I can see my mistakes, that is why I like writing classes. Although my paragraph is bad, he says good, and encourages me to write better. (H)

*b*. —I am glad we have such a chance. He checks our paragraphs before grading them. I write, my friends correct my mistakes, and the teacher checks it. Otherwise I wouldn't be able to write. (M)

*c. ---The teacher checked my draft today. I was glad, because I didn't have so many mistakes. Then, I helped one of my friends to write his paragraph. I hope both of us can get a good grade. (M)*

*d. ---He checked my paragraph, and found only one mistake. I felt very happy. (M)*

*e. ---I feel very happy today, because the teacher found only a few mistakes. (M)*

*f. ---He liked my draft, I am glad I don't have to rewrite it. While he was checking the others' paragraphs I slept in the class. (M)*

*g. ---He checked our paragraphs. I had some problems only with the conclusion part.*

*---I was very happy, because I had only two simple mistakes. (L)*

*h. ---He checked my paragraph and found three mistakes. It is not important for the first draft. He liked my paragraph. I believed myself more, but I study anyhow. (L)*

This error correction strategy which allowed students to work individually made some students feel comfortable in the classroom.

*a. ---In writing, we can study individually. It is a very useful and not stressful lesson. I feel relaxed in this course. (M)*

*b. ---While he is checking our paragraphs, we can study individually. I like this style. (M)*

*c. ---In writing we study individually, we can also discuss with friends, and compare our paragraphs. We find each other's mistakes. I like this. I think it is very enjoyable. (L)*

To sum up, the risk of getting negative feedback from the teacher, the discrepancy between the students effort and the result, the perceived inconsistency in the teachers' error correction strategy and the unpredictability of the teachers' response were found among the sources of foreign language anxiety. In addition, learners' perceptions of the teachers' feedback and their feelings about the usefulness of teachers' error correction strategy affected Turkish EFL learners' emotional states related to writing classes.

## **B. Teachers' Manner Towards the Students**

Only one high anxious student commented about the teacher's attitude toward the students. As written in her diary, teacher's attitude, especially his **negative**

**judgment** of another student's performance in the classroom affected what she felt in the course.

*a. --Once the teacher said to a friend "It is a very bad paragraph. The topic is not appropriate to your level". I am lucky, because he only corrects my grammar mistakes. He hasn't said anything about the appropriateness of my topics so far. (H)*

Teachers' assessment of student performance was found another factor which caused anxiety on the foreign language learners, even when this assessment was made for another student in the classroom.

### 4.3.3. Anxieties Caused by the Teaching Procedures

#### A. Writing in the Paragraph Form

EFL learners in the study also complained about the **difficulty of writing in the paragraph form**, and stated that although they knew the topic, they could not express their ideas in this form. Therefore, writing in the paragraph form was anxiety provoking for them.

*a. --It is very difficult to write in the paragraph form. We do not even know the grammar rules. (H)*

*b. --Although I know the topic well, I cannot write in paragraph form. I am good at writing, and I try hard but I just cannot write in this form. (M)*

*c. --We wrote a paragraph again. I don't understand these British people, they have so many rules for each type of paragraph. It is very difficult to write paragraphs.*

*--How nice, this will be the last paragraph this year. (M)*

*d. --Writing paragraphs is very boring. Trying to explain everything only in one sentence, being limited is very difficult and boring. I like writing, but not in this form. I don't know how it will help us in the future. (M)*

*e. --I have never worried about anything in my life except writing paragraphs. Today I realized that everybody finds writing paragraphs very difficult. Choosing a topic is the most difficult part. (L)*

According to Scarcella and Oxford (1992), anxiety can also occur when students feel that the language learning process is annoying, irrelevant or a hopeless waste of time. Most of the EFL Turkish students in the study expressed their **frustrations about the teacher's method used in the writing course**. Therefore, they felt they were wasting their time, and did not learn anything in the course. They found it **useless** for their future academic success. This frustration even caused many of the students to withdraw physically or mentally from the course, having negative attitudes towards the teacher.

*a. --I don't know how it (writing in the paragraph form) will help us in the future. (M)*

*b. --You cannot be motivated in writing lessons, and there is no need to be, because we don't do anything. Everybody is busy with something else. (M)*

*c. --Writing has started to become a method of torture for us. We didn't have such boring lessons even in high school. He told us to write another paragraph. I wanted to throw the teacher out of the window. How can he find such boring topics?*

*--I didn't attend the lesson today even if I did, we wouldn't do anything, that is why I didn't. (M)*

*d. --I didn't attend the writing course today, but I know I didn't miss anything. I am sure we will be dealing with the same thing for the next three weeks.*

*--Topic sentence, main idea... I first thought the teacher was obsessive about these things. Now, I persuaded myself to believe that he has to do these things. I can only attend if I think like this. I don't know how these paragraphs can help us in the future. I don't like this course because I don't think it is useful. If they do have such a course, and if we have to attend, they have to make it more enjoyable. (M)*

*e. --I thought writing would be my best lesson, but it is not, because I like writing very much, but writing in the paragraph form is not my style. (L)*

*f. --We wrote paragraphs again. If the topics of the paragraphs were more interesting, we wouldn't get bored this much, and learn more. (L)*

*g. --We always do the same thing in writing; paragraphs! I got really bored of these paragraphs. It is almost the end of the term, and we still cannot write anything. We have been dealing with topic sentences, summaries, specific parts, etc. for months. We will have a writing class tomorrow again... (L)*

*h. --Last year while I was studying for the university exams I hated the questions about the paragraphs in Turkish. I thought I would never deal with the paragraphs any more, but now*

*we have to write English paragraphs. I think I miss Turkish paragraphs. Unfortunately we will continue writing paragraphs for ever.*

In addition, some learners complained about the insufficient explanation they received from the teacher;

*a. --Although I studied, I couldn't understand some parts of the topic, and the teacher didn't explain very well. How can I write without understanding it well? (M)*

*b. --The teacher just explained the topic very briefly. He didn't give enough information, but he expects us to write very well! (M)*

*c. --The teacher explains the topic very briefly. We cannot understand well. How can we write without understanding the topic well? (L)*

As a conclusion, Turkish EFL learners in the study found writing in different organization patterns anxiety producing, because it was difficult for them. They reported their frustrations about the method used in the writing course. They thought they were wasting their time, because, in their opinion, they did not learn anything useful in the course. Especially mental withdrawal from the course was experienced by many of the subjects.

From the statements reported about the teaching procedures, it can obviously be concluded that what learners feel about the language learning process is very important in their effectiveness. While positive feelings increase the learners' motivation and help them to build positive attitudes towards their teachers and towards the learning process in general, negative feelings have just the opposite effect. They might cause lack of motivation, negative attitudes, and in turn, might create language anxiety inhibiting the learners' effectiveness in this process.

## CHAPTER V

### CONCLUSION

#### 5.1. Summary of the Study

Recent literature in language learning and teaching mainly focuses on language learners and their perspectives about the learning process. Nowadays, an increased attention is being given to learners' motivations, beliefs about language learning, learning styles and strategies, and language anxiety. It is now known that regardless of the teaching method, people learning a foreign or a second language need to adopt positive attitudes and a high motivation, and use appropriate strategies in order to become more effective learners in the classroom. On the other hand, although many questions about anxiety remain, it is also known that language anxiety prevents learners from adopting effective learning practices by acting as a kind of "gate" in the language learning experience (Horwitz and Young, 1991). Therefore, second/foreign language teaching currently aims at providing students with a learner-centered and anxiety-free classroom environment to help them become more effective.

The aim of this study was to find out the sources of foreign language anxiety experienced in two productive skills from the perspectives of learners learning English as a foreign language in a classroom setting. Since a problem cannot be solved without identifying its origin, this study focused on revealing the sources of foreign language anxiety Turkish learners experienced in their speaking and writing classes. 36 intermediate level EFL students in an intensive program at Anadolu University were chosen as the subjects of the study.

In order to find out the anxiety levels of the subjects, they were first given the Foreign Language Classroom Anxiety Scale, and according to the answers they gave to the questionnaire, each of the subjects was assigned to one of the three anxiety levels: high, medium or low. The reason for using a tripartite categorization was to determine

whether or not there was a correlation between the learners' anxiety levels and sources of anxiety experienced by them, so that it would be possible to identify the reasons making these learners different from one another.

All the subjects were asked to keep diaries about their speaking and writing classes for four weeks. Meanwhile, they were administered the questionnaire Beliefs About Language Learning in order to examine if their beliefs about the learning process had any effects on the anxiety they felt. Randomly selected twelve subjects -4 high anxious, 4 medium anxious and 4 low anxious- were also interviewed to collaborate with the already available data. A checklist was followed during the interviews to find if there were any further explanation for the language anxiety these students felt.

## **5.2. Discussion of the Findings**

Turkish EFL learners participating in the study reported experiencing foreign language anxiety because of three main reasons; their personal concerns, the teachers' manner in the classroom, and the teaching procedures in speaking and writing classes.

Anxiety caused by personal reasons resulted from negative self assessment of learners' ability, self comparisons to other students, high personal expectations and learners' "irrational" beliefs about the nature of language and language learning process.

**Self assessment of learners' abilities** in relation to speaking or writing in the foreign language negatively was the main source of personal anxiety. Statements like "I feel anxious because I am not successful in speaking classes", and "It is almost the end of the term and I am still not able to write well" were the indicators of foreign language anxiety caused by negative self assessment of ability while performing in speaking and writing classes. Almost all of the high and some of the medium anxious learners reported perceived inadequacies as the result of this negative self assessment. On the other hand, learners with low anxiety levels reported positive assessments of their ability, and expressed self image of successful language learners for both of the mentioned classes. Statements of the low anxious learners like "I feel very relaxed in speaking classes,

because I think I speak well” and “I can say I am good at writing paragraphs. If I know the topic well, it is easy for me to write” indicated their positive self assessments.

Therefore, it is possible to conclude that language learners assess their abilities of their performance in the foreign language, and how this assessment is made affects learners’ emotional states. While negative assessments cause learners to become anxious and avoid participation, positive assessments of performance can help to increase a learner’s self confidence about his or her ability leading him or her to practise the foreign language more.

**Fear of negative social evaluation** was identified as the second source of personal anxieties in the speaking classes. Language learners’ divided attention between the task at hand and their reactions to it caused them to suffer from language anxiety, and affected their performance. Learners with high and medium anxiety levels in the study also expressed their fear of being negatively evaluated by their peers while talking in the classroom. Since low anxious learners believed in their abilities and did not express these kind of concerns, the perceived inadequacies of the learners with higher anxiety levels caused them to have fear of negative social evaluation.

Since writing classes required only teacher-student interaction and the learners did not share their written products with the others in the classroom, this kind of a fear was not expressed for the writing classes.

**Making obvious self comparisons to other students** was identified as another source of personal anxieties in both speaking and writing classes, but for different reasons. In writing classes, only two of the medium anxious learners expressed **feelings of being competitive with reference to the grades** they and the other students got in the course. They thought although they showed the same performance, they got lower grades than the others.

In speaking classes, on the other hand, high anxious learners **feared from being less competent** than the other students in the classroom. The negative self assessment of ability might have also caused these high anxious learners experience such a fear. Some of the high anxious learners expressed feelings of anxiety. They thought that they could **not even compare themselves** with the other students. Medium anxious learners, like in writing classes, were mainly **competitive with regard to their grades, their**

**performance and fluency** against those of the other students. While most of the low anxious learners were quite confident about their speaking ability, they still made comparisons of their performance with the others' in the classroom, but they were not affected from such a comparison negatively like the others did. In addition, one of the low anxious students brought out a different perspective of self comparison and she expressed **fears of standing out from their peers and being resented** by outperforming them and breaking acceptable cultural norms.

As a result, it can be stated that high anxious learners compared their speaking performance with the others' in the classroom, and thus suffered from language anxiety. They believed that they were less competent than the others. Medium anxious students in both of the classes revealed comparisons only considering the result. They competed in terms of their grades, performance and fluency. While self comparisons were also reported by low anxious learners in terms of performance, this comparison did not affect them at all.

**Believing that less than a perfect performance is a failure** was found to be one of the sources of personal anxieties which was mostly experienced by low anxious students in the study. In both writing and speaking classes, learners desired to be better by getting higher grades than the other students and they wanted to speak or write in the foreign language without any mistakes. While in speaking classes medium anxious learners were concerned about **pleasing the teacher and the other students** with their performance, in writing classes low anxious learners desired to be different from other students by choosing a different topic to write about. So, language learners with low anxiety levels were characterized as having a perfectionist attitude in general, which is suggested as one of the reasons of being anxious.

In answer to the **third research question**, which aimed at finding out what Turkish EFL learners believed about the nature of language learning, and how their beliefs affected their anxiety, it was found out that **learner beliefs** were among the sources of language anxiety. Learner beliefs, as argued by Horwitz (1988), influenced their effectiveness in the classroom. Related to speaking classes, learner beliefs about **making mistakes** while using the foreign language in the classroom and how these mistakes were treated by the teacher were found to be effective on the learners'

emotional states. They believed that speaking the foreign language with an excellent accent was very important, that is why, they expressed their fear of making mistakes while speaking, and wanted their errors to be corrected. Since making mistakes is an inevitable part of the learning process, learners who believed their errors should be corrected immediately, or who believed that they should not make any mistakes while speaking in the foreign language definitely suffered from language anxiety.

EFL learners in the study reported different perspectives about **using L1** in the classroom activities. Some learners expressed their annoyance when the teacher or the other students broke into Turkish during speaking activities, but the others believed that when the linguistic input was not clear, it should be explained in their native language. Some of the high anxious learners also stated that they could not participate in speaking classes, because they were busy with trying to translate their ideas from Turkish in their minds. Subjects in the study, especially with high and medium anxiety levels, stated that their inability to speak in the foreign language was due to their **lack of vocabulary knowledge** in English. They believed that they could participate more and express themselves better by learning more words in the foreign language. Subjects in the study also expressed their preferences for **having a native English speaking teacher** for their speaking, but a Turkish teacher for their grammar classes. They thought they would be forced to use English more in the speaking classes if they had a native English speaking teacher.

The findings of the study also revealed learner beliefs about the difficulty of the foreign language they were learning. While English was found to be a difficult language by high anxious learners, the other participants of the study believed it was a language of medium difficulty. In addition, according to Turkish EFL learners, speaking English was more difficult than understanding it. Finally, all the subjects, regardless of their anxiety level, emphasized the importance of repetition and practice, and believed that learning a foreign language in the country it is spoken was better.

The learners in the study believed that **writing in the foreign language was a very difficult skill** to accomplish, and this difficulty was also associated with the lack of grammar and vocabulary knowledge. Just like in speaking classes, they believed to be more successful by learning **more vocabulary and grammar** of the target language.

The other reason of the learners' perceived difficulty was related to the **translation of the ideas from L1** while writing in the foreign language. **Establishing a direct relationship between one's ability of writing in his native language and writing in the foreign language** caused one of the low anxious learners to become disappointed and to feel anxious in the classroom. It appears that success in native language does not always guarantee success in another language.

As a result, it can be said that one of the reasons of the learners' anxiety, especially with higher levels, was the "irrational" beliefs they had about the nature of language learning.

**Language teachers' manners towards learners' errors** in the foreign language, and **towards the students in the classroom** were the second main category of foreign language anxiety. In both speaking and writing classes, language learners in the study, like the learners in other studies (Horwitz et al, 1986, Wenden, 1987, Koch and Terrell, 1991), wanted their errors to be corrected by their teachers, but how this correction was made concerned them to the extreme. **A harsh manner of error correction, interrupting students' speech to correct their errors or interrupting to ask for clarification** caused them to feel anxious. Teachers' harsh manner of error correction strategies were perceived as a kind of mild public humiliation by the foreign language learners, especially with high anxiety levels.

In writing classes, learners reported feelings of anxiety because of **the risk of getting negative feedback** from their teachers. Some of the learners also complained about the **discrepancy between the effort they made and the result they got** at the end. They believed that although they tried very hard to write their paragraphs, they could not satisfy their teachers. **The perceived inconsistency in the teachers' error correction strategy and the unpredictability of the teachers' responses** were other reasons for language anxiety found related to this category. In addition, participants of the study commented about their teachers' method used in correcting their errors. They found it **controlling and not useful** for the improvement of their writing skill. They stated that they did not understand why the teachers were making corrections. This individual error correction was also found to be a waste of time, easy but boring and not very useful for the learners. On the other hand, two of the students -one high and one

medium anxious- expressed positive feelings towards this individual correction, because they thought nobody except the teacher saw their mistakes. So they did not have any embarrassment of making public errors. As revealed in the study, learners emotional states about the teaching method and teaching strategies influenced their effectiveness in the learning experience.

**The teachers' negative assessment of students' performance**, even when it was related to another student in the classroom, affected what students felt in the course. When students thought that their teachers were making inaccurate assessments of their performance, aptitude or motivation, they experienced a great deal of anxiety about the course.

In speaking classes one of the high anxious students reported that when her teacher compared her performance with another "low achiever", the student's feeling of incompetence and anxiety increased even leading her to withdraw from the course for two weeks. Considering the importance of attendance in an intensive language program, the full extent of the effects of anxiety can be seen better in this particular case. Some of the medium anxious students expressed their concerns about the teachers' inconsistent distribution of the grades in speaking classes. When the learners compared their effort and their performance in presentation activity with the other students', they believed that their teachers were not making accurate assessments of the learners' performance in the classroom, and this belief had a negative effect on them. Finally, as mentioned by one of the medium anxious learners, being evaluated was anxiety-provoking, but the teachers' reminding this evaluation procedure during the activity created much more anxiety on the learners.

**Speaking in the foreign language in front of the other students and the teacher**, as can be assumed, was found to be an anxiety-provoking situation. The anxiety the students felt was because of the **feeling of being spotlighted**. This feeling caused them to get confused and forget everything they knew. As a result, they mostly refused to speak and preferred to remain silent in the classroom. The learners' **fear of having difficulty in understanding and answering the teachers' questions** while they were speaking was also identified as one of the sources of foreign language anxiety. They expressed feelings of discomfort when they had to **speak without preparation** in the

classroom as well. In addition, the anxiety experienced disrupted students' memory. Some learners complained about not remembering the necessary words or ideas while they were speaking.

**The desire to be more fluent and the feeling that they were not making a proper social impression on others** by making mistakes caused low anxious learners to fear from speaking in front of the classroom.

**The effects of educational and social background** were also revealed in the study. One of the high anxious learners stated that she could not participate in class discussions, because she did not have enough knowledge to talk about the topics the others were discussing about. In addition, it was found that while negative experiences of high anxious learners affected their performance negatively, positive experiences of low anxious learners about language learning helped them to become more self-confident learners in their current learning experiences.

As mentioned before, one part of the speaking syllabus required Turkish EFL learners to prepare a topic in pairs and **present it in front of their peers**. This activity was found very anxiety provoking by all the learners regardless of their anxiety levels. Learners reported that while making presentations, although they were well prepared beforehand, they **felt conspicuous and freezing up** when called on to perform. **Fear of public failure** also contributed to their anxiety levels. The other reasons making the activity anxiety-provoking was the **ambiguity of the situation**. Learners stated that they did not know what was going to happen or what they were supposed to do. In addition, the **difficulty of presentation and being evaluated** by their performance of the task created discomfort in the classroom. Students also expressed their preferences for the final evaluation procedure. They wanted their final grades not to be affected at all by their performance in the presentation.

Some of the learners in the study expressed that the anxiety they felt while presenting was due to the **unfamiliarity of the activity**. It was the first time they were required to do such an activity, so they did not know exactly what to do and how to do it. Concerns about the **usefulness of doing oral presentations** were also reported. Some of the learners perceived such activities as a burden. They found oral presentations boring and thought that they were not going to gain anything from them.

Most of the high and some medium anxious students complained about **lack of concentration** when they studied by themselves in the classroom. That was why they thought that studying in pairs or in groups was more useful. Some high anxious learners also mentioned having some **private problems** which might explain their concentration difficulties. While some medium anxious learners reported preferences about the proficiency levels of their partners, almost all of the low anxious learners stated that they performed better when they studied by themselves. As a result, it might be assumed that the anxiety level of a learner determines the support s/he demands: the more anxious the learner is, the more support s/he needs from her/his peers, and vice versa.

Contrary to foreign language teaching literature, **listening to songs** in speaking classes was found to be anxiety provoking by two of the high anxious learners in the study. They stated that they felt anxious because although everyone could understand the songs and enjoyed them, they could not, and **felt left behind**. The other reason for their anxiety, as stated by them, was the **belief that every single word they hear in the song must be understood**. Moreover, listening to songs was found enjoyable but not very useful for the improvement of the learners' proficiency in English.

Related to the teaching procedures in writing classes, language learners in the study mostly complained about **writing their ideas in the paragraph form**. They thought explaining everything in a paragraph and **being limited** was very difficult, boring and more importantly, not very useful for their future academic work.

**Frustrations about the teachers' method** used in the writing course were also expressed as one of the reasons for anxiety experienced in the classroom. Most of the learners in the study felt they were wasting their time and did not learn anything in the course. This frustration caused them to build negative attitudes towards the teacher and even withdraw from the course temporarily.

To sum, the findings of this study confirm the previous studies in the sense that many students experience anxiety in a language learning environment. Regardless of their anxiety level, most students are affected by some aspects of classroom language learning, and their effectiveness in learning suffer due to foreign language anxiety.

### 5.3. Pedagogical Implications

The findings of this study, along with the others, have concluded that what the learners experience in a language classroom is as important as the teaching method, the sequence and the teaching materials. Language teachers, considering the important effects of foreign language anxiety must, therefore, provide the nurturing context for learning and respond not only to learners' linguistic needs, but also to their affective needs to produce more successful language learners. As pointed out by Brown (1994), teachers "*must not see their mission as one of rather programmatically feeding students quantities of knowledge which they subsequently devour*" (p. 72). This kind of teaching practice, as he argues, fosters a climate of defensive learning in which learners try to protect themselves from failure, from criticism, and from competition with other students.

MacIntyre and Gardner (1991) claim that students who experience anxiety in language classrooms are at a disadvantage when compared to less anxious students. As a result, language teachers should always consider the possibility that anxiety is responsible for the student behaviors, and understand that experiencing anxiety is very natural. Similarly, as Horwitz and Young (1991) point out, in order to help learners cope with the problems encountered because of foreign language anxiety, teachers, before attributing poor student performance only to lack of ability, inadequate background, or poor motivation, must first acknowledge the existence of FL anxiety. Recognizing and addressing language anxiety, as they state, not only helps students to be more responsive and to perform better, but also makes language learning a much more enjoyable experience. This kind of an awareness, as pointed out by Scarcella and Oxford (1992), also diminishes teacher impatience with nervous students who seem unwilling or unable to participate freely.

The implications in dealing with the anxiety problems encountered by the language learners will be discussed in the following section of the chapter. They will refer to each category of the sources of language anxiety experienced in speaking and writing classes by Turkish EFL learners. Some suggestions to create a secure, relaxed and

anxiety-free language learning environment will be offered to language teachers, language learners and the language institutions in general.

### **5.3.1. Suggestions for dealing with the anxieties caused by the personal reasons**

Negative self assessment of ability in expressing oneself in oral or written code of the language was identified as one of the sources of personal anxieties. Language learners with higher anxiety levels believed that they did not have the necessary skills in communicating effectively in the foreign language. On the other hand, Daly (1991) argues that by the time people reach college, the actual skill levels of high and low anxious individuals may not really be that different. What is different is the belief high anxious people have that their skills are substantially less than average. Therefore, encouraging students to assess their performance more positively and to enhance their self image as language learners and their beliefs in their own effectiveness at learning a language might raise learners' level of motivation and effort, and lead to better learning outcomes. While changing a person's self perception is not easy, the benefits of improving the self image of language students seem worthwhile.

Recent literature focuses on learner training and "the development of learner autonomy" as the key concept to encourage students in building up their beliefs in themselves. The emphasis on learner training is on "HOW" to learn rather than "WHAT" to learn. As Crookal and Oxford (1991) suggest, it is important for teachers to provide learners with the opportunity for active involvement in both the learning and the language, and in the learning process. The philosophy behind learner training is explained by Crookal and Oxford as follows:

We teachers are expected to follow various courses in order to train as teachers. Learners, on the other hand, are somehow expected, willy-nilly, to learn without receiving any training in that pursuit. If training teachers to teach is important, how much more important is it to train learners to learn- after all, it is especially the act of learning that we teachers wish our students to accomplish (p. 144).

Similarly, pointing out the importance of the development of learner autonomy, Horwitz and Young (1991) believe that students must be trained about their own learning, because they cannot be assumed to know the learning principles; rather most people stumble along through trial and error, especially when faced with a difficult task, such as foreign language learning.

In order to foster independence in language learners, Powell (1991) suggests having "Foreign Language Support Groups". The aim of foreign language support groups is to understand the students' felt needs in FL study. Students in these support groups, as he explains can be provided with the information on study skills for foreign language learning, like time management, task definition and particular activities to accomplish the language skills and relaxation exercises via lectures. In order to help students realize that they are not alone, they can be encouraged to discuss their past and current frustrations in foreign language classes. This kind of a realization might be necessary especially for some high anxious students, because as Horwitz and Young (1991) state, many anxious learners feel that they are the only ones experiencing such stress while learning a foreign language, so simply recognizing the problem and talking with them in these support groups may be helpful for at least some of the students.

"Supplemental Instruction" which means reviewing the content being taught in the class with a voluntary group of students is another solution suggested by Powell (1991) in dealing with anxiety problems. Teacher, using supplemental instruction should act as a model of the procedures and activities which promote thinking, reasoning and questioning skills necessary for success in the class. He needs to clarify and reinforce the content and teach appropriate strategy techniques, such as note taking, reading, test taking etc. Supplemental instruction aims to form a bridge between what happens in the class and students' out of class study experiences by focusing on the process rather than the product. As Tobias (1986, cited in MacIntyre and Gardner, 1989) believes, for high anxious students to improve, they should be given the opportunity to compensate for their misdirected attention by reviewing the material to be learned. High anxious students may require more time to respond. Supplemental instruction, therefore, can be used to serve such an aim. The philosophy behind both the "Foreign Language Support Groups"

and the “Supplemental Instruction” is that the institution has the responsibility to support the learners who admit they need additional help.

Crookal and Oxford (1991) suggest some anxiety reducing activities to help teachers and students in understanding and reducing the overanxious feelings that sometimes arise in language learning situations. In an activity called “Agony Column”, for example, students are told to take three roles; “themselves as language learners”, “Agony Aunt in a magazine or newspaper”, and “advisors/counselors”. The activity includes three stages; In **stage 1** (expressing anxiety) students write individual letters to Agony Aunt explaining a particular difficulty they find in learning a language (such as making mistakes, not liking the teacher, etc.). They are required to end the letter by asking for advice. In **stage 2** (advising on others’ anxieties) in groups of 3 or 4, students are told to take the roles of advisor/counselor and discuss the randomly distributed letters. Then, they need to write a response to each letter and suggest a solution to the problem. This stage aims to help students realize they are not alone with their fears. In **stage 3** (discussing one’s own anxiety) letters are handed back to their original writers with the replies. If the students are satisfied with the answers given to their problems, they are encouraged to build on this suggestion and include additional ideas of self advice. Unsatisfied students are told to think how they would respond to their own letter. Finally, group discussions can be organized to discuss the common problems experienced in the learning process.

Young (1991) mentions some relaxation exercises like “self talk” which might be very helpful especially with learners who have high anxiety levels in relation to their abilities. Such relaxation exercises aim to challenge “irrational” beliefs of anxious learners about communication and try to replace them with self statements that permit the high anxious learners to better cope with communication. The following example demonstrates the role of positive self talk in diminishing overanxious feelings;

*Situation: Walking toward the front of the room for an oral presentation.*

*Anxiety-provoking Self-Talk: “I can’t talk in public. I’ll forget everything... I’ve always stumbled over my words when it really counts. Last time I was so nervous I sounded like a robot...”*

*Productive Self-Talk*: “I can handle this...Just relax...take a deep slow breath and I’ll start as I rehearsed it” (p. 431).

Regular and well-designed preparation and rehearsal of the lesson a few minutes before the class, making friends in the class, physical relaxation, risk taking, talking to their teachers are the other possible suggestions for language learners which might reduce foreign language anxiety arising from personal reasons. Language learners can also contribute to create an anxiety-free environment in the classroom by not underestimating their abilities and overestimating others’, and by not making obvious self comparisons to their classmates.

To reduce personal anxieties arising from the belief that “less than a perfect performance is a failure”, language learners need to be encouraged to change their “perfectionist” attitudes, firstly by realizing that perfectionism is undesirable. Some strategies are advised to learners in all areas by the Board of Trustees of the University of Illinois (1996), both to achieve more without being a perfectionist and to feel themselves better in the learning process. Some of the strategies that can be practiced by the foreign language learners as well are as follows;

- a. Set realistic and reachable goals based on your own wants and needs and what you have accomplished in the past. This will enable you to achieve and also will lead to a greater sense of self-esteem.
- b. Experiment with your standards for success. Choose any activity and instead of aiming for 100 percent, try for 90 percent, 80 percent, or even 60 percent success. This will help you to realize that the world does not end when you are not perfect.
- c. Focus on the process of doing an activity not just on the end result. Evaluate your success not only in terms of what you accomplished but also in terms of how much you enjoyed the task. Recognize that there can be value in the process of pursuing a goal.
- d. Confront the fears that may be behind your perfectionism by asking yourself, “What am I afraid of? What is the worst thing that could happen?”
- e. Avoid all-or-none thinking in relation to your goals. Learn to discriminate the tasks you want to give high priority to from those tasks that are less important to you. On less important tasks, choose to put forth less effort (p.1).

Learner beliefs about what languages are and how they are learned seemed to have obvious relevance to the understanding of their expectations in language classes and the anxiety they felt during the learning process. Therefore, language teachers are advised to discover their learners' beliefs and to include discussions about the nature of language learning as a regular part of their instruction. Recognizing the irrational beliefs, students bring with them to the language classes should be the first step in minimizing the negative effects of language anxiety. As Wenden (1987) points out, these beliefs can be the sources of language anxiety and create learning difficulties and hidden resistance to some of the activities their teachers organize to help them learn.

Some solutions both for the students and the teachers are suggested in the anxiety literature in order to recognize and minimize the negative effects of language anxiety caused by learners' irrational beliefs. For example Foss and Reitzel (1988) believe that generating a list of beliefs or fears about learning a language, and writing them on the board can help the learners and the teachers recognize the common beliefs in the classroom. Learners can also see that they are not alone with their beliefs/fears. For each of these ideas teachers can then generate questions to convince their learners of the lack of logic behind this belief.

In discovering the learners' beliefs about the nature of language and language learning, the questionnaires designed for this specific aim, like BALLI (Appendix B2), or "The Myths and the Realities of Foreign Language Learning" (Chambell and Ortiz, 1991) can also be used. The Myths and the Realities of FLL is designed to examine a number of popular notions, both negative and positive, about the study of a FL. It includes items like;

2. One of the following items poses more of a learning challenge in language learning than the other. The most difficult item is;
  - a. Vocabulary,
  - b. Pronunciation,
  - c. Grammar
5. The "basic" command of a language requires that the speaker know at least;
  - a. 10,000
  - b. 6,000
  - c. 1,500
  - d. 400 words (pp. 162-3).

Keeping diaries is also suggested to language learners in order to identify and overcome the affective factors, just like language anxiety, which may inhibit their

learning process. Language learners and teachers can write to each other as well, and share feelings. In this way learners can express their fears and obtain emotional support from their teachers.

During the interviews conducted in this study, some of the learners expressed positive feelings towards keeping diaries for their speaking and writing classes. The following examples from each anxiety level might show the usefulness of keeping diaries in recognizing and minimizing the negative effects of language anxiety problems;

*a. ---Writing these diaries helped me to realize what is happening in the classroom. After I read what I wrote, I became aware of what we did, why I could not talk or what kind of mistakes I made. They helped me a lot. (High)*

*b. ---I have never thought about the classes or the teachers before. But now, I realize how the teachers are different from each other. The way they explain the topics, the way they deal with the student.... I've even realized that our motivation is very different from each other. Realizing all these by keeping these diaries is a very nice feeling. (Medium)*

*c. ---They did not change anything, but I can say keeping these diaries was useful. You concentrate and think while writing. We also talk to our friends about the classes, but writing is better. Diaries don't get angry with you. (Low)*

In dealing with the problems caused by the language learners' fear of making mistakes, Crookal and Oxford (1991) suggest using an activity called "Mistakes Panel" in foreign language classrooms. This activity aims to encourage students to take an amusing look at errors and to realize that mistakes are not taboo and they can contribute to learning. In this activity, students work in groups of 3 or 4, and are asked to collect mistakes over a few classes, or think up some mistakes with examples. These mistakes are written on cards. Then each group becomes a competition panel, assessing the mistake of the other groups. They rate each mistake on a number of criteria, giving 1 to 3 points for each criterion. The criteria like amusement, creativity, reasonability, communicative intelligibility, and so on might be determined with/by the students. Discussions among students and between students and teacher during the panel evaluation can help students learn to be at ease with errors. The best mistakes can then be rewarded.

Language learners can also be encouraged to recognize that many positive things can only be learned by making mistakes. When they make a mistake if they ask, "What can I learn from this experience?" and list all the things they can learn from it, they might perceive the positive sides of making mistakes, rather than become anxious about them.

### **5.3.2. Suggestions for dealing with the anxieties caused by the teachers' manner in the classroom**

The teacher's attitude to their learners' errors seemed important to learners' affective states. Therefore, "ELT Teacher Training Programs" are suggested to raise the consciousness level of their trainees about language anxiety and the possible effects of teachers' attitudes towards learners' errors. The emphasis on language anxiety in pre-service programs might be more effective on the "would be teachers" because of their in-between status which includes both sides of the coin.

On the other hand, sensitizing teachers to the problem via inservice training workshops, panels, conferences or reciprocal class visits and videotaping can also be suggested to encourage language teachers to examine their own beliefs about teaching and their actual practices in the classroom, and also to keep pace with current language teaching research. In these inservice training workshops, panels, etc., teachers' beliefs about the nature of language learning, their attitudes towards learners' errors, towards learners or towards particular classroom activities can be discussed. Teachers can also be reminded and informed about discovering their own students' beliefs.

To help teachers reveal their own beliefs and attitudes to error correction techniques, Crookal and Oxford (1991) suggest an activity that can be used in inservice training programs. In the activity "Correction Decisions", teachers are asked to discuss specific errors made by learners. They are first provided with examples of student errors which can range from slip of the tongue to serious breakdowns in communication. Teachers then take the table given below, and fill in their individual table. In groups then teachers can compare and discuss their answers. The main aim of this activity is to sensitize teachers to their own error correction strategy techniques.

## MISTAKE/ERROR EVALUATION

A Mistake or error	B Type of mistake or error	C Importance of error (e.g., for communication)	D Would you do anything about it? (Yes/No)	E Why do you think something needs to be done?	F What options exist for making amends (i.e. correcting?)	G What are the anxiety consequences of those options?

Crookal and Oxford (1991, p. 149).

Language learners in this study similar to the learners in the other studies mostly complained about “being interrupted” for the correction of their errors. To avoid interruption problems, language teachers can be suggested to remind themselves that a language can only be learned by using it, and making mistakes is a natural part of the learning process.

Stahl (1994) in his article reminds the teachers that silence is not always such a bad thing in the language classrooms and mentions the concept of “wait time”. He argues that the “wait-time” periods; “*the silence between teacher questions and students' completed responses*” (p. 1) should last at least 3 seconds in order to overcome interruption and silence problems in the classrooms. Teachers, after a clear, well structured question should allow students some time to think about the question and to come up with an answer. In addition, students who pause or hesitate during a previously started response or explanation should be allowed to complete their answers. Rather than interrupting or cutting students off from completing their responses, both the teacher and the other students should patiently wait for the completed answer. This period also allows other students time to think about what has been said and to decide whether they want to add something of their own. As Stahl (1994) believes, if students are to interact with one another during academic discussions, they must especially be given the time needed to consider one another's responses so that they can have dialogues among themselves. On the other hand, insensitive lengthening of wait time can increase the confusion and anxiety in the students rather than alleviate the problem. 3 to 5 seconds of

wait time, Stahl argues, have many positive outcomes for the students' behaviors and attitudes;

- a. The length and correctness of their responses increase.
- b. The number of their "I don't know" and no answer responses decreases.
- c. The number of volunteered, appropriate answers by larger numbers of students greatly increases.
- d. The scores of students on academic achievement tests tend to increase (p. 1).

When teachers wait patiently in silence for 3 or more seconds at appropriate places, positive changes in their own teacher behaviors also occur:

- a. Their questioning strategies tend to be more varied and flexible.
- b. They decrease the quantity and increase the quality and variety of their questions.
- c. They ask additional questions that require more complex information processing and higher-level thinking on the part of students (p. 1).

Language teachers can also help their learners to feel secure in the classroom by focusing on content of the learners' utterances rather than the form. In this case, students are not under the threat of having their mistakes corrected. As Crookal and Oxford (1991) state, learners can then become more concerned with trying to communicate their viewpoint than with avoiding public humiliation, saving face or impressing the teacher with the ability to "parrot" correct answers.

Accepting a variety of answers, and encouraging students to know that there is not always a "right" answer can also help teachers to elicit more verbal responses from students. Similarly, by getting students to write down their answers before offering them to the whole class may help to alleviate students' anxiety in answering questions and the fear of speaking without preparation and making an improper social impression.

Peer support and group work are other suggested solutions to anxiety problems. Allowing students to check their answers with their peers helps them to have peer support, because support from peers, as Tsui (1996) points out, is just as important as support from the teacher in creating an anxiety-free atmosphere.

Turkish EFL learners in the study stated experiencing anxiety in some cases where their teachers were the primary sources to their problem. By making negative assessments of the student performance, by making obvious comparisons of their students in the classroom, they can sometimes contribute to the anxiety students suffer in their classes. Therefore, inservice training programs in which teachers are reminded to avoid criticizing students in front of the class, sarcasm and intimidation, or obvious comparison seem inevitable. They can be reminded to ask encouraging rather than threatening questions, to encourage learners to participate more by giving positive feedback, to give clear and well structured instructions so that each learner knows what is required from them. Devising tasks that everyone can get right might also be helpful in encouraging learners to feel successful in the classroom activities.

Some teachers, as Daly (1991) claims, assume any talk in the class bad if it is not a student-teacher interaction. Students whispering to each other, students talking out of turn, students talking loudly in groups often receive a kind of punishment from the teacher. These exchanges, like talking to a peer for clarification or sharing an example with another student, on the other hand, are relevant to the learning experience and help in creating a psychologically secure environment. Therefore, not punishing classroom talk might also help learners to feel secure and build positive attitudes towards language learning experience.

The teachers' sensitivity and skill in establishing a good rapport with the students could be the key to students' success in foreign language learning experience. The rapport the student feels with the teacher as well as his classmates, Tobias (1986, cited in MacIntyre and Gardner, 1989) argues, may be crucial in determining the success or failure of the students. Supporting this argument, language learners in Price's (1991) study reported that more friendly, less authoritarian teachers decreased their anxiety in the classroom. Teachers who had a good sense of humor, who were patient and relaxed in the class, who let their students volunteer answers instead of calling them randomly were identified as the "preferable" characteristics in creating a secure and more enjoyable classroom atmosphere.

### **5.3.3. Suggestions for dealing with the anxieties caused by teaching procedures**

As pointed out by Madsen, Brown and Jones (1991), instructors cannot choose activities, techniques, or even a language teaching method or approach without taking into consideration the students' individual learning styles, interests, and affective reactions. In addition, it is essential to discuss not only the course and syllabus but also the method of teaching and teachers' expectations step-by-step, right at the beginning so that students know what to expect, what to do and how to do it. Students, in order to minimize anxiety problems, should also be informed about what they can reasonably expect to accomplish in the amount of time they will be studying the foreign language.

Related to the speaking classes, language learners in the study mostly complained about speaking in front of a group. They reported that feeling spotlighted, speaking without preparation, being afraid of not understanding the teacher's question and making an improper social impression while speaking were the sources of anxiety they felt. Presenting a topic in front of everybody was also found an anxiety-provoking activity, because learners felt conspicuous. They reported that being evaluated and failing in the end made them anxious. They stated comments about the difficulty, unfamiliarity and usefulness of the activity as well.

Not requiring immediate oral performance from the language learners and allowing them time to come up with the required answer, allowing volunteer participation rather than randomly choosing the students might help them overcome their anxious feelings. As Daly (1991) points out, teachers should remember that what they hear aloud from students, especially from anxious students, may not be a good sampling of their knowledge. Anxious students may be quiet competent in understanding grammar, vocabulary of a language, and yet appear very incompetent when asked to speak the language aloud.

Related to the teaching procedures in writing classes, language learners in the study mostly stated their worries about the method used in the classroom. They thought writing in the paragraph form was difficult and useless for their future academic study. Therefore, as mentioned earlier, introducing and discussing the syllabus of the courses

with the learners at the beginning seem essential. By doing so learners can be informed about what they will be studying and how it will help them in the future. They can also be encouraged to develop more realistic expectations about the course they are taking.

Creating a safe and supportive environment by starting with a familiar topic which allows creativity and imagination, letting the students work in groups for the ones who do not want to work on their own and who need the support of their peer can be suggested to language teachers in dealing with anxiety problems in their writing classes. In addition, helping learners in generating, organizing and revising their ideas rather than asking them to write and causing them struggle on their own is strongly recommended. Teachers can also be suggested to get oral or written feedback, in or out of the class about their teaching procedures from the learners at regular intervals. Informal talks and diaries can be used for such an aim and learners can be let to reflect their affective reactions. Learners can also be let to provide some possible suggestions for their perceived problems in the classroom.

In addition, teachers should be reminded to give more informational feedback to their learners' written products so that they know why and what they did or did not do well, and what they can do to improve.

In his article Tsui (1996) gives some suggestions to language learners who suffer from writing anxiety. He believes that writing, like any skill, can only improve with practice, therefore, if the learners, write something every day and practice their writing skill, they will be able to act as their own "coach" and discover where they have strengths and where they have trouble. Thinking of writing as a perennial part of working on a paper and not as a kind of "packaging" must also be reminded to foreign language learners.

Tsui (1996) advises learners who are afraid of getting negative feedback from their teachers to imagine a reader who is "interested in" their work and who "looks for the best" in the paper rather than someone whose sole purpose in reading their work is to find fault with it. In addition, if learners remember that although their teachers may be "experts," they may not know the way the learners think about their subject. As a result, writing to an intelligent, enthusiastic, but non-expert reader may make the learners more confident and, therefore, help them develop and express their ideas more effectively.

Varying the techniques according to the needs of the individual students seems as one of the solutions for anxiety caused by the teaching procedures in the foreign language classrooms. Nevertheless, teachers should remember that not all the techniques will work equally well with all the language learners, for example while cooperative or group learning was preferred by most of the subjects in the study, some stated their preferences for individual study. Therefore, as Crookal and Oxford (1991) point out, changing the classroom structure and communication patterns may sometimes increase anxiety in some students. On the other hand, they also believe that students who feel temporarily more anxious because of the changes are likely to relax with time as they get used to the new routine and atmosphere.

In addition, as they state, language teachers, just like everybody, do not live in a perfect world. They may have to work under constraints imposed by institutional policies or situations that are difficult to change in a short space of time. For example parts of an institutional syllabus may require a certain skill to be taught, such as giving presentations. Therefore, for any reasons, and despite teachers' best efforts, some may be filled with various kinds of anxiety. Although no teacher can guarantee that a class will be anxiety free, they can try to minimize the problem for their learners by realizing the existence of foreign language anxiety and by discovering the reasons that make their learners feel uncomfortable and worried. Using the suggestions offered above according to the needs of their students will hopefully minimize the problems caused by foreign language anxiety and help students become more effective language learners and take on more responsibility for their own learning. As Allwright and Bailey (1991) point out, if the learners' attention wanders away from the task at hand and they start thinking about something else, then surely there is very little chance of their learning anything more until their attention is once more attracted somehow. The only thing teachers can do then is to stop teaching for a while. Similarly, Crookal and Oxford (1991) believe that;

*If we spend some of our class time not on actually teaching the language directly but rather on dealing with the anxiety that students may be feeling, then the time spent on language learning will be more effective (p. 145).*

#### 5.4. Suggestions for further research

This study was conducted in an EFL setting with 36 intermediate Turkish students in an intensive program at Anadolu University in Turkey. Therefore, findings of the study cannot be generalized for all the foreign language learners. The study aimed at finding out the sources of foreign language anxiety from the perspective of language learners in two productive skills in a classroom setting, so generalizability was not the main concern of the study. Nevertheless, conducting the same study with more subjects might help finding additional aspects of foreign language classroom anxiety. In addition, extending the period of data collecting, like throughout a semester or an academic year, and increasing the number of interviews and interviewees might be helpful in finding out the other aspects of this complex phenomenon.

Some of the subjects in the study reported that they could not find so many things to write in the diaries, because they “liked” the courses they were required to write about. Therefore, conducting other studies to find out the sources of foreign language anxiety in the other courses like in reading, listening and grammar might reveal the other components of language anxiety the learners suffer from.

As mentioned before, this study examined the problem from the learners’ perspectives. Moreover, examining the teachers’ perspective of the same problem, and matching the two would be an interesting study, and might be helpful in solving some of the problems encountered in the language classrooms. Informing the teachers about the problems their learners experienced and using the ideas suggested in the implication section in order to minimize the negative effects of anxiety might also be suggested for the researchers interested in the topic. For example, discussing the diaries in the classroom with all the students might help both the teachers and the learners. While the teachers can become aware of the problems their learners feel, the learners can be encouraged by having them realize that they are not the only ones suffering from those fears. They can also be encouraged to change their “irrational beliefs” about the nature of language learning. How teachers’ awareness of foreign language anxiety help reducing the problem might also be studied in another research.

In another design, after conducting the diary study, or in the middle of the research, the researcher can help the teachers to modify their curriculum, teaching techniques and materials according to the data received from the students, then continue the research to find out whether or not these modifications happen to affect the students.

In a very recent article, Oxford (1999) argues that language anxiety correlates with personality traits like self esteem, tolerance of ambiguity, risk-taking and competitiveness. Further research may also be suggested to find evidence to Oxford's argument in addition to the correlation of anxiety with other personality traits such as field dependence, left/right brain functioning, reflectivity/impulsivity, and so on. In addition, researching the relationship between the strategies language learners use and the anxiety they feel might help the learners to become more effective in their learning experiences.

Another research looking at the effects of anxiety over time and the relationship between anxiety and proficiency level of the learners could also be suggested to resolve some of the questions in related literature.

The relationship -if there is any- between the learners' native language skills and foreign language skills, and the anxiety they experience might also be studied in further research.

Testing anxiety might also be applied to foreign language learning. Why language learners feel anxious about being evaluated in their foreign language learning process, which aspects of the language testing make learners anxious and what can be done to solve the problem can be studied in detailed as well.

Research in the "EFL Teacher Training Programs" in terms of observing the awareness on language anxiety can also be productive and helpful.

**APPENDIX A1**  
**Foreign Language Classroom Anxiety Scale**  
**FLCAS Turkish Version**

Aşağıdaki her bir ifadeyi okuduktan sonra şu seçeneklerden birisini size verilen kağıda işaretleyiniz. **Hiç bir ifadeyi boş bırakmayınız.**

**1. Hiçbir zaman                      2. Nadiren      3. Bazen                      4. Sıklıkla                      5. Her zaman**

1. İngilizce derslerinde konuşurken kendimden emin olamıyorum.
2. İngilizce derslerinde hata yapmaktan korkuyorum.
3. İngilizce derslerinde sıranın bana geldiğini bildiğim zaman heyecandan ölüyorum.
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.
5. Haftada daha fazla İngilizce ders saatimin olmasını isterdim.
6. İngilizce dersi sırasında kendimi dersle hiç de ilgisi olmayan başka şeyleri düşünürken buluyorum.
7. Diğer öğrencilerin İngilizce derslerinde benden daha iyi olduklarını düşünüyorum.
8. İngilizce derslerinin sınavlarında kendimi endişeli hissediyorum.
9. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılıyorum.
10. İngilizce derslerinde başarısız olmak beni endişelendiriyor.
11. Yabancı dil dersleri konusunda bazılarının niye endişe duyduklarını anlayabiliyorum.
12. İngilizce derslerinde bazen öyle heyecanlanıyorum ki, bildiğim şeyleri bile unutuyorum.
13. İngilizce derslerinde sorulan sorulara gönüllü olarak cevap vermekten sıkılıyorum.
14. İngilizceyi, ana dili İngilizce olan insanlarla konuşmak beni heyecanlandırıyor.
15. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.
16. İngilizce derslerinde, önceden çok iyi hazırlanmış olsam bile derste heyecanlanıyorum.
17. İngilizce derslerine girmek istemiyorum.
18. İngilizce derslerinde konuştuğum zaman kendime güvenmiyorum.
19. İngilizce öğretmenim yaptığım her hatayı düzeltmeye çalışıyor.
20. İngilizce dersinde sıra bana geldiği zaman kalbimin hızlı hızlı attığını hissediyorum.
21. İngilizce sınavlarına ne kadar çok çalışırsam kafam o kadar çok karışıyor.
22. Kendimi İngilizce derslerine çok iyi hazırlanıp gitmek zorunda hissediyorum.
23. Her zaman diğer öğrencilerin benden daha iyi İngilizce konuştuğunu düşünüyorum.
24. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum.
25. İngilizce dersleri o kadar hızlı akıp gidiyor ki sınıfa ayak uyduramamaktan korkuyorum.
26. İngilizce derslerinde konuştuğum zaman hem sıkılıyorum hem de kafam karışıyor.
27. İngilizce derslerine girerken kendimi çok rahatsız ve güvensiz hissediyorum.
28. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman paniğe kapılıyorum.
29. İngilizce konuşabilmek için öğrenmek zorunda olduğum kuralların sayısının çok fazla olması beni kaygılandırıyor.
30. İngilizce konuştuğum zaman diğer öğrencilerin bana güleceğinden endişe duyuyorum.
31. İngilizceyi, ana dili İngilizce olan insanların yanında kullanırken rahatsız oluyorum.
32. İngilizce öğretmenimin cevabını önceden hazırlamadığım sorular sorduğunda heyecanlanıyorum.

**APPENDIX A2**  
**Foreign Language Classroom Anxiety Scale**  
**FLCAS English Version**

1. I never feel quite sure of myself when I am speaking in English classes.
2. I am afraid of making mistakes in English classes.
3. I tremble when I know that I am going to be called on in English classes.
4. It frightens me when I don't understand what the teacher is saying in English.
5. It wouldn't bother me at all to take more English classes.
6. During English classes, 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 English than I am.
8. I usually feel anxious during tests in English classes.
9. I start to panic when I have to speak without preparation in English classes.
10. I worry about the consequences of failing English classes.
11. I can understand why some people get so upset over English classes.
12. In English classes, I get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in English classes
14. I feel so nervous speaking English 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 English classes, I feel anxious about them.
17. I often feel like not going to English classes.
18. I don't feel confident when I speak in English classes.
19. I am afraid that my English teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I am going to be called on in English classes.
21. The more I study for English tests, the more confused I get.
22. I feel pressure to prepare very well for English classes.
23. I always feel that the other students speak English better than I do.
24. I feel very self-conscious about speaking English in front of other students.
25. English classes move so quickly I worry about getting left behind.
26. I get nervous and confused when I am speaking in English classes.
27. When I am on my way to English classes, I feel very tense and nervous.
28. I get nervous when I don't understand every word my English teacher says.
29. I feel overwhelmed by the number of rules you have to learn to speak English.
30. I am afraid that the other students will laugh at me when I speak English.
31. I feel anxious around native speakers of English.
32. I get nervous when the English teacher asks questions which I haven't prepared in advance.

**APPENDIX B1**  
**Beliefs About Language Learning Inventory**  
**BALLI Turkish Version**

Aşağıda bazı insanların yabancı dil öğrenimi hakkındaki inançları yer almaktadır.

Her bir ifadeyi okuduktan sonra şu seçeneklerden birisini işaretleyin;

- 1) kesinlikle katılıyorum      2) katılıyorum      3) fikrim yok  
 4) katılmıyorum      5) kesinlikle katılmıyorum

Hiç bir ifadenin doğru yada yanlış cevabı yoktur. Biz sadece sizin fikirlerinizi öğrenmek istiyoruz. Cevaplarınızı size ayrıca verilen cevap kağıdına işaretleyin.

4 ve 14. sorular diğerlerinden biraz farklıdır, onları verilen seçeneklere göre işaretlemeniz gerekmektedir.

**Lütfen hiçbir ifadeyi boş bırakmayın.**

1. Çocuklar büyüklere göre daha kolay yabancı dil öğrenirler.
2. Bazı insanlar, yabancı dil öğrenmelerini kolaylaştıran özel bir yetenekle doğarlar.
3. Bazı dilleri öğrenmek diğerlerine göre daha kolaydır.
4. İngilizce;
  - 1) çok zor bir dil    2) zor bir dil      3) orta zorlukta bir dil
  - 4) kolay bir dil    5) çok kolay bir dil
5. İngilizce'nin yapısı Türkçe'ninkinden daha zor.
6. İngilizce'yi çok iyi konuşmayı eninde sonunda öğreneceğime inanıyorum.
7. İngilizce'yi iyi bir aksanla konuşmak çok önemlidir.
8. Yabancı dil konuşabilmek için o dilin konuşulduğu ülkenin kültürünü bilmek çok önemlidir.
9. Yabancı dilde, bir şeyi tam anlamıyla doğru söyleyebilene kadar hiçbir şey söylememek gerekir.
10. Bir yabancı dil bilen bir kişinin bir başka yabancı dil öğrenmesi daha kolaydır.
11. Yabancı dili o dilin konuşulduğu ülkede öğrenmek daha iyidir.
12. Birinin İngilizce konuştuğunu duyarsam, pratik yapabilmek için hemen yanına gidip onunla konuşurum.
13. İngilizce'de bir kelimenin anlamını bilmiyorsan, anlamını tahmin etmekte bir sakınca yoktur.
14. Eğer bir kişi İngilizce öğrenmek için günde 1 saatini ayırırsa, akıcı bir şekilde İngilizce konuşması ne kadar süre alır?
  - 1) 1 yıldan az    2) 1-2 yıl    3) 3-5 yıl    4) 5-10 yıl
  - 5) Günde bir saat ayırarak İngilizce öğrenilmez.
15. Ben İngilizce öğrenmeye yatkın bir insanım.
16. İngilizce öğrenmek, aslında bir sürü kelime ezberlemekten ibarettir.
17. Bol bol tekrar etmek ve pratik yapmak önemlidir.
18. Başka insanların önünde İngilizce konuşmak beni tedirgin ediyor.
19. Eğer başlarda hata yapmaya izin verilirse, daha sonra o hatalardan kurtulmak zor olur.
20. İngilizce öğrenmek, aslında bir sürü gramer kuralı ezberlemekten ibarettir.
21. Yabancı dil laboratuvarında pratik yapmak önemlidir
22. Kadınlar yabancı dil öğrenmeye erkeklerden daha yatkındır.

23. İngilizce'yi çok iyi konuşmayı öğrenirsem, onu kullanabileceğim bir çok fırsatım olacaktır.
24. İngilizce konuşmak, anlamaktan daha kolaydır.
25. İngilizce öğrenmek, okuldaki diğer derslerden daha farklıdır.
26. İngilizce öğrenmek, Türkçe'den çeviri yapmak demektir.
27. İngilizce'yi iyi konuşmayı öğrenebilirsem, bu bana iyi bir iş bulmamda yardımcı olur.
- 28 İngilizce'yi okumak ve yazmak, konuşmak ve anlamaktan daha kolaydır.
- 29 Matematik ve Fen derslerinde iyi olanlar, İngilizce öğreniminde pek başarılı değillerdir.
30. Türkler için yabancı bir dil bilmek önemlidir.
31. İngilizce konuşan insanları daha yakından tanıyabilmek için bu dili öğrenmek istiyorum.
32. Birden fazla dil konuşabilen insanlar çok akıllıdır.
33. Türkler yabancı dil öğrenmede başarılıdır.
34. Herkes yabancı bir dil öğrenebilir.

**APPENDIX B2**  
**Beliefs About Language Learning Inventory**  
**BALLI English Version**

Below are beliefs that some people have about learning foreign languages.

Read each statement and then decide if you;

- 1) strongly agree      2) agree                      3) neither agree nor disagree  
 4) disagree              5) strongly disagree

There are no right or wrong answers. We are simply interested in your opinion. Mark each answer on the special answer sheet. Questions 4 and 14 are slightly different and you should mark them as indicated.

**REMEMBER;**

- 1) strongly agree      2) agree                      3) neither agree nor disagree  
 4) disagree              5) strongly disagree

1. It is easier for children than adults to learn a foreign language.
2. Some people are born with a special ability which helps them learn a foreign language.
3. Some languages are easier to learn than others.
4. The language I am trying to learn is;
  1. a very difficult language      2. a difficult language
  3. a language of medium difficulty.
  4. an easy language                      5. a very easy language
5. The structure of English is more difficult than the structure of Turkish.
6. I believe that I will ultimately learn to speak this language very well.
7. It is important to speak a foreign language with an excellent accent.
8. It is necessary to know the foreign culture in order to speak the foreign language.
9. You shouldn't say anything in the foreign language until you can say it correctly.
10. It is easier for someone who already speaks a foreign language to learn another one.
11. It is better to learn a foreign language in the foreign country.
12. If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language.
13. It's O.K. to guess if you don't know a word in the foreign language.
14. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?
  - 1). less than a year,    2). 1-2 years,    3). 3-5 years,    4). 5-10 years,
  - 5). You can't learn a language in 1 hour a day.
15. I have foreign language aptitude.
16. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.
17. It is important to repeat and practice a lot.
18. I feel self-conscious speaking the foreign language in front of other people.
19. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.
20. Learning a foreign language is mostly a matter of learning a lot of grammar rules.
21. It is important to practice in the language laboratory
22. Women are better than men at learning foreign languages.
23. If I get to speak this language very well, I will have many opportunities to use it.
24. It is easier to speak than understand a foreign language.

25. Learning a foreign language is different from learning other school subjects.
26. Learning a foreign language is mostly a matter of translating from English.
27. If I learn to speak this language very well, it will help me get a good job.
28. It is easier to read and write this language than to speak and understand it.
29. People who are good at math and science are not good at learning foreign languages.
30. Americans think that it is important to speak a foreign language.
31. I would like to learn this language so that I can get to know its speakers better.
32. People who speak more than one language well are very intelligent.
33. Americans are good at learning foreign languages.
34. Everyone can learn to speak a foreign language.

**APPENDIX C1**  
**INTERVIEW CHECKLIST**  
**Turkish Version**

1. Derste Türkçe kullanılması seni nasıl etkiliyor?
2. Konuşurken heyecandan söyleyeceklerini unutup kaldığın oluyor mu?  
Bu seni nasıl etkiliyor?
3. Diğer öğrencilerin önünde konuşmak seni heyecanlandırıyor mu?
4. Kendini hiç diğer öğrencilerle kıyaslar mısın?
5. Hata yaptığında öğretmenleriniz bunu nasıl karşılıyor? Kızıyor mu?  
Hemen düzeltiyor mu?
6. Hatalarının hemen düzeltilmesini ister misin?
7. Derste muzik, video, şarkı kullanılması hakkında ne düşünüyorsun?
8. Hiç derste ne olup ne bittiğini anlayamadığın oluyor mu? Sence bu neden oluyor?
9. Derste hangi türlü çalışmayı tercih edersin?
  - a. bireysel
  - b. bir arkadaşınla beraber
  - c. gruplar halinde
10. Bu günlükleri yazmak hakkında ne düşünüyorsun? Bunun sana hiç faydası oldu mu?

**APPENDIX C2**  
**Interview Checklist**  
**English Version**

1. What do you think about using Turkish in the classroom?
2. Do you ever get anxious while speaking in the classroom and forget what to say?  
How does this affect you?
3. Do you get anxious while speaking in front of other students?
4. Do you compare yourself with the other students?
5. How do your teacher react to your mistakes? Do they get angry with you?  
Do they correct them immediately?
6. Do you prefer your mistakes to be corrected immediately?
7. What do you think about using music, video, songs in the lessons?
8. Do you ever get lost in the lessons? Why?
9. Which one do you prefer in the lesson?
  - a. individually
  - b. in pairs
  - c. in groups
10. What do you think about keeping these diaries? Do you think they are useful?

**APPENDIX D1**  
**SAMPLES of DIARIES**  
**Turkish Version**

1. Bugün şunu fark ettim; sınıfta bana soru sorulduğu zaman ile kendi kendime sesli çalışırken gösterdiğim konuşma performansı arasında dünyalar kadar fark var; hatta okurken ya da sınıf dışından birisi ile konuşurken bile çok farklıyım. Sınıfta, konuştuğum zaman ve öğretmen ile diğer arkadaşlarımla beni değerlendireceğini bildiğim zaman çok daha gergin oluyorum ve hata yapmaktan çok korkuyorum. İspanyolca'yı ne kadar doğru telaffuz ettiğimin bile farkına varamıyorum. Bazen diğerlerinden duyduğum korkunç aksanlar beni şok ediyor. Bana, aksan problemlerinin üstesinden gelmeye çalışıyorlarmış gibi geliyor. Bugün sınıftaki alıştırmalarda doğru formu kullanmakla çok fazla haşır-neşir olduğumu ve doğru aksanla konuşmayı boş verdiğimi farkettim. Korkarım benim konuşmam da pek çoğununki kadar kötüydü.

2. Bugün hala biraz da olsa kekelemeye devam ettiğimi fark ettim. Halbuki Türkçe konuşurken hiç kekelemiyorum. Bu, genellikle- belki de her zaman- bana bir cümlelik cevabı olan sorular sorulduğunda oluyor. Çok basit bir soru ya da kısa bir cümle bile olsa çok fazla heyecanlanıyorum ve konuşmaya başlamak bile birkaç saniyemi alıyor. Sınıfın önünde hata yapmaktan çok korktuğum ve kekelemekten çok utanıyorum. Uzun bir parça okuduğum zaman ya da sınıftaki tartışmaya daha çok katıldığım zaman daha az kekeleyorum.

3. En başından beri diğer öğrencilerin benim kadar sıkıntı çekmediklerine inanmıştım. Genellikle sorulan soruyu biran önce anlayıp, benden önce cevap verirlerdi. Bu beni korkutuyordu; çünkü nerde hata yapıp da onlar kadar hızlı düşünemediğimi bilemiyordum. Yani benim dil öğrenimi hakkındaki pek çok takıntım, benim ne yaptığım ve başkalarının ne yaptığını benim nasıl algıladığımdan ibaretti. Malesef hangilerinin gerçek olduğunu bilmiyorum. Belki başkaları da en az benim kadar sıkıntı çekiyordu, belki de ben en az diğerleri kadar akıcı konuşuyordum; ya da en azından onlardan kötü değildim. Pek çok şey kendimi ve diğerlerini nasıl gördüğüme bağlıydı. Çoğu zaman diğerlerinin ne yaptığını düşünmeyi bırakıp kendime konsantre olmayı denerdim.

4. Tüm dönem boyunca hiç heyecanlanmadığım kadar heyecanlandım bugün. Son derse girmemiştım. Yeni bir konuya geçmişler. Hoca ders boyunca herkese soru sorup durdu, benimse olan bitenden bile haberim yoktu. Bütün ders kafam önümde adımın söylenmemesi için dua edip durdum (deve kuşu sendromu; sen onu görmeyince o da seni göremez zannedersin ya). Ders geçmek bilmedi, bitince de nasıl rahatladığımı anlatamam).

5. Ali Bey'e inanamıyorum. Bugün bana İngilizce sınavından o kadar da iyi bir not almadığım halde, sınırdaki bir öğrenci olarak programa kabul edilen on kişiden biri olduğum için ne kadar şanslı olduğumu söyledi. Sonra da esas problemin onun kitaplarını kullanmadığımdan kaynaklandığını belirtti. Bunu yazmaya bile utanıyorum Arkadaşlarımdan biri beni, "eğer hoca senden hoşlanırsa rahatsin, hoşlanmazsa dikkatli olsan iyi olur" diye uyardı. Yani gururumu bir tarafa bırakıp, duygularımı saklamak ve hocanın benden hoşlanması için uğraşıp, söylediklerini göz ardı etmek zorundayım. Onun hakkındaki gerçek düşüncelerimi söylemeyi çok isterdim, ama bunu yapmanın beni programdan uzaklaştırıp, hocayı daha da çok düşmanlaştırmaktan başka bir işe yaramayacağını biliyorum.

6. Ali Bey bütün sınıfın önünde Levent'in writing ödevinden ne kadar memnun kaldığını söyledi. Fatma'nınki OK'miş. Benimkinden de hiç memnun kalmamış. Levent'e 100, Fatma'ya 75, Berrin'e 60 vermiş. Bunları duyduktan sonra günün geri kalan kısmında dersten tamamıyla koctum. Şu an günlüğümü yazıyor ve dersi dinlemiyorum.

7. Keşke İngilizcem daha çok pratik yapabilseydim. Ablamla konuşmaya çalıştığımda hala bilmediğim bir sürü fiil olduğunu görüyorum. Ben sadece şimdiki zamanda cümleler kurabildiğim için ablam kullandığım fiilleri hep doğru zamana göre düzeltiyor. Ama ben onları yine unutuyorum.

8. Essay'lerimizin ilk draftını bugün teslim ettik. Hocadan 95 almak beni çok şaşırttı. Sanırım yazdığım konuyu beğendi. Ama 95 almama rağmen hocanın 20 kadar gramer ve kelime hatamı düzeltmesi beni çok üzdü.

9. Sınav notumu öğrendikten sonra derse girmeyi hiç istemedim. Hala aldığım nota üzülüp diğer öğrencilerin notlarını öğrenmeyi hiç istemiyorum. Derste sınavdan önce yazdığımız essay'leri geri aldık. Ben ondan da iyi bir not alamayacağımı düşünüyordum. Ama kağıdın üzerindeki notu görünce çok rahatladım ve moralim düzeldi. Belki sınavlarda iyi yapamıyorum ama ben aslında iyi bir öğrenciyim. Kağıdımındaki notu herkes görebilsin diye ders boyunca üstüne ellerimi bile koymadım.

10. En az Ahmet kadar çalışmazsam onun beni büyük bir farkla geçeceğine inanıyordum. Bu düşünce beni motive edip daha çok çalışmamı sağlayacağına, hayal kırıklığına uğramama ve daha az çaba göstermeme sebep oldu.

**APPENDIX D2**  
**SAMPLES of DIARIES**  
**English Version**

1. I was aware today of the difference in my speaking ability between being called on in class and speaking out loud while studying (or even reading or speaking to someone outside the class). In class, where you are performing and being judged by instructor and classmates, there is much more tenseness and I became very much afraid of making mistakes, and I am not as aware of how closely I am approximating correct Spanish pronunciation. Sometimes the horrible accents I hear others using in class....shock me. It almost seems like they don't even want to overcome the accent problem. Today made me aware that in the classroom drills I tend to focus off speaking with a correct accent because I am so preoccupied with the right form of the answer- and that I may be sounding as poor as most of the class.

2. I noticed that I still continue to stutter quite a bit- a problem I don't seem to have in English. It is usually (perhaps always) when I'm called upon for a one-sentence response. I tend to get very nervous and it takes me a few seconds before I can even start to speak, even when it is a relatively simple task or phrase. I'm obviously very afraid to make a mistake in front of the class- and I always feel very embarrassed about stammering. When I read a long passage or get involved in more of an on-going conversation, this seems to be less of a problem.

3. From the beginning I believed that the other students were not struggling as much as me. Very often they would process the question and start to answer before I had a chance. This scared me because I did not know what I was doing wrong not to be able to think as quickly as them. So many of my hang-ups about language learning were my own perceptions of what I do and what others do. Unfortunately, I didn't know which were distortions of the truth; maybe other were struggling as much, maybe I was speaking as fluently or at least not any worse than everyone else. So much depended on how I viewed myself and others. Very often I would try to stop concerning myself with how I thought they were doing and try concentrating on me.

4. For the first time all quarter, I experienced the kind of anxiety I once used to experience in language classes when I wasn't prepared and had to go anyway. I had been away skiing with (the teacher's) blessings. During this time they had begun a new chapter. I had made arrangements with (the teacher) to make up the work but (he) wasn't there today. We had a substitute and *he* didn't know I had been away. He called on everyone several times during the hour and I really didn't know what was going on. I felt very anxious from the beginning, wishing he wouldn't call on me and keeping my head down, as though absorbed in the book. (It is the old ostrich syndrome; if I cannot see him, he cannot see me). This hour passed very slowly and I was glad when it was over.

5. I can't believe Dr. Fox. He has just informed me that I am luck that I am one of the ten participants in this program as I was a borderline case and on English tests I took to get admitted to the program I wasn't that good. Then he said it was because I hadn't used his books, *that* was the main problem. I can barely write this down. One of my friends warned me. If he likes you, you will do fine; if he doesn't WATCH OUT. So I have to swallow my pride and hide my feelings and try to make him like me and avoid him or ignore what he says. I feel like telling exactly what I think of him, but that would do nothing but alienate me from the program and antagonize him more.

6. Dr. Fox stated in front of the entire group that he was pleased with Peter's memorization of the dialogue; Laura's was OK; and he was not pleased with mine *at all*. In other words, he said "A for Peter, B for Laura and C for Becky". That had the effect of turning me off entirely from the rest of the lectures for the rest of the day. I am writing in my journal and not listening at all...

7. I wish I could practice my Spanish more, but when I try to speak it to my husband, I find there are a lot of common verbs I still don't know. Also, since I can use only the present tense, my husband finds my conversational attempts disconcerting at times. He keeps trying to tell me the future or past tenses of the verbs I use, but that doesn't do me much good, since I don't know the rules for formalizing them.

8. Today I handed in the rough draft of my Spanish essay, and, to my surprise, was greeted with a tentative "A+ excelente" reaction from the professor. I think he was pleased with my content mostly as he had made twenty or so corrections on my grammar and word choice- which despite the "A+ excellent" marking upset me very much...

9. The next day I did not want to go to class. I still was upset about the test and was unprepared emotionally to be confronted by other students as to my grade. Since it was a Tuesday, we were getting back our logs about the week before. I was scared that I would not do well on it and that would only compound my existing feelings. When I saw a good grade I was not only relieved, I was encouraged. Maybe I could not do well on tests, but I could succeed in other requirements of the course, I volunteered a lot during the review and left my paper open so anyone (and everyone) could see I had done well.

10. This guilt was a result of my competitive feeling that if I didn't work as much as he did, he would get further ahead...Instead of causing me to work harder, this competitiveness resulted in my feeling frustrated and led to a reduced effort.

**APPENDIX E1**  
**FLCAS items with percentages of HIGH anxious students**  
**selecting each alternative**

	<b>SD (%)</b>	<b>D (%)</b>	<b>N (%)</b>	<b>A (%)</b>	<b>SA (%)</b>
				50	50
<b>2</b>				67	33
<b>3</b>			17	33	50
<b>4</b>			17	33	50
<b>5</b>	33		17	33	17
<b>6</b>			50	33	17
<b>7</b>	17		17	50	17
<b>8</b>			17	50	33
<b>9</b>				67	33
<b>10</b>		17	17	17	50
<b>11</b>			33	17	50
<b>12</b>			17	50	33
<b>13</b>		17	17	50	17
<b>14</b>			33	17	50
<b>15</b>		17	17	17	50
<b>16</b>		33		50	17
<b>17</b>		17	33	50	
<b>18</b>		17	33	33	17
<b>19</b>		17	17	50	17
<b>20</b>			33	50	17
<b>21</b>		17	67	17	
<b>22</b>		17		67	17
<b>23</b>			33	33	33
<b>24</b>		17		50	33
<b>25</b>			50	33	17
<b>26</b>		17	17	17	50
<b>27</b>			33	33	33
<b>28</b>				83	17
<b>29</b>			17	50	33
<b>30</b>	17	33	17		33
<b>31</b>		17	33	17	33
<b>32</b>			33	33	33

**APPENDIX E2**  
**FLCAS items with percentages of MEDIUM anxious students**  
**selecting each alternative**

	<b>SD (%)</b>	<b>D (%)</b>	<b>N (%)</b>	<b>A (%)</b>	<b>SA (%)</b>
	4	35	13	44	4
<b>2</b>		26	44	30	
<b>3</b>	30	39	17	9	4
<b>4</b>	13	22	22	39	4
<b>5</b>	35	17	17	13	22
<b>6</b>		51	17	22	9
<b>7</b>		30	48	17	4
<b>8</b>	4	22	22	51	
<b>9</b>	4	39	26	22	9
<b>10</b>		4	22	48	26
<b>11</b>	4	22	13	39	22
<b>12</b>	9	35	39	17	
<b>13</b>	22	39	26	9	4
<b>14</b>	9	26	17	35	13
<b>15</b>	4	26	35	30	4
<b>16</b>	17	39	26	13	4
<b>17</b>	30	26	30	9	4
<b>18</b>	22	39	30	4	4
<b>19</b>		39	39	22	
<b>20</b>	13	44	30	9	4
<b>21</b>	17	35	26	22	
<b>22</b>		17	22	39	22
<b>23</b>		13	61	26	
<b>24</b>	4	57	26	13	
<b>25</b>	26	44	22	9	
<b>26</b>	51	22	22	4	
<b>27</b>	61	17	22		
<b>28</b>	4	57	30	9	
<b>29</b>	4	35	30	22	9
<b>30</b>	44	39	9	4	4
<b>31</b>	17	35	26	17	4
<b>32</b>	9	35	48	9	

**APPENDIX E3**  
**FLCAS items with percentages of LOW anxious students**  
**selecting each alternative**

	SD (%)	D (%)	N (%)	A (%)	SA (%)
	29	43	29		
<b>2</b>	57	14	29		
<b>3</b>	57	29	14		
<b>4</b>	57	14	29		
<b>5</b>	14		29		57
<b>6</b>	29	43	14		14
<b>7</b>		86		14	
<b>8</b>	43	57			
<b>9</b>	29	43	14		14
<b>10</b>	29	43	14		14
<b>11</b>	14	29	43		14
<b>12</b>	43	57			
<b>13</b>	14	43	43		
<b>14</b>		71	29		
<b>15</b>	57	14	14	14	
<b>16</b>	57	29	14		
<b>17</b>	86		14		
<b>18</b>	57	43			
<b>19</b>	29	71			
<b>20</b>	43	57			
<b>21</b>	71	29			
<b>22</b>	14	43		14	29
<b>23</b>	14	71	14		
<b>24</b>	86	14			
<b>25</b>	57	43			
<b>26</b>	100				
<b>27</b>	86	14			
<b>28</b>	29	43	14	14	
<b>29</b>	14	57	29		
<b>30</b>	100				
<b>31</b>	29	43	29		
<b>32</b>	43	43		14	

**APPENDIX F1**  
**BALLI items with percentages of HIGH anxious students**  
**selecting each alternative**

	SA (%)	A (%)	N (%)	D (%)	SD (%)
	67	33			
2		33	33		33
3		50	17	17	17
4		50	17	17	17
5	17		17	33	33
6	17	50	17	17	
7	33	67			
8	17	33	17	33	
9		33	33	17	17
10		67	33		
11	83	17			
12	17	33	33	17	
13	17	83			
14		50	33		17
15		17	50	33	
16		33	17	33	17
17	50	17	17	17	
18	50	17		33	
19	33	50	17		
20	50	17		33	
21		83	17		
22	33		50		17
23	67	17	17		
24	17	17	17	33	17
25	33	50	17		
26		17	17	33	33
27	67	17		17	
28	17	50	17		17
29	17		33	33	17
30	17	50		33	17
31		33	33	17	17
32	17	17	33	17	17
33		33	50	17	
34	67		17		17

**APPENDIX F2**  
**BALLI items with percentages of MEDIUM anxious students**  
**selecting each alternative**

	SA (%)	A (%)	N (%)	D (%)	SD (%)
	51	30	4	13	
<b>2</b>	17	35	13	22	13
<b>3</b>	39	44	13	4	
<b>4</b>		9	70	17	4
<b>5</b>	13	35	9	30	13
<b>6</b>	39	48	9	4	
<b>7</b>	44	39	4	13	
<b>8</b>	13	44	17	17	9
<b>9</b>	9		9	17	65
<b>10</b>	26	44	30		
<b>11</b>	74	26			
<b>12</b>	22	44	13	13	92
<b>13</b>	35	61	4		
<b>14</b>	35	26	13	9	17
<b>15</b>	17	65	13	4	
<b>16</b>		13		57	30
<b>17</b>	74	26			
<b>18</b>	9	48	13	17	13
<b>19</b>	39	51	9		
<b>20</b>	4		4	57	35
<b>21</b>	26	61	9	4	
<b>22</b>	4	9	44	9	35
<b>23</b>	51	44	4		
<b>24</b>	13	30	4	26	26
<b>25</b>	30	57		9	4
<b>26</b>	4	4	4	51	35
<b>27</b>	78	17	4		
<b>28</b>	13	44	17	26	
<b>29</b>		17	51	13	17
<b>30</b>	39	35	13	4	9
<b>31</b>	4	39	9	26	22
<b>32</b>	4	22	17	44	13
<b>33</b>	4	26	61	9	
<b>34</b>	48	39	4	9	

**APPENDIX F3**  
**BALLI items with percentages of LOW anxious students**  
**selecting each alternative**

	SA (%)	A (%)	N (%)	D (%)	SD (%)
	57	29		14	
<b>2</b>		29		14	57
<b>3</b>	43	29	29		
<b>4</b>		14	71	14	
<b>5</b>		29	29	14	29
<b>6</b>	43	43	14		
<b>7</b>	71	29			
<b>8</b>	57	14	14	14	
<b>9</b>			14	29	57
<b>10</b>	43	43	14		
<b>11</b>	86	14			
<b>12</b>	29	29	14	29	
<b>13</b>	57	29	14		
<b>14</b>		43	29		29
<b>15</b>	43	43	14		
<b>16</b>				43	57
<b>17</b>	71	29			
<b>18</b>		43		29	29
<b>19</b>	43	14		14	29
<b>20</b>				29	71
<b>21</b>	71	29			
<b>22</b>		14	43		43
<b>23</b>	71	14			14
<b>24</b>		14	14	14	57
<b>25</b>	43	43	14		
<b>26</b>				43	57
<b>27</b>	86	14			
<b>28</b>		29	29	43	
<b>29</b>		14	57	29	
<b>30</b>	43	57			
<b>31</b>	14	43	14	29	
<b>32</b>	14			43	43
<b>33</b>	14	14	71		
<b>34</b>	71	14		14	

**APPENDIX G1**  
**Interview and Diary Entries Turkish Version (Speaking)**

**1. PERSONAL REASONS**

**a. Self assessment of ability**

- a. --Başarısız olduğum için kendimi sıkıyorum. Sonuç= pişmanlık; konuştuğum zaman keşke konuşmasaydım diye, konuşmadığım zaman bu gidişle ne olacağım diye. (H)
- b. --Speaking' i başaramadığım için huzursuzum. İngilizce konuşmuyorum. Pek de umudum yok ama umarım sonunda düzelir. (H)
- c. --Derste çatır çatır İngilizce konuşabilmeyi ne kadar isterdim. Ama maalesef iki kelimeyi bir araya getirebilmek için bile bir sürü düşünmeye ihtiyacım oluyor. (H)
- d. --Ben kötü olduğumu biliyorum. Konuşmuyorum ki. (H)
- e. --Bu dersten kalmaktan korkuyorum. Speaking' de hiç iyi değilim. (H)
- f. --Speaking' den korkuyorum. Korktuğum tek ders bu. (H)
- g. --Ben içine kapanık bir insanım. Doğru olduğundan emin olsam da söylemeye çekiniyorum. Bundan dolayı da kendimi suçluyorum. Tamamen benden kaynaklanıyor. Bunu karmam gerekiyor. (M)
- h. --Ben de İngilizce' de aynen Türkçe' de olduğu gibi kekeleymeden, duraksamadan konuşabilecek miyim? Akıcı bir şekilde konuşabildiğim zaman kendime güvenim gelecek. (M)
- i. --İlk defa sıranın bana geldiğini bildiğim halde heyecanlanmadım. Çünkü çok basit cümlelerle konuşacaktım. Ancak onu yapabiliyorum. (M)

- a. --Konuşmayı sevmiyorum. O yüzden bildiğim halde konuşmuyorum. Gülerler diye korkuyorum. Sonra da zaten bildiklerimi unutuyorum. (H)
- b. --Konuya hiçbir zaman ben başlamamışımdır. Çünkü diğer arkadaşlar konuşurken hazırlanmama rağmen eğer cesaret edip konuşmaya başlasam bile bütün konuşacaklarım aklımdan gider. Sonra da konuşamadıklarım için sinirlenirim. (H)
- c. --Söylemek istediğimi kafamda toparlamaya çalışıyorum. Türkçe düşünüyorum, sonra da İngilizce' ye çevirmeye çalışıyorum. O arada bir başkası cevap veriyor, ve ben söyleyemiyorum. O anda unutuyorum ne söyleyeceğimi. (H)

- a. --Konuşmada iyiyim. Bu derste kendimi çok rahat hissediyorum. (L)
- b. --Speaking derslerinde kendimi rahat hissediyorum. İyi konuştuğumu zannediyorum. (L)
- c. --Hiç konuşamıycam, edemiycem korkusu yok. Derste kendimi çok rahat hissediyorum. (L)
- d. --Sınıf bana gülse bile etkilemiyor, eğer söylemek istersem söylerim. Benim için önemli olan konuşabilmek, anlaşabilmek. Sonra ben kendime güveniyorum. (L)

**b. Self comparison to others**

- a. --Arkadaşlarım çok iyi konuşuyorlar. Hata yapsalar bile konuşuyorlar. Ben konuşmuyorum. (H)
- b. --Arkadaşlarımın çoğu anlıyor, ama ben anlamayanlar arasındayım. (H)
- c. --Presentation' da herkes çok iyiydi. Ben de çok kötü değildim ama çok heyecanlandım. Sesim titriyordu. Hiç susmamalıym diye düşündüm. (H)
- d. --Anlatanlar heyecanlıydı. Dinleyenler de hoca soru sormaya başlayınca heyecanlandı. Ben herkesten daha da heyecanlıydım. (H)
- e. --Kendimi kayasladığımda kötü öğrenciler grubuna koyuyorum kendimi. Notlar onu gösteriyor. Ben niye kötüyüm diye düşünüyorum. Keşke daha iyi olsaydım. Kendimi zorluyorum ama çalışmak istemiyorum. (H)

f. —Arkadaşlarımın iyi olduğunu ve her zaman takdir gördüğünü bilmek şevkim i iyice kırıyor. (H)

a. —Ben kendimi iyi öğrencilerle kıyaslayamıyorum bile. Kıyaslasam biraz daha çalışırdım belki. Benden biraz daha kötüler de var diyorum yalnız Moralim bozuluyor. Demek ki benden daha da kötüler var diye düşünüyorum. Demek ki bende anormallik yok diye düşünüyorum. Çalışmıyorum ki nasıl kayaslayayım kendimi. (H)

a. —Ben presentation için o kadar uğraştım, ettim, hocanın verdiği not 100. Tamam, bana 100 verdi ama kağıttan okuyanlar da 100 aldı. (M)

b. —Bazı arkadaşlarımız hiç çalışmadan gelmiş. Sadece ben ve partnerim çok iyi hazırlanmıştık. Ama sonuçta aynı notu aldık. Hiç adil değildi. (M)

c. —Sınıftaki herkes quizden 80 - 90 aldı. Ben 36 aldığımı öğrenince gidip sınırimden ağladım Bende bir eksiklik mi var diye düşündüm. (M)

d. —Bazen yakın arkadaşlarımla kıyaslarım kendimi. İyi not alıyorlar, ben diyorum niye iyi alamadım. Onlar öğrenmişler ben niye öğrenemedim gibisinden düşünceler oluyor. (M)

e. —Ben kendimi orta düzeye koyuyorum. Benim İngilizcem o kadar iyi değil Kendime iyi birisini seçtiğim zaman hurs başlıyor. Onu geçmeye çalışırım. (M)

f. —Kendimi diğerleriyle kıyaslarım. Daha iyisini yapmaya çalışırım. (M)

g. —Bazen kim benden daha iyi kim daha kötü diye düşünürüm. Bu da bene motive eder. Kim düşünmez ki? (M)

a. —Özellikle konuşma dersinde daha çok kıyaslıyorum. Belirli arkadaşlarım var benden daha iyi konuşuyor dediğim Ama ben genelde yarışmıyorum kimseyle. (L)

b. —Kendimi diğerleriyle kıyaslarım ama ben daha iyi yapayım diye bir kaygım yok. Ben zaten iyiyim daha iyi olma hırsı yok bende. (L)

c. —Eğer sınıfta birinin benden daha iyi olduğunu düşünürsem ben onu geçmeye çalışırım. Bu beni güdüler. (L)

d. —Aslında speaking derslerini çok sevmiyorum, çünkü sınıfın seviyesi çok yüksek değil. Bir kaç kişi var iyi. Bu da bu derste çok bariz ortaya çıkıyor. (L)

e. —Niye kendimi diğerleriyle kıyaslayayım ki? Zaten 3. Vizele kadar ya bir ya da ikinci sıradaydım. (L)

a. —Bazen sorunun cevabını bildiğim halde sınıfa, çevreme bakardım. Hiç parmak kaldıran yoksa ben de kaldırmazdım. Herkes kaldırsa cesaret alacağım Belki de bana kızarlar diye düşünürdüm. Lise yıllarında da çok oldu bu. (L)

### c. High personal expectations

a. —Yüksek not almak o kadar önemli değil de ispatlamak daha önemli. Konuyu iyi biliyorsam hem hocaya hem de kendime ispatlamam lazım. Yanlış yapmamam lazım. (L)

b. —Ben her zaman kendimi aşmaya çalışırım. (L)

c. —Daha çok çalışıp daha iyi notlar alabilirim. (L)

d. —Sadece geçeyim, hiç böyle bir düşünceye kapılmam. En yüksek notu almam lazım. (L)

e. —Gramerim kötü değil ama daha akıcı olmam lazım. Umarım bu çok zaman almaz. (L)

f. —Çok iyi hazırlanıp sunumu iyi yapmak istiyorum. Görsel efektlerle süslenmiş bir hazırlık yapıp öyle anlatmayı düşünüyorum. (L)

g. —Bazen konuşmamamın sebebi hatasız konuşmaya çalışmam. Mutlaka doğru gramer yapısıyla söylemek istediğim için oldukça fazla düşünüyorum. (L)

- a. ---Biz kötü sunanlardandık. Çok daha iyi çalışıp, daha iyi sunabilirdik. Aslında ben böyle kötü ödevler vermeye alışık değilim. Umarım bir daha olmaz. (M)
- b. ---Bugün ben sunumu yaptım. Çok daha aktif olabilir ve daha iyi sunabilirdim. (M)
- c. ---Bugün biz sunduk. Çok kötü olmamakla beraber çok daha iyi olabilirdi. (M)
- d. ---Ben hep kendimi geçmeye çalışırım. Bu beni daha çok çalışmaya şevk eder. (M)
- e. ---Speaking derslerinde daha aktif olmalıyız. Daha çok şey öğrenebiliriz. (M)
- f. ---Speaking'i seviyorum ama daha aktif olup, daha iyi öğrenebiliriz. (M)
- g. ---Hem arkadaşlarımı dinleyip hem de haftaya yapacağım presentationımı düşünüyorum. Çok iyi hazırlanıp hocayı ve sınıftaki herkesi memnun etmeye çalışacağım (M)

#### d. Learner Beliefs

##### i. Learner beliefs about making mistakes

- a. ---Gramer dersinde hatalarımız hemen düzeltilmeli. Ama konuşmada eğer çok önemliyse düzeltilmeli. Yoksa düzeltilmemeli. (H)
- b. ---Hatalar düzeltilmeli, ama benim konuşmam bittikten sonra. Yoksa ben hem ne söylediğimi unuturum, hem de nerede hata yaptığımı anlamam. (H)
- c. ---Hatalarımız hemen düzeltilmeli, eğer ben konuşmamı bittirdikten sonra düzeltilirse hatamı unuturum ki. (M)
- d. ---Hatalarımız düzeltilmeli, hatasız konuşmayı öğrenmek zorundayız. (L)

a. ---Bence hatanın görüldüğü her yerde hemen düzeltilmesi gerekiyor. Ama konuşma derslerinde mümkün olduğu kadar serbest bırakılması gerekiyor bence. Yanlış söyleye söyleye doğrusunu öğreneceğiz. (L)

- a. ---Hep yanlış söyleyeceğim diye korkuyorum. Bildiğimi ifade edememekten korkuyorum ve susuyorum. (H)
- b. ---Konuşurken hata yapmaktan korktuğum için susuyorum. Çünkü konuşmaya başlayınca hata yapmaya da başlıyorum. (H)
- c. ---Hata yapmaktan korkuyorum ve konuşmak istemiyorum. (M)
- d. ---Gramer konsantre olup hatalarımı düzeltiyim derken bildiğimi de unutuyorum. (M)
- e. ---Pronunciation hataları çok önemli değil, ama gramer hatası yapmamamız lazım. (M)
- f. ---Hiç hatasız konuşmaya çalıştığım için çok düşünüyorum. (L)
- g. ---Hatasız konuşmaya çalışıyorum. Bence gramer önemli. (L)

##### ii. Learner beliefs about using L1 in the classroom

- a. ---Derste konuşamıyorsak bu çok fazla Türkçe kullanmamızdandır. (H)
- b. ---Derste çok fazla Türkçe kullanıyoruz. Sonra da konuşamıyoruz. Eğer hep İngilizce kullansaydık benim için daha iyi olurdu. (H)
- c. ---Sınıfta Türkçe kullandığımız zaman İngilizcemizi practise edemiyoruz. (M)
- d. ---Deste çoğu zaman Türkçe kullanıyoruz. Hiç gerekeni yapmıyoruz. Çok daha yararlı şeyler yapabiliriz. İngilizcemizi ilerletebiliriz. (M)
- e. ---Her zamanki gibi derse Türkçe başlayıp İngilizceye geçtik. Nedense bu geçiş beni korkutuyor. Sınıfta yeterince İngilizce kullanmıyoruz. (M)
- f. ---Sınıfta hiç Türkçe kullanmasaydık çok daha iyi olurdu. (M)

- g. —Sınıfta hep Türkçe kullanmanız bizim için hiç de iyi bir şey değil, sonra İngilizce öğrenemiyoruz. (M)
- h. —Ana dilimiz İngilizce öğrenirken hiç kullanılmamalı. (L)
- i. —Özellikle speaking derslerinde Türkçe kullanılmamalı. (L)
- j. —Bazen hocanın ne dediğini anlamıyorum. O zaman Türkçe açıklasa daha iyi olur. Sadece bilinmeyen sözcükleri açıklaması yeterli. Ben her söylediğini çevirsin demiyorum. (H)
- k. —Gramer açıklamalarını anlamadığımızda Türkçe kullanılmalı ama konuşma derslerinde İngilizce kullanmalıyız. (M)
- l. —Açıklamaları anlamadığımızda Türkçe kullanılmalı. (M)
- m. —Speakingde olmaz ama gramerde Türkçe açıklama yapılmalı. (L)
- n. —Anlamadığımız zaman Türkçe kullanılabilir. (L)

- a. —Türkçe düşünüp kafamda çevirmeye çalışırken birisi çıkıp söylüyor. Ben de konuşamıyorum. (H)
- b. —Türkçe'den çevirip ondan sonra anlatmaya çalışıyorum. Olmuyor tabi. (H)

### iii. Learner beliefs about vocabulary knowledge

- a. —Konuşamıyorum, çünkü düşündüklerimi açıklayabileceğim kelimeleri bilmiyorum. (H)
- b. —Bilmediğim bir sürü kelime var. O yüzden konuşamıyorum. (H)
- c. —Derste konuşamıyorum. Çünkü yeterince kelime bilmiyorum. Benim ezberim kötüdür. Kelime ezberleyemiyorum. (H)
- d. —Sanırım daha çok kelime öğrenerek daha akıcı olabilirim. Elimden geleni yapmaya çalışacağım. (M)
- e. —Daha çok kelime öğrenerek daha iyi konuşabilirim. (M)
- f. —yeterince kelime bilseydim, derse daha çok katılabilirdim. (M)
- g. —Düşüncelerimizi açıklayacak kelime bilmeyince konuşamıyoruz. (M)
- h. —konuşurken kelimeleri hatırlayamazsam Türkçe'ye dönerim. (M)

### iii. Learner beliefs about native teachers

- a. —Konuşma derslerinde yabancı hocamız olsaydı, benim için daha iyi olurdu. O zaman daha çok İngilizce konuşmaya çalışırdım belki. (H)
- b. —Konuşma derslerinde yabancı hoca olsa daha iyi olurdu. O zaman Türkçe kullanmazdık. (H)
- c. —En azından bir tane native speaker olmalı. (M)
- d. —Native speakerlar akıcılık ve motivasyon için gerekli. Bir native speaker'ın dersinde daha aktif olurduk. Bir Türk hocayla 3 saat Türkçe konuşmak bile çok sıkıcı olurdu. (M)
- e. —Native speakerlar çok önemli. Türk hocalarla her zaman Türkçe ye dönme şansımız var. (M)
- f. —Sadece speaking de değil, tüm derslerde native speakerlar olsa daha iyi olurdu. (M)
- g. —İmkan olsa da bence hepsi yabancı hoca olsa. Çok daha iyi olurdu. (L)
- h. —Yabancı hoca geldiği zaman çok akıcı konuşacak. Hiç bir şey anlamayacağız. (M)
- c. —Native speakerlar o kadar da gerekli değil bence. (L)

## 2. TEACHERS' MANNER IN THE CLASSROOM

### a. Teachers' manner towards the students' errors

- a.—*Hatalarımız düzeltilmeli, ama konuşurken durdurup hata düzeltmek hiç de hoş olmuyor. (H)*
- b.—*Speaking derslerini sevmiyorum, çünkü hoca sözümü kesip hatalarımı düzeltiyor. Kafam dağılıyor, ne söyleyeceğimi de unutuyorum. Zaten nerede hata yaptığımı da anlamıyorum. Bir daha da konuşmak istemiyorum. (H)*
- c.—*Konuşurken hoca dönüp ne demek istiyorsun dediği zaman, ya da hataları düzelttiği zaman gidiyor. Ben de unutuyorum ne söyleyeceğimi. (H)*
- d.—*Hatalarım ben konuşmamı bitirdikten sonra düzeltilmeli. Yoksa ne söyleyeceğimi unuturum. nerede hata yaptığımı da anlamam zaten. (H)*
- e.—*Hatalarım hemen düzeltiliyor. Bu benim için çok iyi. Eğer ben konuşmamı bitirdikten sonra düzeltseydi hoca hatamı unuturdum. (M)*
- f.—*Her hatam düzeltilse, konuşamazdım ki! (L)*

### a. Teachers' manner towards the students

- a.—*Öğretmenim beni sadece eleştiriyor. Keşke biraz bana ve benim gibilere moral verebilseydi. İyi olmadığımı ben zaten biliyorum Neden gelişmem için bana yol göstermiyor?  
—Speaking derslerinde hoca kızıyor konuşmuyorum diye. "Seni konuşturmayı beceremiyorum" gibisinden laflar ediyor. Aslında haklı. Konuşma dersindeyiz çünkü. Konuşmam gerek. Ama ben aklımdan geçiriyorum cümleyi, kurana kadar birisi söylüyor ve onlar başka bir şeye geçiyor (H).*
- a.—*Bir keresinde bayağı içerlemiştim. Bir arkadaşşımdan bahsetti hoca. "X bile geçti, o aşamayı atlattı. O bile konuşuyor" dedi. Öyle demesi, yani "evet, senin düşündüğün gibi aptalsın" diye düşündüm ben o an. İşte o zaman çok kızdım. Bir daha speaking derslerine girmeyi istemedim. 2 hafta girmedim o derse. (H)*
- a.—*Hocamız bir kere benle çok dalga geçti. X hakkında İngilizce konuşuyordum. Her iki kelimedede bir durdum. Hoca da dalga geçti. "Anladık, senen demek istediğin th-ih" diye. (L)*
- a.—*Bir kere speaking dersinde çok sinirlenmiştim. Sunularımızı yapmamız gerekiyordu. Ben tam 4 saat çalıştım. 100 aldım, tamam ama hiç uğraşmayanlar da 100 aldı. Hiç adil değildi. Hoca bize aferin bile demedi. Bazen hak etmeyen insanlar hak etmedikleri notları alıyorlar. Diğer derslerde de bazen oluyor bu. Ya notları çok dikkatli versinler, ya da ben sıfır almak istiyorum. (M)*
- b.—*Çok iyi hazırlanmıştım. Nerdeyse sunumu ezberledim. 100 aldım ama kağıttan okuyanlar da 100 aldı. YORUM YOK! (M)*
- c.—*Çok iyi hazırlandım. 100 aldım, ama anlatmayıp kağıttan okuyanlar da 100 aldı. Emeğimin boşa gittiğini düşündüm. Hocalar kimin hak edip kimin hak etmediğine daha dikkatli karar vermeli. Bu beni üzüyor. (M)*
- a.—*Hoca bize not alacağımızı hatırlatıp durdu. Presentation çok daha zor ve sıkıcı hale geldi. (M)*

### 3. TEACHING PROCEDURES

#### a. Speaking in front of the classroom

- a. --Yarın konuşacağım diyorum, ama olmuyor. Konuşmaya başlayınca bana neler oluyor bilmem. Herkes beni dinliyorsa ne söyleyeceğimi unutuyorum. Bundan nefret ediyorum. (H)
- b. --Yalnızken çok güzel konuşuyorum. Ama sınıfta olmuyor, hoca sorunca kafam karışıyor ve konuşamıyorum. Bildiğim her şey kafamdan siliniyor. (H)
- c. --Nedenini bilmiyorum ama bir konu tartışılırken çok katılmıyorum. Aklıma söyleyecek hiç bir şey gelmiyor. (M)
- d. --Kendi kendime konuşurken oluyor, ama sınıfta çok zor. Özellikle hoca soru sorunca afalliyorum. Bu beni çok üzüyor. (M)
- e. --Aslında konuşmayı severim de ders esnasında mecbur kalmadıkça konuşmayı sevmiyorum. Sebebini bilmiyorum. Bazen kelimeler gelmiyor; hevesli olmadığım zamanlar. Öyle bir durumda da kalmak istemem. (L)
- f. --bugün şunu fark ettim. Sınıfta konuşmam gereken durumlarda az da olsa heyecanlanıyor ve hata yapmaktan korkuyorum. Gramerim doğru ama daha akıcı olmam lazım. (L)

a. --Lise de verilen eğitim not korkusuyla yapılmış eğitimidir. Öyle olduğu içinde zaten panik oluyoruz. Şimdi de sınıfta konuşurken not vereceklerini zannediyoruz ve konuşamıyoruz. (H)

a. --Konuşamıyorum, ama bir de şu var; benim pek bilgim yok hiç bir yönden. 9 senedir yurttan okumuşum. Kültürel yönden kafamda hiç bir şey yok. Dünyada ne olup ne bittiğini bilmiyorum. Genelde konular da öyle şeyler oluyor, şurda ne olmuş... Ben öyle şeyler bilmiyorum ki. (H)

- a. --Yılın başlarında çok karamsardım. Sanat Meslek lisesinden gelmişim. Başarabilecek miyim diye düşündüğüm oldu. Sonra notlarım iyi gelmeye başladı. Şimdi yok öyle bir kaygım. (M)
- b. --Ben Meslek lisesi çıkışlıyım. Başlarda çok sıkıntı çektim. Etrafıma bakıyordum, Herkes çok iyi. Başlarda hocanın söylediği hiç bir şeyi anlamıyordum. Ne dedi diye arkadaşlara soruyordum. Sonra konuşmalarına alıştım. Özellikle konuşma ve dinleme derslerinde çok zorlandım. Kendimi konuşmaya zorladım. Şimdi konuşabiliyorum, ama Listening'i hala yapamıyorum. Bende bir de işitme problemi var. Bence farklı şeyler denemeli Listening'te. (M)

- a. --Kendime güvenirim, çünkü Anadolu lisesinden mezun oldum. Hiç çalışmasam bile geçebilirim her halde. (L)
- b. --Anadolu lisesinde bize hata yapsak bile Almanca konuşmayı öğrettiler. Susturmuyorlardı bizi hiç. O yüzden İngilizce konuşmaktan ya da yanlış yapmaktan hiç korkmam. (L)

#### b. Presenting a Topic

- a. --Bu haftaki Speaking dersinden bayağı korkuyordum. Neden mi? Söyleyeyim. Bütün sınıfın ve hocanın karşısında konu anlattım. Herkesin püf dikkat beni dinlediğini aklımdan geçirivermek bene aptallaştırıyor. Hiç susmamalı, hep bir şeyler söylemeliyim diye düşündüğüm için mi böyle oluyor bilmem. Sesim titriyor, aklımdan geçenleri bölük pörçük sıralamaya başlıyorum. (H)
- b. --Speaking dersinde konu anlatmamız gerekiyordu. Ben tabi, önceden hazırladıklarımı unutup, kağıttan okudum. Sonucu malum... (H)
- c. -- Bugün ders zordu. Ben sunumu yaptım. Çok çalışmışım, ama yine de heyecanlandım. Sunmaya başladıktan hemen sonra rahatladım. Bitince de düşündüğüm kadar zor olmadığını anladım. (L)

- a. --Kendimi kürsüde düşünemiyorum. Bakalım haftaya ne olacak. Soru sorulunca her şey karışacak gibi geliyor. (H)
- b. --Bakalım ben nasıl sunacağım. Daha önce hiç böyle bir şey yapmadık. Biz zaten normalde toplum önünde konuşmaktan çekiniriz. (M)
- c. --Çok zor bir ödev. Nasıl başaracağımı bilmiyorum. Düşününce bile heyecanlanıyorum. (M)
- d. --Bizden ne beklendiğini hala anlamış değiliz. (M)
- e. --Hala ne yapmamız gerektiğini kimse anlamadı. Bakalım haftaya ben ne yapacağım. (L)
- f. --Hocanın ne istediğini kimse anlamadı. (M)

- a. --Özellikle finalin % 30' unu etkileyecekse sunulardan önce hoca bize örnekler vermeliydi. (L)
- b. --Çok zor bir ödev. Seviyemizin üstünde. Finallerimizi de etkileyecekmiş. Bize böyle zor ödevler verilmemeli, ya da en azından final notlarımızı etkilememeli. İyi öğrenciler bile iyi bir not alamayacak. (L)
- c. --Bugün derse katıldık, çünkü mecburduk. Hoca katılıma da not veriyor. Derste çok sıkıldım. (M)
- d. --Presentation zaten zor, bir de değerlendirildiğini bilmek onu çok daha zorlaştırıyor. (M)

- a. --Presentation çok zor. Sınıf ortamı çok stresli. (M)
- b. --Kalkıp bir konu sunmak çok zor. (M)
- c. --Zaten speaking derslerini sevedim, bir de konu sunmak zorundayız Bizim seviyemizin çok üstünde. (M)
- d. --Çok zor ve sıkıcı bir şey. (M)
- e. --Presentation çok zor. Seviyemizin üstünde. Özellikle değerlendirildiğini bilince daha da zorlaşıyor. (M)
- f. --Seviyemizin üzerinde. Bundan hiç bir şey öğrenmeyeceğiz. (L)
- g. --Bugün ders zordu çünkü ben sunu yaptım. (L)
- h. --Bize böyle zor ödevler vermemeliler. İyi öğrenciler bile iyi bir not alamayacak. (L)

- a. --Presentation çok yarırsız. Daha güzel şeyler yapabilirdik. (M)
- b. --Bugün ben sundum. Çok sıkıcıydı. Bu derste böyle şeyler yapmamalıyız. (M)
- c. --Bir an önce sunup kurtulmak istiyorum. (M)
- d. --Elimden geleni yapmaya çalıştım. Şimdi kendimi rahatlamış hissediyorum. Omzumdan büyük bir yük kalktı. (M)
- e. --Bundan bir şey öğrenmeyeceğiz ki. (L)
- f. --Presentation çok yarırsız. Eğer devam problemim olmasaydı derslere girmezdim. (H)

- a. --Bakalım ben nasıl yapacağım. Daha önce hiç yapmadığımız bir şey. (M)
- b. --Böyle bir aktiviteyi ilk defa yapıyoruz. Doğal olarak da ne yapacağımızı bilmiyoruz. (M)

### c. Studying Individually

- a. --Derse girmeden bir problemim varsa derste onu düşünürüm. Öyle olunca da derste ne olup ne bittiğini anlayamıyorum. (H)
- b. --Derse girmeden önce özel bir problemim varsa derste onu düşünürüm. Zaten başını anlamayıp ucunu kaçırırsam, bırakırım dersi. (H)
- c. --Derste hep sorunlarımı düşünüyorum. (H)
- d. --Bugün kendimi dışarıdakileri seyrederken buldum. Bugünlerde çok oluyor bu. Çok çabuk sıkılıyorum. (H)
- e. --Bazen kendimi derste özel sorunlarımı düşünürken buluyorum. (H)

- a. —Kendim çalışırken dalgın gidiyorum. Başka konulara geçiyorum. Ama yanımda bir arkadaş olsa, konuşsak ne yapıyoruz, ne ediyoruz diye, hiç dikkatim dağılmıyor. (H)
- b. —Yalnız çalışınca dikkatim dağılıyor. Ama küçük gruplar halinde çalışsaydık daha iyi olurdu. Gruptaki insanların da aynı seviyeden olması gerekiyor tabii. (H)

- a. —Bu aktivitede bir partnerim olması beni rahatlattı. (M)
- b. —X ile olduğumdan çalışmak kolaydı. (M)
- c. —Sınıfta yalnız çalışmak istemem. İki kişi iyi ama başka zaman kendim çalışmayı tercih ederim. (M)
- d. —Sınıfta birisiyle çalışmak daha iyi. Ama onun seviyesi de benimkinden düşük olmamalı. (M)

- a. —Kendim çalışmayı tercih ederim. Yoksa konsantre olamam. (H)
- b. —Ben hep yalnız çalışmayı tercih ederim. (M)
- c. —Konuşma derslerini seviyorum, çünkü kendi başımıza çalışabiliyoruz. (L)
- d. —Grup halinde çalışırken konsantre olamıyorum. (L)
- e. —Ben hep yalnız çalışmayı tercih ederim. (L)

#### d. Listening to Songs

- a. —Bazen şarkı dinliyoruz. Çok fazla ritimli falan. Anlamıyorsun o zaman. Anlamayınca da strese giriyor insan. Anlayanlar var tabii de ben anlamayanlar arasına sokuyorum kendimi, çünkü çoğu şeyi anlayamıyorum. (H)
- b. —Şarkıları anlamıyorum. Video daha iyi, çünkü görsel bir şeyler var. (H)
- c. —Şimdiye dek yaptığımız en eğlenceli dersti. Şarkı söyledik. Kendime güvenim geldi. (H)
- d. —Şarkılar çok zevkli ve yararlı. Şarkılardan öğrendiğim kelimeleri hiç unutmuyorum. (H)
- e. —Şarkılar hem çok zevkli, hem de yararlı. (H)
- f. —Şu ana dek işlediğimiz en zevkli dersti. Bence bu en iyi öğretim metodu. (M)
- g. —Kendimi ilk okul öğrencisi gibi hissettim, ama çok eğlendim. Bu şarkıyı hiç unutmam artık. (M)
- h. —Klasik bir ders değildi. Çok hoşuma gitti. Çok kolay öğrendim. (M)
- i. —Şu ana kadar işlediğimiz en zevkli dersti. Şarkı söyledik. (M)
- j. —Bu dersti hiç unutmayacağım. Yaptığımız en zevkli dersti. (M)
- k. —Şarkılar özellikle akıcılık ve aksan açısından çok önemli. (L)
- l. —Derste video ve müzik kullanmak bizim için çok yararlı ve zevkli. (L)
- m. —En eğlenceli dersimizdi. Şarkı söyledik. (L)
- n. —Şarkılar motivasyonumuzu artırıyor, rahatlamamızı sağlıyor. Yararlı da. (L)
- a. —Bugün bir şarkı öğrendik. Bence çok yararı olmadı. (H)
- b. —Çok eğlenceliydi, ama faydalı olmadı. (M)
- c. —Eğlenceliydi, ama bence zaman kaybı. (M)

**APPENDIX G2**  
**Interview and Diary Entries Turkish Version (Writing)**

**1. PERSONAL REASONS**

**a. Self assessment of ability**

*a. —Neden böyle oluyor bilmiyorum. Bu kadar uğraşıp yazmama rağmen bir türlü yüksek not alamıyorum. Ya 60, ya 70 başka not yasak bana. Yine bu paragrafımın sonunda da hüsrana uğrayacağımdan eminim. İnanması çok güç ama günün birinde 90 veya 100 aldığımı görebilecek miyim.*

*—Evet bu paragrafımın sonu da 70 ile sonuçlandı. Ne bekliyordum ki sanki. 60 olmazsa 70, 70 olmazsa 60. (H)*

*a. —Sene bitecek, ben hala doğru düzgün bir paragraf yazamıyorum. (H)*

*b. —Zor konu seçmeye korkuyorum. Her zamanki gibi kolay bir konu seçtim. (H)*

*c. —Yazarken arkadaşlarımdan çok yardım alıyorum. Özellikle gramerden. Sanırım kendi başıma beceremiyorum. (M)*

*d. —Draftımı defalarca kontrol ediyorum. Niye defalarca kontrol ediyorum bilmem. Bir türlü kendimden emin olamıyorum. Hatta arkadaşşıma defalarca kontrol etmesi için zorluyorum. (M)*

*a. —Paragraf yazmada iyi olduğumu söyleyebilirim. Konuya hakımsem hemen yazabilirim. (M)*

*b. —Bugün çok iyi konsantre olamıyorum. Ama bu durumda bile cümlelerim doğru ve grammatical. İngilizce'de çok iddialıyım. Hocayı ve derstni çok seviyorum ama kendi çabalarımı da inkar edemem. Writing benim en iyi ve favori dersim. (M)*

*c. —Writing derslerinde her zaman rahatım. Paragraf yazmada iyiyim. Konuyu biliyorsam çok çabuk ve kolay yazabilirim. (L)*

**b. Self Comparison to Others**

*a. —İyi notlar almam gerekiyor, çünkü diğer bir çok kişi kadar iyi İngilizcem var. Ama notlarım onlarınki kadar yüksek değil. Daha çok çalışmalıyım. (M)*

*b. —Herkes paragraftan 80-90 alırken ben 70 alıyorum. Bana sorup yazıyorlar ama benden iyi alıyorlar. Sanırım ben kendi aklımlı kullanamıyorum.*

*—Bugün yine aynı şey oldu. Quize çalışmamışlardı, ben hasta olduğum halde dün gece çalıştım. Ama teneffüste bana ve bir arkadaşşıma sorup öğrendiler. Bakalım sonuç ne olacak. Eminim yine onlar yüksek, ben düşük alırım. (M)*

**c. High Personal Expectations**

*a. —Notlarım kötü değil ama daha yüksek notlar almalıyım. (M)*

*b. —Bugüne kadar hiç böyle çalışıp da yapamadığım olmamıştı. Biliyorum ki çalışırsam başarabilirim. Ama bu writingde işe yaramıyor. Ne kadar çok çalışırsam çalışayım, istediğim notu alamıyorum. (L)*

*c. —Seçtiğim konularda diğerlerinden farklı olmaya çalışıyorum. Bu yüzden diğerlerinden farklı olmaya çalışıyorum. (M)*

- d. —İstediğim kadar iyi yazamıyorum, çünkü her zaman farklı bir paragraf konusu seçmeye çalışıyorum. (L)
- e. —Bugün çok zor bir konu seçtim. "Materyalizm ve İdealizm" hakkında yazmaya karar verdim. (L)
- f. —Paragraf yazarken zorlanıyorum. Çünkü sıradan konular seçmemeye özen gösteriyorum. (L)
- En sıkacı writing derslerinden biriydi bugün. Sınıfta bir paragraf yazdım. Ama hocaya bile göstermeye gerek duymadan çöpe attım. Çok basit oldu. Güzel bir konu bulmalıyım.
- O kadar dikkat etmeme rağmen hala bir iki hata çıkıyor. Çok sinirleniyorum. Haftaya hatasız bir paragraf yazmalıyım. (L)

#### d. Learner Beliefs

- a. —Writing en anlaşılabilir ders. Yazmak çok zor; okumuyoruz, kelime+gramer bilmiyoruz. Türkçe'de bile kurallara uygun yazmak zor. Biz İngilizce paragraf yazmaya çalışıyoruz. Bu çok saçma. Keşke Türkçe yazsaydık. (H)
- b. —Biz aynı anda hem speakinge başladık, hem gramere, hem de yazmaya. Writinge başladığımızda hiç bir şey anlamıyorduk. Sonra birden paragraf yazmamız istendi. Anlamadık, hala da anlamıyoruz, hiç bir şey bilmiyorsun çünkü. Temeli oturtamıyoruz. Birden bina yapmaya çalışıyoruz. Ama işe yaramıyor. Bir hata var bu işte. (H)
- c. —Türkçe'de bile paragraf yazmak çok zor. Bizden nasıl İngilizce paragraf yazmamızı beklerler? Bütün ders boyunca sözlüğümü karıştırıp durdum. (M)
- d. —Ben Türkçe'de bile yazmaya zorlanırken, şimdi bir de İngilizce yazmak zorundayız.

- a. —(son bölümü) Türkçe düşünüp, İngilizceye çevirmeye çalıştım. Bu yüzden hatalarımın çoğu gramerden. (M)
- b. —Yazmaya başlayınca sorun kalmıyor. Ama başlarda konu seçerken zorlanıyorum. Çünkü Türkçe düşünmeye başlıyorum. (L)

- a. —Türkçe'de yazmayı sevdiğim için İngilizce'de de iyi yazacağımı zannetmiştim. Ama hayal kırıklığına uğradım. Çünkü iyi yazamıyorum. (L)

## 2. THE TEACHERS' MANNER IN THE CLASSROOM

### a. Teachers' Manner Towards the Students Errors

- a. —Hoca bugün paragrafımı kontrol etti ve özne-yüklem bozukluğuna çok kızdı. Ben de bir daha ki sefere daha dikkatli olurum. (M)
- b. —Hoca paragrafımı hiç beğenmeyip üzerinde bir sürü çizikle geri verdi. (M)
- c. —Hoca bugün paragrafımı kontrol etti ve bir kaç hata olduğunu söyledi. Gereksiz cümleler varmış. Hatalarım olmasına üzülüm ve konumu değiştirmeye karar verdim. (M)
- a. Hoca paragrafımı hiç beğenmediğini söyledi ve bir sürü çizikle geri verip tekrar yaz dedi. Alelacele yazıp geri verdim. Ama hoca yine bir sürü yanlış bulup bir daha yaz dedi. (M)
- b. —O kadar uğraşıyorum, hatta başka hocalara gösterip aferin alıyorum, ama bu hoca beğenmiyor. (M)
- c. —Tüm hatalarımı düzeltmiştim ama hoca bir tane daha buldu. (L)

- a. —Nihayet paragrafımı beğendi. Ashında öcnkcleri de beğendiğini söylemişti ama sonuç ortada. Bakalım bunu da ne kadar beğendiğini göreceğiz. 65 aldığım zaman çok çalışmışım. Diğer hocalara sorup kütüphaneyle bile gitmişim. Bundan kaç alacağımı çok merak ediyorum. (M)
- b. —Her kontrol edişinde bir sürü hata buluyor. (M)
- c. —Draftımı üçüncü kez kontrol edip yine hatalar buldu. Kendimi candan atasım geldi. (M)
- d. —İkinci draftımı bitirdim. Hoca da beğendi ama eminim haftaya yeni hatalar bulur. Bir gün doğru dediğine ikinci gün yanlış diyor. (L)

- a. —Hoca bazı cümlelerimi paragraftan siliyor. Bence paragrafa çok uygun olan bir cümleyi hoca gereksiz buluyor ve siliyor. (H)
- b. Kompozisyonlarımızın draftlarını hocaya kontrol ettirdik. Yanlışlarımızı ve nasıl yapmamız gerektiğini hocamız bize söyledi. (H)
- c. —Hoca bugün draftlarımızı kontrol etti ve herkesin hatasını düzeltti. Benim gramer hatalarım vardı, hoca onları düzeltti. (M)
- d. —Hoca hatalarımı çizip altına doğrularını yazdı. (M)
- e. —Klasik bir writing dersi. Paragrafları teker teker kontrol ederken ben müzik dinledim. Sıram gelince de hatalarım hoca tarafından düzeltildi. Çok sıkıcıydı.  
—Bugün sınıfta yoktum. Hatalarım hoca tarafından düzeltilmiş. Ben sadece temize geçtim. (M)
- f. —Her zamanki gibi paragraflarımızı teker teker kontrol ediyor. (L)

- a. —Hoca paragrafları kontrol ediyor. Biz bir şey yapmıyoruz. (H)
- b. —Artık dersi kimse takmıyor. Hoca kontrol ederken herkes birbiri ile konuşuyor. (H)
- c. —Her zamanki gibi hoca kontrol ederken biz iki saat boyunca orada oturuyoruz. Orada iki saat boyunca beklemek gerçekten çok sıkıcı. Bu yüzden writing derslerini hep gereksiz bulmuşumdur. Hoca okurken niye biz okula geliyoruz ki; evde daha yararlı şeylerle uğraşabilirdik. (M)
- d. —Bence writing çok yararlı bir ders değil. Diğerlerinin paragraflarını kontrol ederken ben boş boş oturuyorum. Sıra bana gelince de sadece beş dakika alıyor. Yani hoca bana 5 dakikalık ders veriyor. Orada hiç bir şey yapmadan iki saat beklemek çok saçma ve sıkıcı. (M)
- e. —Hoca yanlışlarımızın altını çizip doğruları yazdı. Bu gerekli mi bilmiyorum. Bizim için kolay ama hoca düzeltmeyip düşünme şansı verse zorlanırsanız belki ama daha yararlı olurdu. En azından beş dakika yerine otuz dakika İngilizce düşünmüş olurduk. (M)
- f. —Yine aynı şey. Orada boşu boşuna oturduğumu düşündüm. Çok sıkıcıydı. Hoca tek tek kontrol edeceğine paragrafları sesli okusa herkes birbirinin hatalarından bir şeyler öğrenirdi. Daha yararlı olurdu. Bu kadar da sıkılmazdık. (M)
- g. —Writing'de kullanılan sistem çok sıkıcı. Hiç amacına ulaşmıyor. Eğer hoca ortak yanlışları bulsa, tahtada yapsa, insanlar kendi yanlışlarına benzer yanlışları görse daha iyi öğrenirdik. Daha da zevkli olurdu. (L)
- h. — Her zamanki gibi hoca paragrafları tek tek düzeltiyor. Herkes kendi halinde; kimi kitap okuyor, çoğu da birbiriyle konuşuyor. Ders çok laçkalaşmış durumda. Sıradan bir ders. Bir an önce gitmek istiyorum. (L)
- i. —Hata yapmaktan çekinmiyorum ama hatalarım istediğim gibi düzeltilmiyor. (L)

- a. —Writing güzel çünkü hatalarımı sadece ben ve hoca görüyor. Kötü de olsa iyi deyip moral bozmuyor. Hoca sayesinde daha iyi yazma isteği doğuyor. (H)
- b. —Neşye ki hoca kontrol ediyor. Böyle bir şansımız var. Not vermeden önce bakıyor. Ben yazıyorum, arkadaşlarım düzeltiyor, hoca da kontrol ediyor. Yoksa halim duman olurdu. (M)
- c. —Hoca bugün benim paragrafımı kontrol etti. Çok hata yapmamışım. Sevindim. Sonra da bir arkadaşıma yazması için yardım ettim. Umarım ikimiz de iyi bir not alırız. (M)
- d. —Hoca bugün paragrafımı kontrol etti ve sadece bir hata buldu. Çok sevindim. (M)
- e. —Bugün çok mutluym, çünkü hoca sadece bir kaç hatamı buldu. (M)
- f. —Hoca draftımı beğendi. Yeniden yazmak zorunda kalmadığım için sevindim. Diğerlerinininkini kontrol ederken ben sınıfta uyudum. (M)

g. —Hoca bugün paragrafları kontrol etti. Sadece sonuç bölümünde hatalarım varmış.

—Sadece iki basit hata yapmışım. Çok sevindim. (L)

h. —Bugün benim paragrafımı kontrol etti ve üç hata buldu. İlk draft için çok önemli değil. Hoca paragrafımı beğendiğini söyledi. Kendime daha çok güvendim. Zaten çalışıyorum. (L)

a. —Writingi kendi başımıza çalışıyoruz. Arkadaşlarla fikir alışverişinde bulunup paragraflarımızı karşılaştırarak, hatalarımızı görüyoruz. Bence bu çok eğlenceli. (L)

b. —Writingde kendi kendimize çalışıyoruz. Çok yararlı ve stressiz bir ders. Kendimi rahat hissediyorum. (M)

c. —Hoca paragraflarımızı kontrol ederken biz bireysel çalışıyoruz. Bu yöntem hoşuma gidiyor. (M)

## b. Teachers' Manner Towards The Students

a. —Hoca bir gün birisine, bu çok kötü bir paragraf olmuş, bu konu senin seviyene göre değil dedi. İyi ki benim sadece gramer hatalarımı düzeltiyor. Konularımın uygunluğu hakkında henüz bir şey söylemedi. (H)

## 3. TEACHING PROCEDURES

a. —Paragraf halinde yazmak çok zor. Daha biz gramer kurallarını bile bilmiyoruz. (H)

b. —Konuyu bilsem de paragraf şeklinde yazamıyorum. Writing derslerinde iyiyim ve çok çalışıyorum ama, bu şekilde yazamıyorum. (M)

c. — Bugün yine paragraf yazdık. Şu İngilizleri anlamıyorum. Çok kuralcı insanlar. Her çeşit paragraf için bir sürü kural. Çok zor.

—Ne güzel bu senenin son paragrafı olacak. (H)

d. —Paragraf yazmak çok sıkıcı. Her şeyi tek bir cümlede açıklamak, sınırlandırılmak çok zor ve sıkıcı. Writingi seviyorum ama bu şekilde değil. Bunun bize gelecekte nasıl yararlı olacağını bilmiyorum. (M)

e. —Hayatımda hiç bir şeyi paragraf yazmayı kafama taktığım kadar takmamıştım. Bugün herkesin paragraf yazarken çok zorlandığını fark ettim. Konu seçmek en zor kısmı. (L)

a. —Bunun (paragraf yazmanın) bize ileride nasıl yardımcı olacağını bilmiyorum. (M)

b. —Writing de motive olamıyorsunuz. Otmanıza da gerek yok aslında. Çünkü hiç bir şey yapmıyoruz. Herkes bir şeyler ile meşgul. (M)

c. —Writing bir işkence olmaya başladı. Lisede bile bu kadar sıkıcı derslerimiz yoktu. Hoca bugün yine bir paragraf yazmamızı istedi. Hocayı camdan dışarı atasım geldi. Böyle sıkıcı konuları nereden buluyor.

—Bugün derse girmedim. Umurumda da değil. Nasılsa bir şey yapmayacaktık. O yüzden girmedim. (M)

d. —Bugün derse girmedim. Ama biliyorum ki, bir şey kaçırmadım. Nasıl olsa önümüzdeki üç hafta da aynı şeylerle uğraşacağız.

—Topic sentence, main idea... başlarda hocanın takıntılı olduğunu düşünüyordum. Sonra da bunları yapmak zorunda olduğuna kendimi inandırdım. Sadece bu şekilde derse devam edebiliyorum. Bu paragrafların gelecekte bize nasıl yardımcı olacağını bilmiyorum. Bu dersi sevmiyorum. Çünkü yararlı bulmuyorum. Eğer böyle bir ders olmak zorundaysa, biz de devam etmek zorundaysak, daha zevkli hale getirmeleri gerekir. (M)

e. —Writing'in en iyi dersin olacağını düşünmüştüm, ama yanıltılmışım. Çünkü yazmayı çok sevdiğim halde paragraf yazmak bana hitap etmiyor. (L)

f. --Bugün yine paragraf yazdık. Konular daha ilginç olsa bu kadar sıkılmaz ve daha iyi eğlenebilirdik. (L)

g. --Her zaman aynı şeyi yapıyoruz: Paragraf. Bu paragraflardan gerçekten sıkıldım. Senenin sonu geldi. Biz hala doğru düzgün bir şey yazamıyoruz. Aylardan beri topic sentences, summaries, specific parts... larla uğraşıp duruyoruz. Yarım yine writing var. (L)

h. --Geçen yıl ÖSYS sınavlarına hazırlanırken en nefret ettiğim şey Türkçe paragrafları anlamaya çalışmaktı. Yine de takmazdım. Çünkü doğru yapardım. Şimdi de İngilizce de paragraf yazma işi ile uğraşıyoruz. Aylardan beri hem de. Türkçe paragrafları özlemeye başladım. (L)

a. --Çalışmama rağmen bazı yerleri anlayamadım. Hoca da çok iyi açıklayamadı. Anlamadan nasıl yazabilirim ki. (M)

b. --Hoca konu hakkında çok bilgi vermedi. Ama güzel güzel paragraflar istemesini biliyor. (M)

c. --Hoca konuyu kısaca açıkladı. Çok iyi anladığımız söyleyemem. Anlamadan nasıl iyi yazabiliriz ki. (L)

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## ADDENDUM

*Dedicated to  
all high anxious learners*

### **The Man Who Thinks He Can**

If you think you are beaten, you are;  
If you think you dare not, you don't.  
If you'd like to win, but think you can't,  
It's almost a cinch you won't.  
If you think you will lose, you're lost,  
For out in the world we find  
Success begins with a fellow's will;  
It's all in the state of mind.

If you think you are outclassed, you are;  
You've got to think high to rise.  
You've got to be sure of yourself before  
You can ever win a prize.  
Life's battles don't always go  
To the stronger or faster man;  
But soon or late the man who wins  
Is the one who thinks he can.

Wintle, W. D. (1965 in Platts, 1993, p. 268)