

REPUBLIC OF TURKEY
NECMETTIN ERBAKAN UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
THE DEPARTMENT OF LANGUAGE TEACHING

LEARNING ANXIETY AND ALLEVIATION
TECHNIQUES IN EFL

Ahmet AKKAYA

MASTER OF ARTS

Advisor

Asst. Prof. Dr. Harun ŐİMŐEK

December-2014

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DECLARATION OF SCIENTIFIC ETHICS

I hereby declare that all information in MA Thesis has been obtained and presented in accordance with the academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this work.



Ahmet AKKAYA

26.12.2014



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Yukarıda adı geçen öğrenci tarafından hazırlanan ‘Learning Anxiety and Alleviation Techniques in EFL’ başlıklı bu çalışma 26/12/2014 Tarihinde yapılan savunma sınavı sonucunda oybirliği ile başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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ÖZET
İNGİLİZCE YABANCI DİL ÖĞRENİMİNDE KAYGI VE AZALTMA
TEKNİKLERİ

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Araştırma; yaşları 20 ile 30 arasında, İngilizce eğitimi gören erkek yüksekokul öğrencilerinin dil öğrenimi kaygılarını ve azaltma tekniklerini araştırmayı amaçlamaktadır. Araştırma amaçlarını gerçekleştirmek amacıyla, kaygı seviyesi ve kaynağı konulu bir anket öğrencilere dağıtılmış olup; sınav ve anket sonuçlarına dayanılarak, yaşanan dil öğrenimi kaygı algısı hakkında yarı yapılandırılmış mülakat, gönüllü katılımcılara uygulanmıştır. Kaygı seviyeleri ve performans arasındaki ilişkiyi araştırmak amacıyla, öğrencilerin sınav sonuçları da toplanmıştır. Nitel ve nicel veri kombinasyonu, katılımcıların İngilizce sınavları hususunda oldukça endişeli olduklarını işaret etmektedir. Sınav kaygısı kaynağı farklılık göstermesine rağmen, çok sayıda katılımcı, içgüdüsel olarak İngilizce becerilerini, beklenileni karşılamakta yetersiz olarak değerlendirme eğilimindedir ve bu nihayetinde asıl kaygı kaynağını teşkil etmektedir.

Çalışmadan edinilen veriler, dil performansı ile, kaygı arasında ters bir orantı olduğunu da göstermektedir, yani İngilizce’de, daha az kaygılı öğrenciler daha iyi performans sergilerken, fazla endişeli öğrenciler nispeten düşük notlar almaktadırlar. Bu nedenle, hissedilen kaygı düştükçe, öğrencilerin dil kullanımında daha fazla yapıcı tecrübe edinme ihtimali artmaktadır. Dil öğretmenleri, kaygı seviyesi ve alakalı kaynaklarını etkilemekte hayati bir önem taşımaktadır. Zira, titiz bir planlamayla, endişe yaratmayan bir eğitim ortamının oluşturulması, yabancı dil öğrenme sürecini kolaylaştıracaktır.

Anahtar Kelimeler: Kaygı, Sınav, Yabancı Dil, Öğrenme Kaygısı, Not, Test

ABSTRACT**LEARNING ANXIETY AND ALLEVIATION TECHNIQUES IN EFL****Ahmet AKKAYA****Master Thesis, The Department of English Language Teaching****Advisor: Asst. Prof. Dr. Harun SİMSEK****December 2014, 106 pages**

The study intends to explore the language learning anxiety and alleviation techniques of male associates, aged between 20 and 30, learning English. To realize study objectives, a questionnaire about origins of anxiety and levels was issued to the students and based on exam and questionnaire results, a semi-structured interview about experienced language anxiety perception was administered to the volunteering participants. Students' examination grades were also gathered to investigate the relation between anxiety level and performance. Outcomes from quantitative and qualitative data suggest participants are indeed anxious about dealing with English exams. Though the source of test anxiety varies, many a student participant tends to intrinsically surmise their abilities failing to meet expectations in English, which eventually induces the core of anxiety.

The findings of the study denote an inverse ratio between language performance and anxiety too. That is, more anxious students wind up with relatively lower scores while the less anxious in English do better. Hence, as the anxiety endured diminishes, students may increasingly enjoy more constructive language use. Language instructors merit a vital role in influencing students' volume of anxiety and related sources. Accordingly, through fastidious planning, forming a non-threatening learning environment will facilitate the foreign language learning process.

Key Words: Anxiety, Exam, Foreign Language, Learning Anxiety, Score, Test

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LIST OF ABBREVIATIONS

| | | |
|--------------|---|---|
| EFL | : | English As A Foreign Language |
| FLCAS | : | Foreign Language Classroom Anxiety Scales |
| HA | : | High Anxiety |
| L2 | : | Second Language |
| LA | : | Low Anxiety |
| MA | : | Moderate Anxiety |
| SA | : | Source of Anxiety |

CHAPTER I

INTRODUCTION

This chapter is about the subject, purpose, research questions and objectives of the study design.

1.1. Statement of the Problem

Language teaching and learning is a very complex and compelling process, which requires many an intermingled facet be weighed and studied to get the desired results. In this adventure, there are so many participants involved in the process that they are all bound to strive to do the best of what avails them to reach the targeted learning and teaching achievements.

Turkey is one of those engrossed with teaching English as a foreign language at her best. In this attempt, as with the other non-English speaking countries, a variety of methods have been put in use so far. But, apparently the desired result has not been reached yet, and new ventures to make the process more efficient are being taken. One of these is a brand-new earlier start for the foreign language education as compared with the former attempts with the expectations of the more lucrative outcomes. Though the result is one of those which yet remain to be seen, there is sure a lot already entailing engagement in overcoming the anxiety in learning a foreign language.

The anxiety in the foreign language learning tends to be described as the feelings of uneasiness, worry, nervousness and apprehension experienced by the non-native speakers in an attempt to learn to use a second or foreign language. As these feelings bound with the language acquired are likely to result from any sort of foreign language context, they are associated with the productive and the receptive skills of the language learning; speaking and writing or reading and listening respectively (MacIntyre & Gardner, 1994: 283–305).

Foreign language anxiety is the kind of what is meant by the psychologists to be the specific anxiety reaction towards the language learning. Though the label ‘*anxiety*’ may be used to refer to a very comprehensive bunch of feelings during the course of language learning, the burden of these feelings by some individuals varies a lot since they are more inclined to anxiety than others and intrinsically feel a lot more anxious in a wide spectrum of situations. Thus foreign language anxiety is a situation-specific sort and predisposes to affect the individuals not characteristically anxious in more general situations too.

In particular, the effects of foreign language anxiety over the language learners are very apparent in the foreign language environs as in classrooms and anxiety is a stubborn, determinant factor in the academic performance. In other word, anxiety is of a detrimental effect on students’ confidence, self-esteem and the volume of participation (Horwitz, E. K.; Horwitz, M. B.; Cope, J. 1986: ii).

Especially, anxious learners exposed to endure mental hinderances through the spontaneous speaking activities resulting in lack confidence are as such less skillful for self-edition with the identification of language errors and so grow likely to apply to avoidance strategies such as elusion of the eye contact to evade the teacher’s calls and skipping classes (Gregerson, T. 2003: 25–32). Consequently, they have trouble recalling previously learned material, and tend to volunteer to take part in the class activities less frequently, which surfaces as a greater tendency to keep themselves passive in learning environs as compared to less anxious counterparts (Horwitz, E. K. Horwitz, M. B.; Cope, J. 1986: ii; Ely, 1986).

The effects of foreign language anxiety go off the boundaries of the language classroom. Too much of the foreign language anxiety turns out to be kind of communication apprehension, leading to getting introvert and more unwilling to employ the language for communication (Liu, M.; Jackson, J. 2008: 71-86). People who exhibit this kind of communication reticence can also sometimes be perceived as less trustworthy, less competent, less socially and physically attractive, tenser, less composed and less dominant than their less reticent counterparts.

A number of tools have been developed in order to investigate the level of

foreign language anxiety experienced by language learners. Data bits gathered from students'/learners' own experiences, teachers' evaluations of the observations and the literature related to studies in this field all denote that *anxiety* comprehensively affects the process of teaching and learning a foreign language, even in some cases it is the major protagonist hindering the learning negatively.

In our research, the devised study is meant to provide some intelligible explanations to the anxiety of Turkish students in EFL, thus looking into the motives behind the anxiety and its mutual outcomes on foreign language learning.

1.2. Purpose of the Study

Getting well aware of the facts about foreign language anxiety relates to not only the learners, but exclusively those in the profession of teaching as well. The alleviation of the anxiety experienced by the learners is bound to bring about the increase in the gains of language acquisition with the smooth transition from the unknown to the known. So that the increase in language acquisition manages well, a broad insight into the matter should be realized with the intention that this realization will incur the knowledge, which will help cope with the anxiety over the time.

Even though studies of the relationship between affective factors blended with anxiety and language learning proficiency abound in the literature, the interpretation of the evidence explored is not crystal-clear to support such a relationship. Much of the definitions made about the matter resides in where a great many of the variables have piled up together under the term "affect". Such an attempt made to ameliorate this situation with the definition of the affective variables in interest of the traditional psychological theory and classification makes up a subset of intrinsic variables of the learners. The accumulating pieces of evidence dealing with this important affective variable, *anxiety*, are to be examined, and it's estimated that the research results can be much better resolved once the distinction made between facilitating and debilitating role of the anxiety is well drawn out and examined under the findings of the subject research.

Thus, knowing more about how students feel and react in English learning

environs is of great significance to us and expected to bring up a wider comprehension over the subject that could be resorted to mirror the response to the anxiety, which has been the accomplice of the miscarriage in learning. The attempt is hereby made to consider the implications of anxiety in the research of adult language learning for the purpose of EFL with future research opportunities.

1.3. Hypotheses of the Research about Anxiety

No matter where the term '*anxiety*' is mentioned, it's almost inevitable to run into the common, negative connotations flashing in the minds of those involved. As a result of kind of hostile feelings aroused, the likely facilitating side of anxiety eludes the focus of participants whereas it's what acts as a catalyst that spurs individuals to tenderize themselves for a particular situation. On the other hand, the sort of anxiety debilitating impetus to accomplish is sure of adverse impact, which hampers people from reaching a goal (Horwitz et al.; 1986: ii; MacIntyre, 1995: 90-99).

To measure the extent of Foreign Language Classroom Anxiety, a number of scales have so far been improved and the scale developed by Horwitz and Cope to measure how anxious students get is one of those known as the Classroom Anxiety Scale (FLCAS) (Horwitz; Horwitz & Cope, 1986: 125-132). The scale measures whether language learners are anxious on account of three components; language apprehension, test anxiety and negative evaluation. In this pursuit, language teachers are highly involved in knowing more about anxiety in that they do believe elimination of anxiety can improve both language teaching and learning (Young, 1991: 429-439). With an aim to this end, a number of researchers have attempted to apply to quantitative and qualitative data to seize a more comprehensible coverage of anxiety and language learning (MacIntyre & Gardner, 1991: 85-117; Spielmann & Radnofsky, 2001: 259-278).

And, to find out the reasons why students feel anxious is another venue in which researchers grow interested as it's expected that knowing more about how and why students are anxious in language classes may render insights into teaching pedagogy and learning phenomenon.

The research done on the issue in Turkey is not that much and emerges out somewhat limited. One of them conducted by Dalkilic (2001) is associated with anxiety level of Turkish EFL learners and concentrates on the relationship between anxiety and achievement. In the study, test anxiety was not the focus alone but instead, just a factor that affects the language anxiety. In another study (Koralp, 2005), it was discovered that EFL learners got exposed to some English language learning anxiety on bilateral anxiety level measures; fear of negative evaluation and test anxiety in positive correlations. So, these studies are the genuine arguments making it possible to come to some conclusions on the level of anxiety of EFL learners in Turkey, its sources, reasons and effects.

This is the fundamental reason entailing to find the answer to the question why it is necessary to conduct a research on anxiety of Turkish students as EFL learners whose English is the foreign language taught widely at primary, secondary, tertiary educations and private institutions in the country. Considering the fact that foreign language learning process is a compelling aura of problematic spots, it is a vital necessity to determine the problems while introducing recommendations on L2 learning process of Turkish learners. Furthermore, anxiety is the culprit affecting the L2 learning in a variety of disguises as in the text anxiety setting up a barrier that falters learners from doing well on tests (Jackson, 2001). In as much as Turkish students learning English as a foreign language are subjected to the anxiety in some sorts, then it is necessary to lead a research on the subject.

Accordingly, it is expected that the study on the following major pretexts that the more studies are carried out in Turkey, the more concrete body of evidence is to be seized may summon an end point on the anxiety of EFL learners.

And, the pieces gathered on teachers' observations, students' own experiences and the research done in the fields of education and psychology are able to denote to what extent the anxiety in L2 learning process plays a significant factor directly affecting learners' performance and the outcomes of the yield as the achievement of acquisition, which all those involved in teaching have been seeking for.

1.4. Research Questions

The present study looks into how anxious Turkish students as the Foreign Language Learners are and what are the main sources of their anxieties. With the aim of the research, data segments both from the quantitative and qualitative strata were gathered. Besides the distribution of the devised questionnaire and implementation of semi-structured interviews, results of students' examinations were summed up to evaluate whether there exists any relationship between language performance and anxiety volumes experienced. It is reported by MacIntyre (1999: 27) that one of the approaches for the identification of language anxiety is the description of the rubric in that it as a unique type of anxiety gleaned from the worry and negative emotional reaction waken up during the course of language learning. From this point on in the study, the term '*anxiety*' is to be employed to refer the language anxiety except if otherwise is to be stated. The followings are the research questions.

- 1) How anxious are Turkish EFL students subjected to the research of study?
- 2) What are the sources of anxiety in EFL?
- 3) Are there any relations between the anxiety and the language performance?

The research questions stated above were selected as the similar studies carried abroad have hung sign on the fact that anxiety impacts on language learning (Williams, 1991: 19-28; Young, 1992: 157-172). Threshold of the anxiety is an area of perimeter with which researchers have been growing concerned, so with the insight more and more into where the anxiety is born, it is highly likely to gear up those involved with the search with a detailed picture of anxiety and the ways to properly address it.

The first research objective means to investigate in how anxious Turkish students subjected to the research of the study in EFL are. To realize the inquisition, data bits collected through questionnaires and interviews help see whether language learners in particular feel anxious in diverse fields of the language learning as in the

applications of the language in reading, listening or writing, speaking overburdened with the fear of making mistakes.

Next interrogation is made into sources of anxiety leading to the language anxiety. With the findings, the sources of anxiety valued as the potential ones are studied under two facets; external-extrinsic and internal-intrinsic. The remarks of the participants about the sources of anxiety in the questionnaire accompanied with the the interviews outspokening their ideas establish the facts.

Were the anxiety present in the process, then it would be wise to to probe into the problem whether there does exist any relationship between anxiety and language performance. Through the findings of the last objective, it's intended to inquire about if learners burdened with anxiety do better or worse than their counterparts; less anxious learners. The data compiled via questionnaires, interviews and peculiar students' English exam scores shed light on the way to this context as a part of the data. This is bound to illustrate the disparity between the more anxious learners and less anxious learners.

1.5. Study Design

The study is composed of five chapters. It is the introduction where the chapter deals with the description of the subject, the purpose sought after and the research questions together with the perimeters of the study confined and meant to be analyzed throughout the research topic. Then comes the literature review Chapter 2, which describes the perspectives of the researchers over anxiety. It focuses on the following facets respectively; **(a)** what the anxiety is, **(b)** the relation of language performance and anxiety, **(c)** sources of anxiety, **(d)** measuring of anxiety, **(e)** levels of students' anxiety and finally **(f)** alleviating anxiety in language teaching environs like classrooms. The next, Chapter Three works on the way quantitative and qualitative data strata were gathered in two phases of the study and the way they were analysed. Findings described and analysed are disclosed in the following Chapter Four under the title of Findings and Discussion. Here the chapter debates over the anxiety of learners and and their sources of anxiety with the figures. Relationship between

anxiety levels and language proficiency with the drawn insight depending on the findings are all presented in Chapter Five. And ultimately, it is this chapter where the conclusion with the implications of the study together with limitations and outlook for future researches is presented.

CHAPTER II

LITERATURE REVIEW

The following chapter outlines different areas about language anxiety. These areas cover the literature about what the anxiety is, anxiety and language performance and sources of anxiety, later followed by the discussion about measuring of anxiety accompanied with sections about levels of anxiety and the means to lower it in language environs.

2.1. Affective Factors

The term '*affect*' defines "*people's emotion, feeling, mood or attitude with conditional behaviour*" (Arnold & Brown, 1999: 1). In the psycholinguistics field, affective factors cover ingredients which are not pertinent to cognitive side, but do have impacts on the language learning. For as much as the factors named '*affective*' play very significant roles in the process of learning, they expose very serious components well worth the time and the labor spent for the study.

Though such factors as the motivation indulge in boosting facilitation in learning, anxiety may enfeeble the process with a negative impact on it (Arnold & Brown, 1999). In another definition, '*affect*' is referred as the emotions, feelings and attitudes introduced by individuals into the learning experience and also as the role these aspects take in motivation (Dörnyei, 2001; Hurd, 2008). As Hurd (2008) signifies, findings in the field of neuroscience put finger on the fact that *affect* and *cognition* are the cardinal and interdependent facets in the function of human brain. In learning, the act of affective factors is outlined by Schunk, Pintrich and Meece (2008) with the bearing in the manner the information is encoded and recalled at the learners' disposal with the kinds of cognitive strategies that will be put in use, in addition to the attention and working memory and motivation. Through some affective strategies such as reducing anxiety, motivating oneself and self-monitoring the affect, the individual's affect can be kept under control thanks to the use of affective strategies (White, 2008: 3-24). Employment of such strategies in an

effective manner can give in the cognitive yields in interest of stronger dominance over learning outcomes (Benson, 2001). As a result, Hurd (2008) wraps up the matter with the finding that affective strategies are as imperative as cognitive and metacognitive ones for the success in language learning.

Given the fact that affective factors may be specifically applicable to individual language learners, mostly research over the affect in language learning has bent on the focus on classroom learning (Hurd, 2008). In every learning setting, upkeep of motivation and engagement with anxiety are the must matters for learners, especially in independent settings on grounds of the lack of access to a teacher and peers that will help cope with the affect. Hence, the following paragraphs are to look to one affective factor in which researchers frequently investigate (Arnold & Brown, 1999; Young, 1991), that is, *the anxiety*.

2.2. What is Anxiety?

Anxiety can be defined as an unpleasant state of inner turmoil, accompanied by such sorts of nervous behavior as pacing back and forth, disturbing complaints and rumination (Seligman & Walker & Rosenhan, 2001). It is the subjectively valued unpleasant feeling of dread over something likely to happen such as fearful feeling of something imminent to happen to the individual (Davison, 2008: 154). But, anxiety is not the same as the fear experienced about something realistically startling or dangerous and is an appropriate reaction to a situation perceived as a threat (Henig, 2012). So, anxiety is a sense of fear, worry, and uneasiness, often generalized as an overreaction to a state only perceived subjectively menacing and usually paired with by restlessness, fatigue, loss of concentration, thus creating too much tension to accomplish the aimed intentions.

“Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (Horwitz et al., 1986). It is reported that creating a low-anxiety learning environment is a very challenging deed in a second language or foreign language classroom (Young, 1991: 426). On the grounds that minimizing anxiety may facilitate language learning,

researchers in the field are very keen to investigate in the language anxiety. Studies carried (Young, 1992; MacIntyre & Gardner, 1991) have all exposed that anxiety is quite likely to influence foreign language learning because of such affects on learners' learning attention span,, perception of language and performance. It is suggested that behaviour and cognition influence each other reciprocally too (MacIntyre, 1995). So, impeccable definition of anxiety is a complex and multi-dimensional task, which enjoys kind of negative denotations ascribed. But still, to some degree; anxiety may be desirable too (Spielmann & Radnofsky, 2001: 261).

Here, to better cover the issue, the mention of State, Trait and Situation-Specific Anxiety with facilitating and debilitating sides merits some work on the literature study.

2.2.1. Anxieties: State, Trait and Situation-Specific

State anxiety, in contrast to the stable nature of trait anxiety, is momentary and isn't thus an enduring characteristic of an individual's personality. It is the apprehension that is experienced at a particular moment in time (MacIntyre & Gardner, 1991: 90). The State Anxiety can be regarded as the immediate reaction to an experience, so it is the apprehension perceived at a particular moment in time. As for the Trait Anxiety, it stands for the tendency to show anxious reactions in a variety of situations. Since State Anxiety is an immediate reaction to an experience, it is situation-specific anxiety (Phillips, 1992: 14). MacIntyre (1995) suggests that cognitive interference occurs in cases of state anxiety such as attempts for answering questions requiring a prompt call to reply an interrogation in English in which anxiety contributes to excessive worry, overrumination and distraction of the focus too. MacIntyre also states that modest though effects on each learning process may turn out, the eventual effects swell and over the time, the difference between anxious learners and and the less one gets significantly agap. For that reason, alleviation of the learners' present negative experience is not an easy venture and valued to be one of the greatest challenges on the way to language learning (Young, 1991).

Trait anxiety is "*an individual's likelihood of becoming anxious in any sorts of*

situation” (Spielberger, 1983, cited in MacIntyre & Gardner, 1991: 87). When frequent State Anxiety turns into the Trait anxiety, the odds are that the individual gets anxious in any situations. It is suggested by some psycholinguists that the approaches through the use of Trait and State Anxieties don't provide fair understanding about how and why learners feel anxious in language learning. But, to some like MacIntyre (1995), learners in Situation-Specific Anxiety are different from generally anxious ones feeling anxiety in a variety of situations or from those anxious only in specific situations, in that they experience the anxiety in a well-defined situation called “learning a language”.

Situation-Specific Anxiety reflects a trait anxiety that recurs consistently over the time within a given situation (MacIntyre & Gardner, 1991: 87; Spielberger, Anton & Bedell, 1976). As the name hints, Situation-Specific Anxiety is referred as the sort experienced in a well-defined situation as in the case, learning a language.

Horwitz et al. (1986) come to the agreement that language anxiety is a specific anxiety, which means to be complex and multi-dimensional. Thus, by means of implementations through interviews and questionnaires by the participants, it is expected to gain a lot more knowledge on how learners get anxious in learning processes and using the language in tasks whereas they are not so in the other similar situation-based experiences.

2.2.2. Facilitating and Debilitating Anxiety

Researches carried out in foreign/second language anxiety have focused on the inquiry about the affinity between anxiety and language achievement. Studies based on the experiments have established that language anxiety is associated with such factors as “deficiency in listening comprehension, diminishment of word production, impairment in vocabulary learning, lower scores in language courses and on standardized tests” (MacIntyre & Gardner, 1994: 2-3). A number of researchers have ascertained that anxiety has a moderate negative correlation with language performance and to some researchers, it is claimed that anxiety is one of the most effective predictors of success in the foreign language learning (MacIntyre, 1999).

In this context, anxiety is often correlated with negative connotations though anxiety sometimes is able to facilitate language learning. Apparently, there exist facilitating and debilitating sorts of anxieties (Gardner, Tremblay & Masgoret, 1997). As referred by Oxford (1999), these anxieties can be sortified as helpful and harmful anxieties. With no doubt, facilitating type drives the individual to do better and more positive deeds to make use of the situation whereas debilitating anxiety triggers the fear leading to the adverse effect. It is believed by some scholars that facilitating anxiety helps do better in simple tasks (Horwitz, 1991; MacIntyre, 1995: 92). But, Williams (1991) disagrees on this view claiming that facilitation or debilitation impact of the anxiety in learning varies with an intensity. So, anxiety is all the time on the stage and in effect. In the Young's study (1992), it is echoed while facilitating effect urges the learners to proceed, the learners as such tend not to behold the presence of anxiety due to the fact that the tension is not cumbersome enough to be perceived. On the other hand, learners do feel utmost anxiety during the time the burden of anxiety accumulates too much, which in the end, brings about the adverse, negative impact on the process.

Only when the present tension turns into negative, is facilitating side of anxiety thoroughly perceptible to the individual. It is then when the learner senses the non-existence of facilitation and does feel the negative feelings perceived as the anxiety. Though it may appear that anxiety is as usual the debilitating agent to foreign language learning and performance, a couple of studies (Alpert & Haber, 1960; Mills, Pajares & Herron, 2006) have displayed the presence of positive correlation between anxiety and language performance, thus exhibiting that facilitative anxiety might be meant to act as '*alertness*' to raise foreign language learning. On the whole, the two-sided effects of anxiety might occur alternately and interchangeably either to mutilate or foster language achievement (Bailey, 1983; Young, 1986). Then, it is the teachers' genuine challenge to help students keep adequate anxiety between two borders; neither too high nor too low in that suitable volume of anxiety creates a positive role and spurs students into maintenance of their efforts in learning.

Thus far, a great number of studies have concentrated on the ways to alleviate the language anxiety so that the learning process can be facilitated. In the light of

present findings, it is not thoroughly established whether facilitating and debilitating anxieties function individually or they override each other. In spite of studies carried out about anxiety in the late years, exactly how anxiety works is still open to discussion and the new research studies are expected to add up far clearer understanding to the accumulation of the data over anxiety.

2.3. Relation Between Anxiety and Language Performance

Anxiety is very determinant on the the level of affective filters. As described by Spielberger, Gorsuch, Lushene, Vagg, & Jacobs (1983: 1), it is “*the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system*”. As to Dörnyei (2005), the anxiety greatly influences performance in language learning and the required ability for the acquisition gets maimed and the learner grows deprived of the effective learning receptacles. In an educational setting with anxiety-producing elements, the chances of the mistakes that the students would not normally make are very high. Horwitz (2001) describes how in various studies the researchers discovered that the language anxiety has a negative influence on language learning achievement (Aida, 1994; Coulombe, 2000; Horwitz, 1986; MacIntyre & Gardner, 1989).

Language anxiety has been the notorious agency considered to be worth studying ever since a psychological theory of the process of second/foreign language learning started to develop. Previous studies performed in the field earlier did not manage to set up a clear contextual linkage between language anxiety and performance. This may be because earlier mixed studies lacked reliable tools to measure anxiety with due respect (Young, 1991). Aida (1994: 157) executed resembling research on language learning anxiety with a group of learners. The obtained results displayed that learners with higher volume of anxiety get lower grades in the evaluations while their counterparts manage otherwise. The case happens when the learners are anxious with their concentration on self-awareness of their fears and worries about the ongoing performance rather than the required attention to the language tasks as compared to the learners whose anxiety descends with an increase in the outcome products of their experience and proficiency.

Debilitating anxiety is regarded as the reason with an indirect consequence on language performance by Oxford (1999). The avoidance of employment in the language with the fear of learning is expected to influence the learner's outcome as in performance. As a general de facto, students observed in learning EFL often display reticence in speech before the mass, which can possibly be ameliorated with the creation of group discussions at the start and later presentation of the discussion by some other students. Even in such cases where the student is requested to supply an impromptu reply to a simple question, the case may result in a miscarriage. The learners in a group contemplate in bonds and stage tendency for their partners to get the confirmation remark or sign. Yet, the fear of expectation they share in common is that they might end up with somewhat humiliation with the laughters once they have made mistakes, which accordingly leads them to abstain from taking ventures. Contrary to what is observed with the described learners above, those more able do not necessarily take the initiative for the answers, or rather some favor for discussion with their peers while only those bold enough are willing to answer questions. Tsui (1996) implies that confidence is a principal element for the decree whether learners are mature enough to provide a reply to the questions. Hence, depending merely on the observations about how the students conduct in the learning environs, it is not clean-cut to pronounce that the students are not skillful enough or they harness themselves for the sake of not making any mistakes.

As promulgated by Horwitz et al. (1986), anxious learners tend to abstain from composing tough and complicated sentences with an aim to saving them off mistakes. But still, they constantly unveil their anxiety in situations like test sessions, thus contributing to the loss of memory and overburden with more anxiety. Liu & Littlewood (1997: 376) claim about a strong correlation between students' self perceptions of their own competence and value of ease. Furthermore, Bailey's study (1983) about anxiety and language proficiency draws attention to the point that the level of anxiety experienced highly reduces once learners realize that mastery of their language is better than others. This is attributed to the relation with the self-esteem by Horwitz et al. (1986). So, self-esteem and the sense of value felt in oneself render the individual learner more courages and trustworthy to cope with the anxiety aroused.

So does the difficulty encountered in the reading process increase when the volume of anxiety aggrandizes with the perception of the impediment in reading. Anxiety does affect not only a single skill, but also others too (Young, 1999). For high-anxious students, it is highly probable to experience trouble with the tasks requiring listening comprehension and this causes them to have plights with conveyance of their messages, thus leading to anxiety with the consequence of negative effect on participation in different language activities. The debilitating effect of anxiety is also very obvious in the process of vocabulary acquisitions, which is appraised to be tougher by more anxious students as compared to those, less anxious counterparts (MacIntyre & Gardner, 1991).

The habitual manner anxiety depicted alone as the occasion of unsatisfactory language performance is denounced. MacIntyre (1995) discloses that the close association between anxiety and poor language performance might be double-edged in that too much anxiety may bring about reduced performance and lower performance bears back anxiety in exchange. Hence the learner's attention span is broken down by fear, which triggers more failure in learner's experiences with the buildup of more anxiety. On this pretext, a study performed by MacIntyre & Gardner (1991) has established that anxiety could be not only the cause, but the consequence of mediocre language performance as well, which insinuates that anxiety may not be a direct effect on learning yields, yet have the malevolent effect in the learning input and learning process. In places where anxiety descends in amount, it is noticed that the students get much more willing to take their part in a variety of learning tasks.

In the mentioned indents, it is debated how anxiety imposes an impact on language learning and performance. The learner's confidence, anxiety and the initiative to apply for the use of the language intermingle and sway each other and the common belief is that there exists a negative correlation between anxiety and language performance.

2.4. Sources of Language Learning Anxiety

A number of researchers have grown very interested to inquire about the anxiety experienced by the learners. For this purpose, the designed Foreign Language

Classroom Anxiety Scale (FLCAS) came into being as the research instrument (Horwitz et al., 1986). They hoped to develop a kind of strategy to discover how anxious the learners felt and thereafter to come up with the arguments to alleviate the anxiety. The claim of Horwitz and his associates that the anxiety should be alleviated is a commonly shared view by Young (1991). In addition to her support for this opinion, she adds that classification of the sources of the anxiety is of paramount priority to the researchers as only few have done such a research in this aspect of the matter. One of those few researchers, McCoy (1979) reports the importance in classification of anxiety for the efficient act of the language teachers and instructors. It is suggested that identification for the volume of the anxiety exposed to the learners sets the first step for those involved in teaching EFL to realize and assist their learners in figuring out where they are subjected to being anxious. Therefore, the inquiry into where or in which situations the learners in the research study wind up with anxiety is expected to provide very valuable data.

There are some identified sources of anxiety varying in number and the origin depending on the researchers. To illustrate; about sources of anxiety in his study carried on a group of first grade Spanish language learners at Southwest State University in Texas, McCoy (1979: 185) puts the blame on eleven factors for creating anxiety. The sources are as followings;

I- Inability to learn another language, **II-** Inability to utter awkward sounds and pronounce words, **III-** Inability to understand and respond to questions in the new language, **IV-** Failing to know the meaning of words and sentences, **V-** Not getting aware of or failure to understand the goals and requirements of the language learning as required, **VI-** Exposure to the peer derision and criticism, **VII-** The infamy of language classes for failure and lower grades, **VIII-** The teachers in general and especially native-speaker teachers, **IX-** Testing procedures; in particular, the oral-verbal parts, **X-** Past unsuccessful language learning attempts and experiences, and **XI-** Encounter with different cultural sets.

The bunch of sources for anxiety above contains a very broad spectrum including the most common, likely sources. Besides the aforementioned sources of

anxiety, other additional sources discovered through the studies by Horwitz et al. (1986) and Young (1991) may also be added to the list as they are two of those often referred as the most attributed study about anxiety sources.

Horwitz (1986) puts such anxieties;

I- Communication apprehension, **II-** Test anxiety, **III-** Fear of negative evaluation as the three elements composing language anxiety. The difficulty a language learner experiences in communication with other individuals in the target language is what is described as communication apprehension. Since learners are still on the way to the acquisition of the language, the process of learning to use the language in authentic settings proves very challenging whereas repetitive drill practices and pre-arranged speeches before the group do not establish any hindrance to the learners. But, without any preparation in advance, it is not easy to give a response to the impromptu questions and proceed the ad-lib communications. Accompanied with the other anxiety types is the test anxiety, which is of very close affinity with the negative evaluation. The fear of failure in exams of any types is one of the leading accomplices resulting in anxiety over the students. The supposition of negative evaluation by the others may be one of the consequences that can be visualized with these learners because they habitually turn overconcerned about the way the others appraise their performance to the detriment.

As for Young (1991: 427), there are six sources of classroom-born anxiety and they can be generalized under the following headings;

I- Learner's beliefs about language learning, **II-** Personal and interpersonal anxieties, **III-** Instructor's beliefs about language teaching, **IV-** Interaction between the instructor and learners, **V-** Classroom procedures, **VI-** Language testing instruments.

MacIntyre & Gardner (1991) mention that, what the learner believes in language learning leads as the pioneering source and is followed by the anxiety in the individual and the one between the person and the other individuals, namely; the personal and interpersonal anxieties. In the study of Horwitz et al. (1986), *'the*

interpersonal anxieties are labeled as *'communication apprehension'*. Anxiety experiences among the individuals are closely related to learners' competitive traits and the inadequate self-esteem they bear for themselves in the process of language learning (Young, 1991). The learner's self-esteem links to the individual's own beliefs about language learning while the learner's self-esteem is shaped by mostly external factors and in close bond with the way the learners' performance and ability to use the language in communication are assessed.

So, setting impractical goals in language learning should affect the anxiety felt against the appraisal by the evaluators in the context that personal and interpersonal anxieties and the beliefs of the learner overlap each other. How the language teacher regards the language teaching and the interaction between the teacher and the learners are parallel to similarities in teacher's and learner's beliefs. The way the teacher draws attention of the learner to the mistakes determines the volume of the anxiety level as it is believed by some learners to be natural that the teacher as such points the mistakes while by some others, it is valued to be very disturbing and embarrassing for the student to be shown the mistakes in the public, thus arousing hesitation to apply initiative to learn by trial and error. By Horwitz & et al. (1986), this is what is interpreted as the fear of negative evaluation.

The sources of anxiety laid down by McCoy (1979), Horwitz & et al. (1986) and Young (1991) are outlined in Table 2.1. As suggested by McCoy (1979), the table centers the focus on three major fields;

I- Use of the language, **II-** Anxiety of test, **III-** Anxiety in the language class.

Compared with those by Horwitz (1986), it is obvious that some of the sources show similarity in that **(VI)** Exposure to the peer derision and criticism by McCoy (1979) resembles **(III)** Fear of negative evaluation by Horwitz & et al. (1986). Young's sources of anxiety (1991) generalize the categories from the literature and so, is much more comprehensive than the other two classifications in the table illustrated below.

Table 2.1. Sources of Anxiety classified by different researchers

| Researcher | Sources of Anxiety |
|--------------------------------|--|
| Horwitz and Cope (1986) | I- Communication apprehension, II- Test anxiety, III- Fear of negative evaluation |
| McCoy (1979) | I- Inability to learn another language, II- Inability to utter awkward sounds and pronounce words, III- Inability to understand and respond to the questions in the new language, IV- Failing to know meanings of words and sentences, V- Not getting aware of or failure to understand the goals and requirements of the language learning as required, VI- Exposure to the peer derisions and criticism, VII- The infamy of language classes for failures and lower grades, VIII- The teachers in general and especially native-speaker teachers, IX- Testing procedure, particularly, the oral-verbal parts, X- Past unsuccessful language learning attempts and the experiences, XI- Encounter with different cultural sets |
| Young (1991) | I- Learner's beliefs about language learning, II- Personal and interpersonal anxieties, III- Instructor's belief about language teaching, IV- Interaction between instructor-learners, V- Classroom procedures, VI- Language testing instruments |

The sources outlined in the Table 2.1. depict functional applications of the target language as in the items; *failing to know the meaning of words or sentences* and also the emotional state under the item; *the learner's personal and interpersonal anxieties* while some emphasize the place where the process of learning takes places as in classes with the implications of scoring accompanied with the anxiety in evaluations. As well, the illustrated sources are of close relations with both inner self and outer perspectives like what the learner personally expects to gain through the language learning and how those around like parental factors and the anticipation of the other agents in learning affect the learning process.

For the better enlightenment of the anxiety studied here under the sources, we hereby have devised the study questionnaire to furnish the research with all sound and likely sources of anxiety focused in Table 2.1. Sources of Anxiety classified by different researchers in the studies above.

2.5. Anxiety Measurement

A variety of instruments has so far been introduced into the literature to check

into how anxious the language learners are (Young, 1991). These instruments gather the data over the anxiety under two major ranges; quantitative and qualitative, which consists of distributions of the study questionnaires to the study participants (Aida, 1994; Horwitz et al., 1986; Liu and Littlewood, 1997; MacIntyre & Gardner, 1991), and execution of interviews (Price, 1991), or congregation of the learners' diaries (Bailey, 1983) besides the video taping.

2.5.1. Quantitative and Qualitative Research

Quantitative research refers to the systematic, empirical investigation of phenomena through statistical, mathematical, numerical data or computational techniques. The objective observed in quantitative research is to devise and manipulate mathematical models, theories and/or hypotheses pertinent to subject matters. On the grounds of the fact that the research provides the main linkage between empirical observation and mathematical expression of quantitative relationships, the process of measurement is central to quantitative research. So, the data of this sort is in such numerical forms as statistics and percentages. In other word, this is all about what our research study is to ask as in specific, narrow questions and gather a sample of numerical data from participants to answer the question in the scope. The analysis of the data assists the researcher with the presence of statistics. Through this way, it is expected that the numbers will crop an unbiased result for generalizations to some larger population.

In this context, the distribution of the questionnaires to the participants is a common tool to assess the compositions such as attitudes and motivations in the sphere of the language learning. The formulated questionnaires are likely to provide the information to calculate participants' habits of the matter, attitudes towards the subject and opinions about it. Compared to the efficiency of time and effort, it is not so economic, which is kind of inopportune.

A great number of researchers, namely; Aida (1994), Horwitz et al. (1986), Liu & Littlewood (1997), MacIntyre & Gardner (1991) performing such investigations about anxiety have applied to the questionnaires to determine the scale of the students' anxiety about language learning. The drawn responses are gathered through

the data via the questionnaire to reach inferences (Dornyei, 2001: 199). The Levine (2003) divulges that the so-called questionnaires encompass such pieces as the multiple-choice items, open-ended questions and demographic data. Based on the definitions above, FLCAS, the measuring instrument developed by Horwitz et al. is now one of the most commonly used anxiety scale unit with detailed questionnaire data that is also to be employed to accomplish the aims of the current study and interrogate the sources and volume of anxiety and its levels.

The drive for implementation of qualitative research as compared to quantitative research, focuses on the observation that, should there be something that distinguishes humans from the natural world, it is the ability to talk. Thus, qualitative methods are devised to abet researchers in understanding people within the social and cultural contexts.

Qualitative research asks broad questions and collects data from participants. The researcher looks for themes and describes the information in themes and patterns exclusive to that set of participants. Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only hypotheses. With qualitative research, it is aimed at gaining a profound understanding of a specific organization or event, instead of facial description of the large sample of a population represented with the group of participants in the research. Thereby, explicit explanation of the structure, echelon and broad texture among the party of participants are obtained. As the research of the kind provides the data about groups in social settings as in learning in EFL, it is also labeled ethnomethodology or field method in another term.

The research of the kind neither brings up treatments nor manipulates variables, or imposes the researcher's operational descriptions on the participants. But rather, it allows the meaning to come up by its own accord from the joining group. Being malleable, the method may be adapted to the different research setting with adjustable concepts, data collection instruments and methods in the course of the process. A further understanding through first hand experience, truthful reporting and quotations of actual conversations are all expected to come from the participants'

derivations through the environs and the meaning of influence on their behavior. The observation as the data collection method covers the selection and recording of behaviours of people in their settings, so observation is of a very profitable tool to provide in-depth descriptions for the research subject organizations or events, or else it is not feasible to reach some inaccessible information and analyse the the research in the absence of adequate methods.

2.5.2. Unification of Qualitative and Quantitative Researches

The current trend in research techniques has been evolving for long. As the researchers believe in the fact that the application of multiple research instruments should gather more data and ensue with a lot more detailed information, the use of FLCAS as the only scale is dwindling with the change into employment of multi-scale manners. Among those who resisted the mere use of FLCAS for the research instrument were Spielmann and Radnofsky (2001). To them, a combination of both research methods should be included to obtain a very clear picture of how the anxiety affects the learner in EFL. Accordingly, they acclaimed the study by Price (1991) in which a combination of quantitative and qualitative methods were both employed. In the mentioned study, categorization of the learners was made into high, moderate and low anxious levels and high-anxious group was subjected to the interviews while the the employment of FLCAS was put in use. The researcher, Phillips (1992) also made consultations to explore the affective reactions and attitudes of the participants. MacIntyre and Gardner (1989) advocate that the questionnaire and interview are fruitful tools for assessment of anxiety as they appreciate the view that the solely use of a single instrument is not of ample capacity to display precise account of anxiety.

In our research, the items of the questionnaire devised to judge anxiety level of the learners are all drawn up with those from Horwitz et al.'s FLCAS (1986), but the use of FLCAS is not, of course, the only tool to look into the research matter as a consequence of which some of the items of the study are reformulated to suit best to the requirements of the EFL in our research. As well as the analysis of questionnaire, the semi-structured interviews are also effectively administered to the participants.

2.5.3. FLCAS ‘Foreign Language Classroom Anxiety Scale’

The Foreign Language Classroom Anxiety Scale (FLCAS) is a 33 question, 5 point Likert scale survey which is widely resorted in research studies. The measure seeks the response to participants’ communication apprehension, test-anxiety and fear of negative evaluation and centers on speaking in a classroom context. The scale has been translated and effectively used in several language anxiety studies.

With the common aim to performing the measurement of such situation-specific anxiety as in the previous researches in the field, The Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) is resorted to explore how likely the participants are to get anxious. Aida reports (1994: 156) that the scale was improved to observe the reactions of the learners to a specific learning situation. Composed of thirty-three items in the questionnaire, the scale endeavors to extract the valuable data pieces about the level of anxiety felt by the learners in the application of the target language for communication, the fear of evaluation by others as in exams and in the cases where the mistakes are pointed to them by the teachers and they are called on to respond in the public.

Requested to select the most suitable value mark of agreement besides the choice of *neutral* among the options varying from *strongly agree* to *strongly disagree* on a 5-point Likert scale, the participants provide the information values about the degree of anxiety for quantification whereby the percentile of each option through each item is computed. The score range may extend between 165 and 33 in scores of value, which means the higher numbers show the density of anxiety. In the scale used in the study, to obtain the best intelligible results, the option *neutral* was crossed off the list so that the learners could not select it to abstain from honest responses and elude the scrutiny.

The durability of the scale used is that it encloses learning in a variety of cases. The accuracy of the use is also mentioned by Aida (1994), who applied the scale to the language learners. It is also proposed by the researcher in her study (Aida, 1994:163) that the adaptation of the original version should be more relevant to measuring anxiety, thus resulting in our resort to students’ scores to correlate the level

of anxiety in which the findings point that the higher the level of anxiety experienced is, the more chances that the students may end up with the lower results exist.

2.6. Anxiety Volume

This section deals with descriptions of the findings in percentages from two studies applying to FLCAS to scrutinize how anxious students were. The one conducted by Horwitz and his associates (1986) over subject university students of four sample introductory Spanish classes and the other one by Aida (1994) over the group of Japanese learners. As explained above, the participants of the both studies were allowed to select among the options from “strongly agree” to “strongly disagree” with the “neutral” option.

2.6.1. Anxiety and Foreign Language Class

Based on the study, the percentage of Spanish learners feeling more edgy and jittery while learning a foreign language is around a third and more than half of the participants are concerned about the inability to remember what they acquired in a language class (Horwitz et al., 1986). In the second study, Aida (1994) reports that 44% of Japanese learners brought out that they were to forget the items they knew while 52% indicated that they were more excited and nervous in language class than the other classes. Those, 72% in percentage of Spanish class, disagreed to the statement “*it is embarrassing to take the initiative to answer questions*” while only 9% agreed. The number of Japanese students in disagreement with the same statement was 66% despite those in 25% with the agreement on the statement that “*taking the initiative to volunteer to answer is embarrassing*”. The reasons why some students feel it embarrassing to volunteer to answer in language classes are expected to be matched with the reasonable answers upon the implementations of questionnaires and interviews through which the sources of students’ anxiety are disclosed.

2.6.2. Confidence in Proficiency of Language

The Spanish class in 38% agreed to the statement “*other students are better at languages*” (Horwitz et al., 1986), while 41% rejected it. As compared to Spanish

students, Japanese class students showed a larger agreement with 44% to the same item though the number of those in rejection was 30%. The item “*even if I am well prepared for the language class, I feel anxious about it*” was agreed by 41% of Spanish class whereas 44% from the Japanese class chose “strongly agree or agree” to it (Aida, 1994).

Hereby, it is not definite that the preparation for language alleviates the the volume of anxiety. So, investigation into the students’ sources of anxiety is a feasible way to disclose a broader understanding about how various sources of anxiety overlap each other and mingle in the process.

2.6.3. Fear of Mistakes

In the study by Horwitz et al. (1986), though one-third of the participants were in favour of the item “*not fear of making mistakes in language class*”, the rest 65% opted otherwise with 15% of the learners burdened with the fear that the teacher was to revise them with their mistakes. In the case of the Japanese participants (Aida, 1994), it emerged that a lot more learners (63%) agreed or strongly agreed to the statement, “*I don’t worry about making mistakes in my Japanese class*” while 26% rejected the item with those 15%, burdened with the fear of correction by the teacher. Considering the findings, some 15% of the students in both studies share the common fear of being corrected by the teacher though each has discrepancies between each other about other items related to mistakes.

2.6.4. Speaking Skills in Foreign Language Settings

The obtained results through both studies point that almost half of the students have worries about performing the skill of utterances in language class. The statement “*I never quite sure of myself when I am speaking in my foreign language class*” was answered with agree or strongly agree in 62% in Horwitz et al. (1986), but the Japanese class chose the same item with only 42% in Aida’s study (1994).

In both studies, the view that the impromptu performance of speeches causes great panic over the students is supported by about half of the students’ responses to

the related item, which concludes that learners are very vulnerable to anxiety at the request of unprepared talks.

2.6.5. Test/Examination Anxiety

The Spanish class 40% in value abode by the agreement to “*I am usually at ease during tests in my language class*” and those of 41% refused the agreement to the statement (Horwitz et al., 1986). The same item for learners of Japanese was voted in favour by 40% meanwhile 48% of the participants disagreed (Aida, 1994). The concern of failure in language tests was supported by 42% of the Spanish learners and in the case of Aida’s study, 57% responded for the fear of of taking tests and exams (Aida, 1994).

The derived results draw attention to the fact that the respondents share one of the universal aspects, which is the fear of language tests and exams though the affects may vary in value. In the present study, the extent to which the fear of taking language tests and exams imposes influence on the subject study group is to be probed so as to explore the possible relations between performance and the fear of evaluation.

2.7. Alleviation of Anxiety in Language Settings

Depending on the findings as in those promulgated above and the others conducted in the field, the researchers have come to the agreement on the evidence that anxiety does exist in language learning situations.

Accordingly, for those involved in the process of teaching the language, the reduction of anxiety is a priority (Young, 1999) and requires the management of effective strategies and tactics for the anxiety to get alleviated.

2.7.1. Strategies for Students

There are three general strategies for the alleviation of anxiety; cognitive, affective, and behavioral approaches (Hembree, 1988). The intervention of these approaches lays the ground for the types of strategies which could be employed by

the students to tackle with the language anxiety. If the learner considers the cognition as in worry, preoccupations, hesitations to be the cause of the the anxiety, this is likely to subjugate or shift the learner's process of thought in language learning.

Were it presumed that the anxiety comes afore due to the lack of the essentials in academic skills, this would be handled through hard work. But, what if it is beheld that the anxiety experienced is too much for the learner to overcome? Then, the effort needed to cope with the anxiety may not be enough to reduce or keep it under plausible control.

In this context, development of such strategies for the students to confront with the anxiety is crucial. As detailed below, some of such strategies may cover as following items;

I- Preparation (studying, keeping sound summaries of lesson lecture), **II-** Relaxation (taking a deep breath, calming down), **III-** Positive Thinking (supposing oneself making a great effort, ways to take pleasure of tension), **IV-** Peer Consulting (finding others with difficulty in control of their anxiety, asking other students if they can understand the class), **V-** Resignation (giving up).

2.7.2. Interventions by Teachers in Learning Settings

Usually what those committed to teaching languages possess as the choices to get by with the anxious students are the provision of assistance for the students to wrestle with anxiety-causative circumstances and the logical management in creation of less aggravating learning ambiance (Horwitz, 1986: 131).

Just the same, the first step in the combat against the anxiety commences with the confession of the fact that anxiety in the foreign language settings exists prior to ascription of the blame onto such promoters as lack of ability, inadequate background and poor motivation. Horwitz maintains that with the assistance from the teacher equipped with considerate insight into the learner's emotions, the construction of confidence towards the foreign language is assumed to offer resolutions so as to relieve the learner anxiety.

2.7.3. Establishment of Non-Threatening Learning Environments

The language teacher's role in the alleviation of anxiety is an inrefutable abettor, which well functions as an aide in the created assistive and amiable settings, undeniably friendly learning environment (Aida, 1994: 164). In the creation of non-threatening environments, the emphasis of the motivation and the concentration on the language is expected to promote the process in that the learners as such turn willing to venture to take part in language tasks and get tenderized to acquire more when they lower their shields against the setting in learning. While forging non-threatening environments, teachers are supposed to be peculiarly sensitive to the manner whereby they revise students' mistakes in language as the way may adversely promote the level of anxiety (Young, 1991).

It is suggested that the tone employed in the process of correction is also of utmost significance to the learners because of the likely negative effect on the anxiety of learners, who should be informed that the focus is on the language mistake, not the number of mistakes made by the student. The promoted encouragement for the learners to figure out their mistakes/errors with the peers is then very fertile in the process.

Contrary to findings about the advantages of reasonable corrections by teachers, there are also some badly affected by the teacher's intervention in terms of correction of mistakes particularly when the student is consistently called on to stand up for a response in public. In disguises of a facilitator, teachers are then expected to establish kind of friendly communicative channels between them and students about the ways and styles of the learners and theirs. As to the guidance, the essential elements of assistance; guidance and support should be wielded to perform communicative functions of the language, not drawing direct attention solely to mistakes in grammar so that a non-threatening learning environment could be established to the capacity.

2.7.4. Objectives of Learning and Setting Realistic Goals

Informing the learners of the doable objectives of language learning process is considered to be the means to set up authentic goals for the learners. In this context,

the students often tend to contrast their present skills of language with those of native language speakers, which may discourage them from applying to their resources to the upper limits and results with unrealistic objectives (Bailey, 1983). So, attention to the objectives of the language learning by the learners will make up the required commitment to learning the language wherewithal anxiety created by the unreasonable comparison of their proficiency to that of the native speakers should be eradicated (Horwitz et al., 1986).

2.7.5. The Process of Learning under Assessment

No matter what is tried to control the anxiety, it is an inexorable and unavoidable facet of process especially when the matter of discussion is evaluations in the forms of language tests or exams, the major anxiety-provoking components to learners. But, as in other learnings and stated by the curricula of various learning installations, the assessments are decisive constituents to assay and record the students' learning process besides functions for diagnosis of the learners' weak sides thus entailing the improvement of teachers' plan and pertinent peripherals.

2.8. Summary

English in Turkey is second to none as a foreign language with the present high numbers of the learners, and wherefore the crucial need for those involved in learning and in particular teaching the language to know more about anxiety in the process has unquestionably been growing more exigent than ever. Naturally, in such a country where English as a foreign language has long been taught in almost all stages of primary, secondary and tertiary educations, it is fundamental to inquire and gather more about to what extent and how language anxiety affects the learners in the language learning processes.

Compared to the studies carried out abroad, a great many of studies fall in the category with the focus on the oral/verbal skills and peripherals. That is why we aim to conduct our research on overall anxiety and its likely effects on the subject learners. The devised questionnaire and implementation of semi-structured interviews of the study help look into the question whether the study subject are prone to be

anxious in any circumstances. It should be confessed that language anxiety is a multi-intermingled phenomenon with many variables from learners' perspectives. For this purpose, some studies like Horwitz et al's (1986: 131) employed the FLCAS in their researches and they advocate that language learners particularly feel anxious in some areas of language as in the one where they feel nervous when the language teacher asks impromptu questions the responses of which almost conclude with the common claim that anxious learners are very common scenes in language environs.

With the literature review in the scope above, the various areas of language anxiety have been scrutinized with the mentions of anxiety in general, positive and negative effects of anxiety, the affinity between anxiety and language performance, likely sources, the measurement and comparison of the instruments used in the field and some findings about levels of anxiety reported in two studies followed by the alleviating strategies. The following chapter is to describe the present research design and methods resorted.

CHAPTER III

RESEARCH DESIGN AND METHOD

The chapter defines the subject participants and set of design in the research where the ways the research instruments were designed, the data pieces got arrayed and thereafter put to analysis are all expounded.

3.1. The Participants

The intention observed in the research is to make an inquest about the subject representative learners' volume and sources of the anxiety towards learning English. The group of students is composed of the learners from a special school established on a state installation in Konya. The school has been teaching only English as the major course offered to the students, so the students are deeply engaged in learning English as the foreign language and are full time students to attend the future courses in English as follow-on trainings for their occupational growth.

The participants come from four elementary classes, which makes up the 100 students in a total number. They were all explained the reason why they were kindly requested to join the research study on a voluntary basis so that the authentic results were achieved. They had access to various arguments to pick and learn the language, like communication with the native English visitors to the region where they live and work, convenience of internet for searches and the English broadcasting TV channels.

The following subtitles describe how students were sifted through for participation in phases of the study.

3.2. Data Collection

The present research is a cross-sectional study, also known as with the names; cross-sectional analysis, transversal or prevalence study, structuring a collection of research methods involving observations of all population or representative subset like our subject group in the focus at one specific point in time.

To eliminate the possible weaknesses of the results, the triangulation was resorted. Triangulation is a dynamic technique that facilitates validation of data collected through cross verification from two or more sources. Thus, it is referred as the application and combination of several research methodologies of the study on the same phenomenon. For this purpose, the technique is applicable for both quantitative (validation) and qualitative (inquiry) studies and is a method, appropriate strategy of founding the credibility of qualitative analyses. By combination of data from multiple observers, theories, methods, and empirical materials, we hope to overcome the weakness or intrinsic biases and the problems that may stem from single-method, single-observer and single-theory studies. As with Dornyei's suggestion (2001: 242), collection of both quantitative and qualitative data in one study is preferable to "*bring out the best of both approaches while neutralizing the shortcomings and biases inherent in each paradigm*". So, the data acquired in the current study consists of quantitative data through questionnaires and students' English exam grades and qualitative data gained via semi-structured interviews.

3.2.1. Form of Compliance and Back Translation with the Pilot Experiment

In Appendice 1, the devised compliance forms in advance to explain how the research would be conducted and the way the data was to be collected and thereafter would be kept in privacy were all distributed to the participants prior to implementation. In the forms, besides the information on the general outline of the research to be carried, the discretion of the participants' withdrawal from the research with no further imposition to be incurred, any time at will was also clearly announced so that the genuine responses could be gained. The Turkish versions were presented to students and other pertinent agents for completion after the additional briefings on the purpose and the frame of the research so as to prevent any distortion in sound comprehension whereupon the compliances of the all agents to the research were received and compiled in files.

For the assurance of reliability sought after in the research, the questionnaire in Appendice 2 and the policy of interview in Appendice 4 were interpreted into Turkish, the participants' native language by the Turkish researcher and subsequently

back into the version in English by the bilingual teachers for the provision of a comparison between two versions and the verification of whether what was meant in two versions was a sound translation and as close to each other in the meaning as possible, which divulged no discrepancies both in the cultural and comparative meanings in the end.

Subsequent to the back translation, the pilot experiment, also called a pilot study in the form of a small scale preliminary study was conducted to evaluate the values in feasibility, time and cost, adverse events, and effect size in an attempt for estimation of an appropriate sample size and improvement on the study design prior to implementation of the full-scale research project. The revised Turkish versions of the questionnaire and the questions formulated for the semi-structured interviews with the compliance forms were all assessed through the pilot experiment and except for some minor alterations to the original version, no radical changes were needed.

3.2.2. The Questionnaire

The questionnaire in Appendice 2 includes two portions in the first of which the sources of anxiety and in the second of which the levels of the anxiety are dealt with. It is expected that, with the facility of multiple selections related to the sources, a comprehensive understanding about where learners' anxiety is born is to be derived from the first part while the second is supposed to provide the knowledge on the levels of anxiety. In our research, the items of the questionnaire devised to judge anxiety level of the learners are all drawn up with those from Horwitz et al.'s FLCAS (1986), but the use of FLCAS is not, of course, the only tool to look into the research matter as a consequence of which some of the items of the study were reformulated to suit best to the requirements of the anxiety in EFL on our research. So as to get a clear insight into the participants' sense of anxiety in size, they were requested to choose the options varying among "agree, disagree and strongly agree or strongly disagree" to indicate how much they believe in the option given on a four-point Likert scale rather than a five-point Likert scale with the option "neutral", which was removed from the scale to prevent the students from choosing it whenever they tended to elude the need for expression of their real feelings.

Upon the distribution of questionnaires in the native language to the participants, in the first portion, they were called on to tick off the options of anxiety situations, which were prepared on the option list with the support of detailed anxiety sources referenced from McCoy (1979), Horwitz et al. (1986), Young (1991). Among those possible situations provided are 12 where they felt anxious or might end up with anxiety and which were prepared on the option list. With them, possible sources of anxiety were looked through as in the exemplifications below.

While item 5 *“Unable to accomplish in English so much as my expectations”* attempts to derive the data on the learner’s belief and attitude towards the language, the statement *“Negative judgement of me for my English by the peers”* given in item 9 aims to find the relation between fear of negative evaluation and the source. Apart from the focus on listening and speaking as in the aforementioned studies by McCoy (1979), Horwitz et al. (1986), Young (1991), the study also puts emphasis on reading and writing, so the items related to these segments were also embraced in the questionnaire of the study as read by the statements in item 3 *“Trouble with comprehension of vocabulary in reading”* and 1 *“Difficulty in expressing the opinions in writing essays, compositions”*.

The second portion dwells on the degree of anxiety concerning learning English with the contributions of the items adapted from Horwitz et al.’s questionnaire (FLCAS, 1986) with some modifications to suit the case. Some parts of the original FLCAS were skipped to make the scale the most suitable to the case under study on account of the inconvenience for repetition of the similar items readdressing in the sources of anxiety portion. So, the following examples illustrate the impetus for which some items were removed or modified. As it is appraised not to be the case in our study and English is the major foreign language being taught in the country, the item stating that *“it wouldn’t bother me at all to take more foreign language classes”* was crossed out, so was the item *“I can feel my heart pounding when I’m going to be called on in language class”* since it was very similar to the item *“I tremble when I know that I’m going to be called on in language class”* and instead it was modified to the statement *“I get very nervous whenever the teacher turns to me and I feel he/she is to ask me in English”*.

Aside from some modifications and deletions of the items in the original FLCAS, several items stated in the questionnaire were scribed in reverse form and so was the meaning to verify if the participants responded to the questions randomly and arbitrarily and if they did so, the participants would have been deprived of the subject questionnaire, which was not witnessed in the research at all.

3.2.3. Exam Results

In an attempt to elect the participants up for semi-structured interviews and carry out the inquisition on the question whether there exists any association between students' anxiety levels and the outcome of language performance, the subject participants' exam results were all gathered. The obtained results of each participant were gained from two periods of educational year as Level I and Level II with two and half month time intervals between each other and the calculations out of 100 were realized at average-rounded integer scores under the the categories for the General English, Listening, Writing and Speaking as in Figure 3.1 where the arithmetic calculation of how the average figure was made is described.

Chart 3.1. Exam Scores

| Student | LEVEL I | | | | LEVEL II | | | | Average |
|---------|--------------|---------|-----------|----------|--------------|---------|-----------|----------|---------|
| | Gen. English | Writing | Listening | Speaking | Gen. English | Writing | Listening | Speaking | |
| Ali | 93 | 87 | 89 | 85 | 94 | 86 | 91 | 87 | 89 |

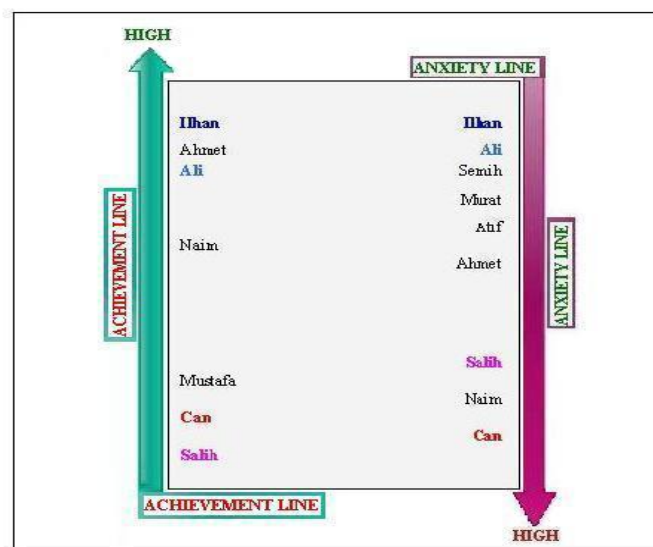
3.2.4. The Interviews

Depending on the data obtained through the questionnaire results and exam scores, the participants were sorted into student groups under the followings; **I-** High language proficiency and very anxious, **II-** High language proficiency, but not anxious, **III-** Low language proficiency and very anxious, **IV-** Low language proficiency, but not anxious. The policy of interview detailed in Appendice 3 was made out to figure out the answers to the questions; how anxious the subject

participants feel, what the sources are and how the students regard the anxiety. Subsequent to the evaluation of data from the second portion of the questionnaire and the exam results, the need for re-evaluation of the anxiety group of students emerged as it was not available to find any students so as to categorize them under following titles; **I-** High language proficiency and very anxious, **IV-** Low language proficiency, but not anxious.

Due to this inconvenience, the participants were subjected to sorting under the volume of anxiety they chose with the options in the second portion of the questionnaire and based on exam results, the four participants from the peak ends of the lists prepared with demarcation line of the exam scores and anxiety values in the questionnaire were chosen. While Salih and Can were opted, not Ahmet or Naim on account of the fact Salih and Can appeared at the end of the demarcation line of high anxiety and low achievement, which denotes that they were not good at exam scores and so felt comparatively more anxious than the other participants. As for the level of anxiety, Naim feels more anxious than Salih, but the result of his exam scores stands at the point of average, which is why he was not selected. Contrary to Salih at the bottom end of the achievement and Can at the peak end of anxiety line, the other students standing higher at the line of achievement with high scores and less anxiety on the demarcation line of anxiety are the participants; Ilhan and Ali as in Chart 3.2.

Chart 3.2. Interviewee Selection



So, the implementation of the semi-structured interview was respectively conducted with these fastidiously selected participants; Salih, Can and Ilhan, Ali. They were given enough time and explanation where they seemed in need of, with the request of additional, more explanatory answers to the questions while the responses were recorded and later put in ink for the subsequent follow-on parts in the employment of acquisition for the better insight into how participants regard the anxiety in the light of the qualitative and quantitative data presented in the study.

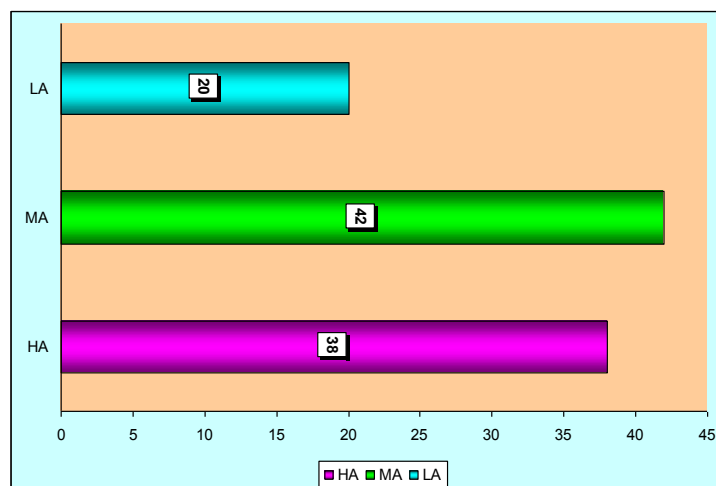
3.3. Analyses through Exams, Questionnaires and Semi-structured Interviews

The following sub-titles outline how the analyses of the data obtained through the results of exams, questionnaires and semi-structured interviews are made in the assessment of the research study.

3.3.1. The Questionnaire

Upon the retrieval of questionnaires from the participant students and following checks with numbering process, the data was keyed into files through the SPSS 10.0 (Statistical Package for the Social Sciences). For the bits of information via the first and second portions, the statistics were described, which establishes in which situations the participants tend to be anxious and allowed us to set up an echelon of scores in declining value. As the Likert scale used in the second portion of the questionnaire had four choices to pick from, the appraisal of Portion B was realized as in the values; 4 for “strongly agree”, 3 for “agree”, 2 for “disagree” and 1 for “strongly disagree” or for some statements in reverse order. So, the size of anxiety in number for any student is also visualized with the values since there are 16 items each with the highest point 4 and the lowest point 1 and thus, the maximum total may end up with point 64, the highest anxiety value by 16 items in the portion. According to participants’ degrees of anxiety gained through portion B in values, they were grouped as in Phillips’ study (1992: 23). For grouping demarcation peaks, below 25% and above 75% of the average scores and anxiety degrees were taken to sift a larger cut of the participants for the groups. Accordingly, described groups as highly anxious (HA), moderately anxious (MA) and lowly anxious (LA) were formed up.

Chart 3.3. Anxiety Groups



The chart 3.3. illustrates the percentages of participants from each anxiety group applied for the answers to the associations between the volume of anxiety, the language performance and sources of anxiety. The figure shows the number of the students as the percentages of each anxiety group figured by the demarcation percentages 25% and 75% as the line points.

3.3.2. Exam Results and Semi-structured Interviews

Exam results of the participant students were brought together and averaged. Based on the computed average scores of all the exams, they were grouped into the described groups as highly anxious (HA), moderately anxious (MA) and lowly anxious (LA) so that the analysis of the gray point on the possible relation between the overall scores and the volume of the anxiety was brought to light.

The semi-structured interview composed of devised lead questions and prompts is a set of interview questions. So that the participants can express themselves freely and get courageous enough to venture, the structure of the sought responses is not confined to such a mould and thus is left open-ended for the interviewees. Since the scripts of the interviews were recorded, the scripts in Appendice 5 were exploited to scribe the sample interviews between the interviewer and the participant.

As a result of the assessment of scribed sessions, they were classified under two

categories the first of which includes the group of “question, answer, probe” segments in order to provide the resolution to the research questions of the research as in below;

- 1) How anxious are Turkish EFL students subjected to the research of study?
- 2) What are the sources of anxiety in EFL?
- 3) Are there any relations between the anxiety and the language performance?

and the second of which is of the data used in pursuit of the answers to what relations exist with anxiety in interest of sources, degree and performance along with the general perspectives of the participants and to what extent these relations are related to each other. For this purpose, the questions presented in the Policy of Interview in Appendice 4 aimed to draw the response for such specific areas as sources, degrees and the relation of performance and anxiety. Assembled and then computed, the qualitative data was further put in use to cross-check whether there was an agreement between the results of interviews and the questionnaires.

Throughout the chapter, the way how quantitative and qualitative data from different sources were obtained and processed through has been delineated, whereupon the following chapter is to dwell on the results and findings of the study in scope.

CHAPTER IV

RESULTS AND DISCUSSION

The data compiled through the questionnaires, semi-structured interviews and exam scores is analysed in this chapter to provide answers to the research questions.

As the first step about the volume of the anxiety experienced by the participants, the second portions of the questionnaires got analysed to utilize the results for the decision-making process of how anxious the study participants were. And then, for the mutual analysis of the data pieces from the the first portion of the questionnaires and exam scores, the portion was exploited to reach the answers about the anxiety sources and the relation between performance and the anxiety.

4.1. Question “1) *How anxious are Turkish EFL students subjected to the research of study?*”

With an aim to the provision of the answer to the first question of the research, the inputs compiled through the the questionnaire and scripts of the semi-structured interviews were put to analysis, the percentages of drawn responses for each statement about the degree of the anxiety were obtained from Portion B of the questionnaire as detailed in Appendice 2.

To generate the percentages, Horwitz et al.’s research (1986) was taken advantage of and since the numbers are rounded to the nearest whole unit, the integer, of the number in percentage, in some cases the total might add up to less than or a little higher than 100% in sum.

For the analysis of the data below, the designed statements in the portion were then formed under the subsets of the titles as in; “*Employment of English as a tool of education in the learning setting, Confidence in the use of English, Production of speeches in English at the settings, The anxiety related to evaluations, and Fear of mistakes.*”

4.1.1. Employment of English as a Tool of Education in the Learning Setting

For the following analyses, Table 4.1. Percentages Pertinent to use of English as a Tool of Education in Class will be used efficiently enough to provide a detailed explanation of the findings in figures.

Table 4.1. Percentages Pertinent to Use of English as a Tool of Education in Class

| No | Statement pertinent to the Degree of Anxiety | Agree % | Strongly Agree % | Disagree % | Strongly Disagree % |
|----|--|---------|------------------|------------|---------------------|
| 2 | I get frightened when I can't understand what the teacher says in English. | 30 | 11 | 40 | 19 |
| 4 | In class, I feel too nervous to remember things I can know. | 16 | 5 | 38 | 41 |
| 6 | It is embarrassing for me to volunteer to give answers in class. | 12 | 6 | 40 | 42 |
| 8 | The class of English makes me more tense and nervous when compared with my experience of others. | 15 | 10 | 42 | 33 |
| 10 | I feel more comfortable when the teacher speaks in Turkish to talk about the lesson rather than English as a medium of teaching. | 35 | 42 | 13 | 10 |

Based on the figures in the table, the item; *"In class, I feel too nervous to remember things I can know"* was declined by a great number of students (79%), which indicates that the students don't feel very anxious while a little higher than a third of the all participants (41%) agreed to the statement: *"I get frightened when I can't understand what the teacher says in English"*.

As observed in similarity of the study over Spanish students by Horwitz et al. (1986), 82% of the participants chose the options; disagree or strongly disagree on the item; *"It is embarrassing for me to volunteer to give answers in class"*. The statement; *"In class, I feel too nervous to remember things I can know"* didn't show so much similarity as expected in the studies of Horwitz et al. (1986) over Spanish class and Aida (1994) over Japanese. However, it is undeniable that the worry about forgetting by anxiety seems present, but not that serious in the questionnaire.

The following sample of conversation is excerpted to illustrate the negative role of anxiety derived from the conversation between the researcher as the interviewer and a participant as Can, who is known to be anxious and tends not to remember what he may know in terms of the anxiety and opted as one of our interviewees.

Sample 4.1

| | | |
|----|------------|---|
| 15 | Researcher | Where do you have trouble using your skills in English to the capacity? |
| 16 | Can | In oral exams, like speaking. |
| 17 | Researcher | Why do you think so? |
| 18 | Can | Because I cannot remember what I know while speaking in English. |
| 19 | Researcher | Is this only for English exams or do you have other cases? |
| 20 | Can | I have almost been like that in other lessons in my past. |
| 21 | Researcher | So, to you, what do you think you have common in all cases? |
| 22 | Can | I guess I'm a little bit more tense and nervous |

The other participant, Salih, opted as one of the anxious interviewees also maintains that he has experienced trouble in understanding what the teacher says in English in the utterances below.

Sample 4.2

| | | |
|----|------------|--|
| 11 | Salih | I don't like the teacher speaking English all the time and he also speaks a little too fast for me, so I miss the point. |
| 12 | Researcher | Why not tell him to adjust the pace a little slower for you too? |
| 13 | Salih | Well... apparently the others in the class are all good to go with that. I don't want to be the case either. |

As in the lines of Salih, he supposes that he does not understand the teacher as he speaks a little too fast for him, but what should be remembered here is that the more exposure to the language exists, the less anxiety felt by the participants eventually comes into being.

About the claim that anxiety diminishes as the number of the experiences with

the target language increases, the sample excerpt below goes with the research conducted by Aida research (1994).

Sample 4.3

| | | |
|----|------------|--|
| 31 | Researcher | Which skills of language do you think you are confident with; Listening, Speaking, Reading, Writing? |
| 32 | Ali | With listening. |
| 33 | Researcher | What makes you say that? |
| 34 | Ali | I like to watch movies in English and listen to English songs, besides I meet also some tourists in the area and though I'm afraid to speak, I prefer to overhear them, which puts no pressure on me to speak. |

In most of the cases, why the language learners tend to evade answering and so prefer to hush up is due to the chances that they make mistakes and so get negatively evaluated by others, which is a kind of passive face-saving act against the bias of fear of mistakes and the results.

In our interviews, we did not coincide with the high number of those feeling embarrassed to get volunteer for the responses in class, but as expected; in the cases of Salih and then the following sample by Can, they both exhibit some signs of possible fear of embarrassment.

Sample 4.4

| | | |
|----|------------|---|
| 44 | Researcher | Do you volunteer to answer in lesson? |
| 45 | Salih | When I do know the answer, yes, but only when I know very well. |
| 46 | Researcher | What about for those when you have no answer for, or not certain with the answer? |
| 47 | Salih | Unless I am very sure, I choose not to say anything since what I think might come up wrong and I fall in a hard spot, thus get embarrassed in front of class. |

As depicted in the case above by Salih, he cannot venture to take risk of providing answers except if he does know the answer in case he grows flushed when he might say something wrong and receives negative evaluations from teacher or the

peers. As to Can, he also experiences similar fear in disguise of another form below.

Sample 4.5

| | | |
|----|------------|--|
| 35 | Researcher | Then, you can answer those you feel confident with, can't you? |
| 36 | Can | Well... I wish I could... |
| 37 | Researcher | Why can't you answer them, then? |
| 38 | Can | What if I misspronounce and the teacher corrects me? |

Can, the other anxious learner, stages fear of speaking English in class, so he gives us the leads to think that he feels afraid to misspronounce. On the other hand, Ilhan And Ali; the other participants labeled with less anxious and so, more prone to acquisition, displayed different scenes about the questions of the interview.

Sample 4.6

| | | |
|----|------------|--|
| 39 | Researcher | Do you use initiative to give responses in class? |
| 40 | Ilhan | Of course, whenever I think I might know something. |
| 41 | Researcher | Then, when do you sit aside and stay silent? |
| 42 | Ilhan | When I'm pretty sure I do not know the answer or anything about the matter, but anyway I do my best to make some educated guesses. |

Ilhan's response to the interview above indicates that he is very eager to venture to respond to the questions and the tasks. Since the possession of the confidence is a very fundamental factor in learning so as to be vigilant and ready to learn, he takes pleasure in learning and performs the role of a confident learner again as in the following lines.

Sample 4.7

| | | |
|----|------------|---|
| 33 | Researcher | How do you respond when you see there are some pieces of corrections made by the teacher on your homework paper? |
| 34 | Ilhan | I first try to see where my mistake is and try to understand the reason why. If I can't see the mistake and likely believe I've done nothing wrong, I apply to the teacher for an explanation to be sure and learn either way; by correction or verification. |

As witnessed in the lines by Ilhan, he does not get disturbed by the teacher's corrections on his paper and as opposed to the expectation, he attempts to figure out what and where the mistake is and also he doesn't hesitate to ask the teacher for an explanation because he is of confidence in himself and what he knows about the class.

The other student at the peak line of the achievement, Ali stages similar traits to those of Ilhan. Depending on very positive past learnings used as the catalyst, he highly thinks that the teacher and the learners are helpful for each other in the process of learnings, so there is no need to get bothered by the teacher's corrections and zany languages in the event of mistakes, the example of which below stages how the student reacts to the corrections by the teacher.

Sample 4.8

| | | |
|----|------------|--|
| 13 | Researcher | Do you have any concerns that peers will make fun of you when you have made a mistake? Does it upset you? |
| 14 | Ali | I guess not. If I make a mistake, it is a second chance for me to learn and even if the others laugh at me, it is not on me, but the case, so the teacher is always there to support and correct and take me to where the correct answers are or can be found. |

4.1.2. Confidence in the Use of English

It is a fact that the confidence gained through experience is a key factor in role disguised by the anxiety as the confidence is very decisive on the volume felt by the learner and the yield of the performance out of the learning process to be accomplished.

So as to evaluate the role of the confidence in the anxiety-affected learners, the following statements sampled from the implemented participant interview scripts given in values related to confidence in Table 4.2 were selected for a close scrutiny to form an opinion about how the confidence plays a role in the learning process of our participants in English.

Table 4.2. Confidence in the Use of English

| No | Statement pertinent to the Degree of Anxiety | Agree % | Strongly Agree % | Disagree % | Strongly Disagree % |
|----|--|---------|------------------|------------|---------------------|
| 1 | I keep thinking that the other students are better at English than I am. | 42 | 23 | 19 | 16 |
| 3 | I feel anxious about English even though I well prepare for the class. | 20 | 10 | 30 | 40 |
| 5 | There are many rules I have to keep in mind and this bothers me a lot. | 20 | 10 | 40 | 30 |
| 7 | I am not confident when I am in the class of English. | 38 | 11 | 41 | 10 |

Based on the findings that item 7 “*I am not confident when I am in the class of English*” was agreed by 49% and item 1 “*I keep thinking that the other students are better at English than I am*” was supported by 65%, it is obvious that the students lack the needed confidence in what their skills can enable them to manage in English. The finding on the thought that students estimate that the others are better than them falls in the similar line with what was once found in the studies by Horwitz et al. (1986), Aida (1994).

Besides the lack of confidence when compared in the estimation of others with their skills, the participants (30%) with the preference of item 3 “*I feel anxious about English though I well prepare for the class*” had concerns over the class of English even though they were well prepared, which alludes that preparation of English class in advance may not thoroughly bring into the expected alleviation of anxiety, though on the same item, more students (70%) showed their agreement in accordance with the expectation that preparation works in favour of diminishing the feeling of anxiety. In the study, the percentage of the participants (30%) with the preference of item 3 “*I feel anxious about English though I well prepare for the class*” emerges lower than the numbers (42%, 44%) in the conducted studies of Horwitz et al. (1986) and Aida (1994).

On the other hand, item 5 “*There are many rules I have to keep in mind and this*

bothers me a lot” was opted with disagreement in 70%, which suggests that the participants of present study did not have so much concern as was expected to be since only 30% agreed to the statement.

In addition to the figures of the degrees related to the anxiety collected through the options of portion B on the questionnaire above, the excerpted samples of conversation in the interview also relate to absence of enough confidence as it is assumed through the utterances of the participants.

Sample 4.9

| | | |
|----|------------|--|
| 22 | Researcher | Where can you use your English with ease? |
| 23 | Salih | When I am by myself, which means nothing to worry about. I do it my way. |

Considering the overall evaluation of the participant’s inputs through the exams, questionnaire and the interview, the findings claim that Salih, one of our participants chosen to be one of the two from the bottom achievement and high anxiety line in Chart 3.2 for the interview scripts, does not feel confident with what he knows about the class as he sees presence of any possible observer on his work as a sort of disturbance.

As for the similar lines below about the confidence, we had better be a little choosy with, in that what we judge may not emerge as what we’ve made assumptions on.

Sample 4.10

| | | |
|----|------------|--|
| 16 | Researcher | Where can you use your English with ease? |
| 17 | Ilhan | When I am alone, so I guess, at home or in the library. |
| 18 | Researcher | What do you do then? |
| 19 | Ilhan | I prefer to read and listen as I wish. |
| 20 | Researcher | Why do you choose to do it there and then? |
| 21 | Ilhan | Because there is no one to evaluate me in any way, thus I feel free to read as I wish. |

As the lines of Ilhan demonstrate, he tends to read and listen and thus, does with ease alone at home or library where he is mostly by himself and so, no one is there to do such evaluations of any kind as interrogative comprehension checks or full concentration tasks on the item. Though he is one of our participants chosen to be one of the two from the top achievement line for the interview scripts, he may not like to stand out in the crowd or may be an introvert by the nature, which should not be meant that he is inconfident with his skills in English as the results of his exams and questionnaire findings show otherwise.

As such the judgement of the participant's own competence with English and degree of ease is a highly determinant factor on the self-perception of the learner (Liu & Littlewood 1997: 371). Of course, the contribution of the learning experiences that will yield in positive gains promotes the formation of competence with the understanding of ease while the other constructive interventions into the attitude towards mistakes is being remoulded.

4.1.3. Production of Speeches in English at the Settings

Use of English in utterances is a really complicated area to the most as speaking is the other of two productive areas of language learning with writing. With the findings from the percentages about the related questions, the following values emerged as shown in the table below.

Table 4.3. Production of Speeches in English at the Settings

| No | Statement pertinent to the Degree of Anxiety | Agree % | Strongly Agree % | Disagree % | Strongly Disagree % |
|----|--|---------|------------------|------------|---------------------|
| 12 | I don't feel confident especially while speaking in English. | 32 | 9 | 40 | 19 |
| 13 | I get very nervous whenever the teacher turns to me and I feel he/she is to ask me in English. | 25 | 12 | 44 | 19 |
| 14 | If I don't have any preparation for the speeches in lesson, I fall very panicky. | 33 | 10 | 20 | 37 |

According to the table, 41% of the participants showed agreements to the item “*I don’t feel confident especially while speaking in English*” as with the item supported by 43%; “*If I don’t have any preparation for the speeches in lesson, I fall very panicky*”. As for the item “*I get very nervous whenever the teacher turns to me and I feel he/she is to ask me in English*”, 37% chose with the agreement. So, based on the figures and possibly unlike the expectation, not many a student feels too anxious to produce utterances in English and to speak. The numbers here in the study are not so high as those in the studies of especially Horwitz and then Aida. Yet, what makes the case aggravate is that the request of speeches with no preparation establishes trouble for a considerable number as sampled in the lines following.

Sample 4.11

| | | |
|----|------------|--|
| 63 | Researcher | Where do you feel the most anxious with; listening, speaking, reading or writing? |
| 64 | Ilhan | Especialy with writing. |
| 65 | Researcher | To you, why do you get anxious with that skill more than the others? |
| 66 | Ilhan | I guess since I have no preps in advance and have to do it at the moment, nothing comes in mind and even those present all fly away. |

The skill of speaking assessed to be the most anxiety-provoking field is where participants experience much anxiety caused by impromptu responses to a request founding the base for the concern related to speeches. The other interviewee expresses his feeling about anxiety in oral parts almost the same as the former one.

Sample 4.12

| | | |
|----|------------|--|
| 63 | Researcher | Which part of the language do you think is the most anxiety-provoking? |
| 64 | Can | Of course, oral parts, speakings. |
| 65 | Researcher | Why do you find yourself very anxious with speaking? |
| 66 | Can | I rather fear that I won’t be able to say any words. |
| 67 | Researcher | Is it with the prepared oral parts or with any part involving speeches? |
| 68 | Can | Usually speaking of any kind, but I can cope with the prepared ones. As for impromptu speeches, especialy they are the trouble spots for me. |

The student feels very anxious when he finds himself in need of unprepared speeches, so preparation is valued to be sort of precautionary attitude for the speeches at the spot. Anyway, whether the anxiety felt alleviates or not still remains to be seen.

4.1.4. The Anxiety Related to Evaluations

The anxiety especially felt as a consequence of the evaluations of any kind is not only pertinent to the English learning settings, but also it is universal and almost inherent to every exam even if it may turn out in different forms. About the anxiety regarding the evaluations, Table 4.4 below displays the figures of the study.

Table 4.4. Evaluation/Exam Anxiety

| No | Statement pertinent to the Degree of Anxiety | Agree % | Strongly Agree % | Disagree % | Strongly Disagree % |
|----|--|---------|------------------|------------|---------------------|
| 15 | Generally I get uncomfortable on the English exams. | 48 | 18 | 20 | 14 |
| 16 | I have concerns about the possible failure in the exam and thereafter. | 25 | 46 | 19 | 10 |

The results expose that the anxiety caused by the exams is very high and even higher than the figures in Horwitz's (41%, 42%) and Aida's (48%, 57%) as seen with the percentages of statements (64%) "*Generally, I get uncomfortable on the English exams*" and the one (71%) "*I have concerns about the possible failure in the exams and thereafter*". The sample lines are expected to provide more solid understanding on the test/exam/evaluation anxiety of the participants subjected to the study in learning English.

Sample 4.13

| | | |
|----|------------|---|
| 46 | Ilhan | I am the most anxious as I answer the questions on the exam. |
| 47 | Researcher | What do you think the reason for? |
| 48 | Ilhan | Sometimes I have trouble finding the answers, but other times I think I will not be able to give the right responses to all of them and even I am afraid of the thought that not good things are to happen to me if I fail. |

| | | |
|----|------------|--|
| 49 | Researcher | Is it because of the fear of lower marks, or are there any other reasons? |
| 50 | Ilhan | Yeah! it may be really that as I don't want to get a lower score than others and I want to be one of the highest ones too. |

As seen from the responses of Ilhan, he has exam-related anxiety, but his comes from his self-expectations on the yields of the English in that he wants to get the high scores, which motivates him and also puts him in anxiety. The similar lines excerpted from Ali, the other student at the peak of achievement, imply the answers in connection with his self-expectations.

Sample 4.14

| | | |
|----|------------|---|
| 29 | Researcher | Do you get afraid of English exams? |
| 30 | Ali | Frankly, I am not afraid to take book quizzes as they cover only a small section, but the level exam covers all of the sections, so that makes me feel afraid and I do know how much I have to study because that will decide on my accomplishment or failure for graduation from the school. |

Ali is concerned about the exams, but his kind is related to the decision making power of exam results on his graduation, which masses the anxiety over him. The following sample presents another perspective from the students on the evaluations.

Sample 4.15

| | | |
|----|------------|---|
| 32 | Researcher | What happens if you fail the exam? |
| 33 | Salih | I feel ashamed of myself and disgraced, even some of my peers might make fun of me. On the other hand, this is my future. If I fail, it may cause me to flunk the school. |
| 34 | Researcher | Which is more anxiety-provoking for you? |
| 35 | Salih | To some extent, I can see about my peers, but when it comes to failure of graduation, I cannot go through that. |
| 36 | Researcher | Is there any other reason for you to be anxious? |
| 37 | Salih | As I said, all are related to the exams and the failure or success. |
| 38 | Researcher | Does any specific exam make you the most anxious? |
| 39 | Salih | The finals, I mean the level exams, especially writing and you know; the speaking/oral ones. |

Upon his responses, Salih, who turned out to be one of those at the bottom line of achievement while also standing at the peak line of anxiety, exhibits that his major source of anxiety results from the fear of failure and the consequences.

Based on the data of the findings so far, the participants from different anxiety groups have all exposed that they experience the anxiety related to the evaluations. Though the degree and the reasons underlying may be different, they all are exposed to it as in one form or another in the learning where the exam-based evaluations are the major instruments to measure the process.

4.1.5. Fear of Mistakes

Fear of mistakes is one of the most notorious aspects of learning process of English. Of the conducted questionnaire, two figures on the related item to the fear of mistakes are shown in the following lines.

Table 4.5. Fear of Mistakes

| No | Statement pertinent to the Degree of Anxiety | Agree % | Strongly Agree % | Disagree % | Strongly Disagree % |
|----|--|---------|------------------|------------|---------------------|
| 9 | I am concerned about making mistakes in the class of English. | 48 | 10 | 30 | 12 |
| 11 | I rather fear that the teacher will correct me whenever I make mistakes. | 26 | 10 | 45 | 20 |

We studied over the results of the figures above via Horwitz et al.'s results (1986), which had the values; those afraid to make mistakes by 65% and those fearing teacher's correction by 15%, but in Aida's study (1994); the numbers considerably changed as in those afraid to make mistakes by 26% and those fearing teacher's correction by 15%.

As for the current study, the percentage of the item 9 "*I am concerned about making mistakes in the class of English*" was opted with the degree of agreement by a great many students (58%) as opposed to the item "*I rather fear that teacher will*

correct me whenever I make mistakes” chosen with the value of disagreement (65%). Thus the figures show that the students are far more afraid of making any mistakes than the teacher’s interventions to correct them as in the similar line with the study of Horwitz et al., and Aida with higher percentages.

Hence, the way the teacher applies to correct the students’ mistakes tends to apparently influence the attitude which the learners hold towards the process of learning English and their perception of correction by the teacher whenever and wherever it is performed. Despite the students’ appraisal about the mistakes, the subsequent excerpted sample about the mistakes displays how some other learners consider getting corrected by the teacher too.

Sample 4.16

| | | |
|----|------------|---|
| 33 | Researcher | How do you respond when you see there are some pieces of corrections made by the teacher on your homework paper? |
| 34 | Ilhan | I first try to see where my mistake is and try to understand the reason why. If I can’t see the mistake and likely believe I’ve done nothing wrong, I apply to the teacher for an explanation to be sure and learn either way; by correction or verification. |
| 35 | Researcher | Say, it is a mistake, then, what do you do? |
| 36 | Ilhan | Naturally I thank the teacher and get more careful with my homework papers upon the description of the mistake. |

The student here seeing the correction made and pointed to them by the teacher doesn’t regard something strange, but anyway asks for the explanation rather than just confessing to the correction. Since he is one of our confident students at high achievement line, he stages a pro-active learner portray compared to the following student in the next lines below.

Sample 4.17

| | | |
|----|------------|---|
| 40 | Researcher | How do you feel if the teacher shows your mistakes in your work? |
| 41 | Salih | I think it is what it should be, I mean, very natural. |
| 42 | Researcher | What makes you say that? |
| 43 | Salih | Because it is the learning process in which the teacher teaches and corrects and so I try to learn naturally. |

When the responses of this learner are taken under a close look, it is very evident that the student doesn't regard the corrections by the teacher abnormal, but unlike that, sees it a natural part of process in learning and gets reigned to the correction without any interrogation.

As seen in the samples above, the learners' reactions to the corrections are not that harsh, but what makes difference in the cases is how they value the process; one is very confessional and the other is very interrogative to know why. So, correction is a natural part of the process, yet how it is made is of great importance for the learners and the teachers regarding the upcoming attitudes towards learnings.

4.1.6. The input tru Portion A of the Questionnaire and Conclusion

The data obtained from Portion B of the questionnaire presents the knowledge about participants' degrees of the anxiety on the stated items gained through the options provided on a Likert Scale. As for Portion A, the sources of anxiety are looked through.

General claim is that students have a variety of worries triggering anxiety, which results in failure to put their best English in use. Though some have excessive concerns over evaluations, some others are concerned that they cannot live up to their expectations coupled with those around them such as family, teachers and peers. On the other side, the correction of the mistakes by the teachers also seems to be another significant factor.

When the pieces are brought under the conclusion, the findings maintain that the subject group of the research feels much more anxious to take evaluations than the class itself. Of course, the reactions are not unfounded and the reason why they react so varies a lot though. Among the top stated reasons through the options are their beliefs that they may fail on the exams (71%), and others might do better than them, so they may fall behind of others in rank (63%). While 66% feel uncomfortable with the class of English, 49% don't get confident. The participants (58%) are also very vulnerable to the way the teacher corrects them whereas they generally regard the correction as a natural part of the process in which gaining confidence and

constructive experiences are expected to contribute to the alleviation of anxiety in the end of learning process.

4.2. Question “2) *What are the sources of anxiety in EFL?*”

The answer to this research objective was explored by means of the data from Portion A of questionnaire devised for the sources of anxiety derived from the sources laid down by McCoy (1979), Horwitz & et al. (1986) and Young (1991) in Table 2.1 and the conducted interviews in Appendice 5. In portion A, the participants were allowed to select any sources they valued as the source of their anxiety, so the number of the selections to choose was not limited to a number, upon which the percentages of sources chosen were calculated for the whole group of participants.

Considering the degrees of anxiety in Portion B, the students were subjected to the grouping under the fields as in Low, Moderate and High Anxiety groups while the findings from the interviews were also applied to support the results. The final outputs through the questionnaire Portion A and B together with the interviews were all put to analysis to reach a conclusion on the objective.

4.2.1. Sources of Anxiety

In portion A, sources of anxiety, the participants were allowed to select any sources they valued as the source of their anxiety, so the number of the selections to choose was not limited to a number, upon which the percentages of sources chosen were calculated for the whole group of participants.

The values for each source of anxiety as laid down are in the table below. The sources of anxiety opted by the participants show similarity with those listed in Table 2.1 as Sources of Anxiety classified by different researchers as McCoy (1979), Horwitz & et al. (1986) and Young (1991).

Table 4.6. Source of Anxiety

| No | Statement pertinent to the Source of Anxiety | % |
|----|--|----|
| 1 | Difficulty in expressing the opinions in writing essays, compositions | 58 |
| 2 | Unable to respond to the impromptu questions with no preps | 54 |
| 3 | Trouble with comprehension of vocabulary in reading | 53 |
| 4 | Taking evaluations in English | 47 |
| 5 | Unable to accomplish in English so much as my expectations | 46 |
| 6 | Unable to live up to what my teachers expect from me | 43 |
| 7 | Correction of mistakes by the teacher | 42 |
| 8 | Uncertainty of what to do on a requested task when the class goes faster than me | 38 |
| 9 | Negative judgement of me for my English by the peers | 33 |
| 10 | Discussion in English with other classmates | 32 |
| 11 | Talk with a native speaker | 30 |
| 12 | Speaking to my own English teacher | 21 |

In the light of the data shown in percentages above, the three over 50 in percentage are the sources; *“Difficulty in expressing the opinions in writing essays, composition (58%), Unable to respond to the impromptu questions with no preps (54%)”* and *“Trouble with comprehension of vocabulary in reading (53%)”*, while the second group follows with close percentages as in the items and values given below; *“Unable to accomplish in English so much as my expectations (46%)”* and *“Unable to live up to what my teachers expect from me (43%)”*.

When the overall results are taken into consideration, they can be sorted under the following sets; Self-expectation of the learners, Mastery of English, Evaluations, Expectation of others around the learners and those related to the Class of English.

The items; *“Difficulty in expressing the opinions in writing essays, composition (58%), Unable to respond to the impromptu questions with no preps (54%)”*, and *“Trouble with comprehension of vocabulary in reading (53%)”* hold the lead in the value of sources, which are closely associated with the Mastery of English followed by the items; *“Unable to accomplish in English so much as my expectations (46%)* and *“Unable to live up to what my teachers expect from me (43%)”*, which are labeled under Expectations of the learners.

The values of the percentages for the items; *“Taking evaluations in English (47%)”* labeled under Evaluation and *“Correction of mistakes by the teacher (42%)”* also show similar results as in the degree of anxiety of the previous section.

“Correction of mistakes by the teacher (42%), Negative judgement of me for my English by the peers (33%)” are related to the Class of English in which negative evaluation is attributed as the component of language anxiety by Horwitz et al (1986). Though the numbers for these items were expected to be high, here in the study, they aren't so. To Young (1991), this may be related to the learners' beliefs in the role taken by the class teacher, general conduct of the students in class with the teachers' overall practices. Thus, for some students, it is not that much bother to receive negative evaluations, which may allude that what they expect to manage to do in the language is of much more significance.

The found percentages for the subsequent items make up a third of the participants with the values; *“Uncertainty of what to do on a requested task when the class goes faster than my level (38%), Discussion in English with other classmates (32%), Talk with a native speaker (30%)”* and with a little less than a third for the item; *“Speaking to my own English teacher (21%)”*.

As seen from the percentages, the value of the item *“Talk with a native speaker (30%)”* is a little larger than the item *“Speaking to my own English teacher (21%)”*,

which may seem a little unusual as the expectation is the contrary. Here the teacher's dynamic role adopted by the students plays a very effective role in the result, which means the teacher is the major key factor deciding on the source and the degree of the anxiety.

Based on the excerpts from the interview, there are also some other untold reasons behind the students' consideration of anxiety. So, we had better see them over too.

Sample 4.18

| | | |
|----|------------|---|
| 69 | Salih | I mean listening. I can't say that I know a lot accurately about it. |
| 70 | Researcher | Accuracy? Like a native, American or someone like me and you, but fluent with the language and correct with pronunciations? |
| 71 | Salih | I can't understand when they speak quick. |

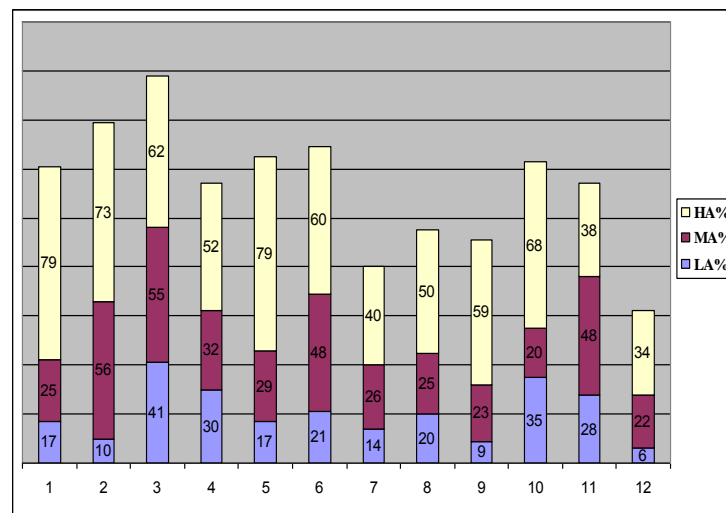
As indicated by the sample excerpt, what Salih means is not clear enough to draw an accurate inference, but use of native practices in learning may well alter the students' attitudes on the accuracy.

4.2.2. Volume and Sources of Anxiety

As known, the participant learners were previously sorted into three anxiety groups; Low, Moderate and High Anxiety, depending on the inputs received from the Portion B on evaluation of the degree in anxiety.

Through the following paragraph, whether there exists any variation of twelve anxiety sources (SA) among three groups is to be searched for. To this aim, Chart 4.1 is organized to show the dispersion of the percentages according to the sources as stated in Table 4.6. Source of Anxiety, varying in the anxiety groups among high, moderate and low levels.

Chart 4.1. Each Group's Selections over One Single Intragroup Source of Anxiety



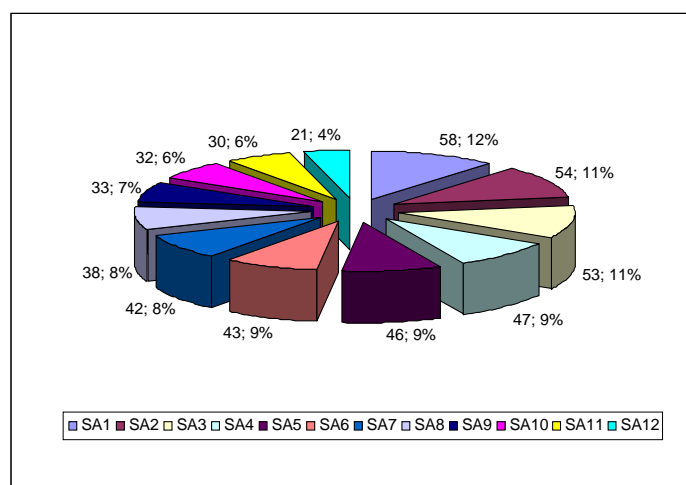
The figures showing the value of a number in percentage above are only for that source in the groups. Since the participants chose any options, which means more than one, the expectation to get 100% in total will not be the right.

As a result of this dispersion, for the Low Anxiety group (LA), source of anxiety SA12 "*Speaking to my own English teacher*" is of the lowest value (6%) while the highest is the SA3 "*Trouble with comprehension of vocabulary in reading*" with the value of 41%. The Moderate Anxiety group (MA) has the lowest with SA10 "*Discussion in English with other classmates*" with the value of 20% and the highest with SA2 (56%) "*Unable to respond to the impromptu questions with no preps*".

As to the Highest Anxiety group (HA); while SA12 "*Speaking to my own English teacher*" is valued to be 34% as the lowest, SA5 "*Unable to accomplish in English so much as my expectations*" and SA1 "*Difficulty in expressing the opinions in writing essays, compositions*" are both the highest in value of 79%.

But, when all groups' total selections over one single source of anxiety are valued under a single percentage, the overall dispersion of percentages over the selections are as seen in Chart 4.2. All Groups' Total Selections over One Single Source of Anxiety, below.

Chart 4.2. All Groups' Total Selections over One Single Source of Anxiety



The data shows in Chart 4.2 with the percentages above that the three over 50% are the sources “*Difficulty in expressing the opinions in writing essays, composition (58%), Unable to respond to the impromptu questions with no preps (54%)*” and “*Trouble with comprehension of vocabulary in reading (53%)*”, which turns out similar to the findings in single anxiety group values presented in Chart 4.1.

Through the comparison between the high anxious and the low anxious interviewees, we can inquire more into the sources of anxiety in the following sample of interviews.

Sample 4.19

| | | |
|----|------------|---|
| 46 | Ilhan | I am the most anxious as I answer the questions on the exam. |
| 47 | Researcher | What do you think the reason for? |
| 48 | Ilhan | Sometimes I have trouble finding the answers, but other times I think I will not be able to give the right responses to all of them and even I am afraid of the thought that not good things are to happen to me if I fail. |
| 49 | Researcher | Is it because of the fear of lower marks or are there any other reasons? |
| 50 | Ilhan | Yeah! it may be really that as I don't want to get a lower score than others and I want to be one of the highest ones, too. |

Here, the anxiety of the learner is caused by the fact that he cannot meet his expectation on the scores of English exams, so it is the self-expectation born source. In another example; Ali, the other of the top two students at the peak of the

achievement line also has similar concerns related to his self expectations.

Sample 4.20

| | | |
|----|------------|---|
| 7 | Researcher | Do you get anxious during the exams? |
| 8 | Ali | To some extent, yes, especially when I am aware that my teacher has high expectation on me. So, I get concerned about whether I may fail him. |
| 9 | Researcher | How about the others? |
| 10 | Ali | It is all about me and my rival peers. |
| 11 | Researcher | What do you mean by me and rival peers? |
| 12 | Ali | Before all, I should be satisfied with my scores and so expect to be higher than others in success. |

As seen above, both students at the peak of the achievement line share similar concerns related to their self-expectations on the success, which founds the base for the source of their anxiety.

The students at the bottom end of the achievement line, Salih and Can are also exposed to the anxiety over the scores though theirs are not directly related to one of the tops, but to the fear of failure in exams and expectation of others around them.

Table 4.7. Sources of Anxiety among the Interviewees

| 2) "What are the sources of anxiety in EFL?" | | | |
|--|---|---|---------|
| Student | High Achievement/Low Anxiety | High Anxiety/Low Achievement | Student |
| Ilhan | unprepared speeches, public speakings in front, self-expectations, evaluations with the expectation of low scores. | peers, difficulty in listening and speaking, deficiency of some grammar points, trouble in understanding the teacher, exams, expectations of classmates, teachers | Salih |
| Ali | evaluations with the expectation of low scores, disappointment for himself and the teachers, getting behind of peers in success | difficulty with the pronunciations and speaking, fear of exams with poor scores, expectations of others like family, teacher, impromptu speeches | Can |

So varying among the reasons in the table 4.7 above, the source of anxiety might well promulgate the reason why the students fall in anxiety. Though it is the

fear of failure for some, the others may experience the anxiety over shortcomings of their self-expectation and the following results.

4.2.3. Conclusion

Throughout the paragraphs above, the answer to the question “2) *What are the sources of anxiety in EFL?*” has been searched. Based on the data, it is observed that the participants’ expectation is of great influence on their potential ability in English. While a good number have concerns over their skills to be competent in the use of language, the source caused from the evaluations follows the line.

The anxiety of evaluations pretends to be one of the most notorious ones, whereas what underlines the formation of anxiety of this sort is witnessed to come from the possible failure in living up to the learners’ own expectations, teachers’ and the others’ like peers’ and the family’s, which thereby exacerbates the case with the suppositions of consequences of the failure, apart from the low scores. The present results claim that there tends to be a close relation between the source and the volume of the anxiety, so the volume of anxiety inflates as the number of sources rises.

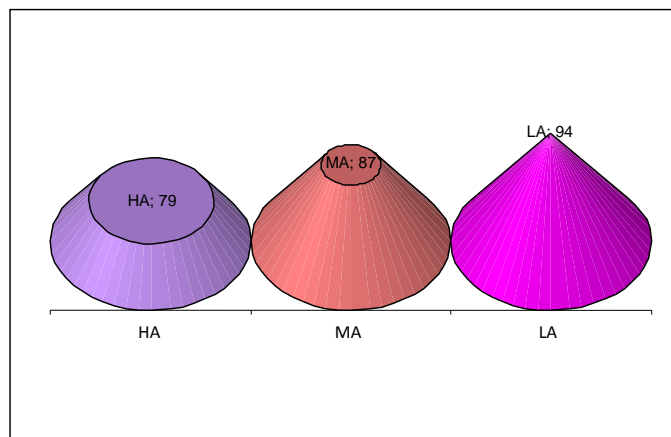
4.3. Question “3) *Are there any relations between the anxiety and the language performance?* ”

Students grouped under the anxiety levels based on the results from Portion B of questionnaire were then put to analysis with their scores collected through the first and second levels of education periods so as to inquire about any relations between the anxiety and performance.

4.3.1. Volume of the Anxiety and Averaged Exam Scores

The scores of students grouped under High, Moderate and Low anxiety levels were collected and the average score for each participant was reached and placed under the pertinent groups. The averaged scores of three anxiety groups are as seen in Chart 4.5. The Averaged Scores.

Chart 4.3. The Averaged Scores



Depending on the overall averaged results, it emerges that High Anxiety group (HA), as expected, has the lowest average (79) of the three, which is followed by the Moderate Anxiety (MA) group (87) and the Low Anxiety group (LA) is of the highest averaged score (94). As found in the study by Aida too (1994) and claimed to be two-dimensional by MacIntry (1995), the correlation among the scores and the anxiety groups seems to be the fact that there exists an inverse proportion between the anxiety and the averaged scores, which means that the scores fall as the volume of anxiety goes up and the scores go up as the volume of anxiety falls.

The criteria employed to select the appropriate participants in the interview also support the findings that the students are in inverse proportion of their achievement and the anxiety levels. The interview, though not designed primarily for the relation of the anxiety and the outcome performance, assisted with the provision of some additional perspective on the matter, samples of which are seen below.

Sample 4.21

| | | |
|----|------------|--|
| 68 | Ilhan | How do you consider the anxiety; negative or positive? |
| 69 | Researcher | I think it is two-dimensional, I mean a certain amount is a kind of motivation and care, but too much of it could be very devastating. |

Ilhan as one of the top achievement students proves that a sound degree of anxiety may well function as the facilitator and a means of driving factor of conscious

learning with the result of satisfying scores. Similar to Ilhan, Ali also has a low level of anxiety used for the positive results. He considers the class of English exciting and interesting and so, he takes pleasure in the process of learning depicted in the following lines.

Sample 4.22

| | | |
|---|------------|--|
| 1 | Researcher | With what adjectives do you describe learning English? |
| 2 | Ali | I rather like it. It is very exciting and interesting and we can act the language pieces in the role-plays, discussions and other games. |
| 3 | Researcher | What other adjectives can you use to describe English? |
| 4 | Ali | Very funny sometimes, assuring to know and consructive. |

In the sample lines, Ali responds with the answers to why he likes learning English. As it can be inferred, the positive affect of learning on him yields with high scores and low anxiety (Ellis, 1994). With the positive experience and the confidence gained in learning, the amount of anxiety is to wear out and this is bound to bring about the rise in the achievement line. As opposed to the gains with the low level of anxiety, in the contrary situations where the volume of anxiety is high, the encounter of negative impact on the learners gets inevitable in such cases as unable to remember what is known and especially constructing vocabulary buildings (Horwitz et al., 1986). The excerpted sample of interview depicts the mentioned impacts.

Sample 4.23

| | | |
|----|------------|--|
| 54 | Researcher | How do you find anxiety; positive or negative? |
| 55 | Salih | I believe it to be negative. |
| 56 | Researcher | Why do you believe it is negative? |
| 57 | Salih | I am never comfortable with that as it makes me feel afraid of everything about the class, so I get unconfident of myself. |
| 58 | Researcher | What else becomes of you when you are anxious? |
| 59 | Salih | I cannot remember even what I do know, mostly on the exam. |

As for Salih, he exemplifies the negative impact of anxiety. Since too much anxiety negatively hinders the memory from recalling what is known and causes the

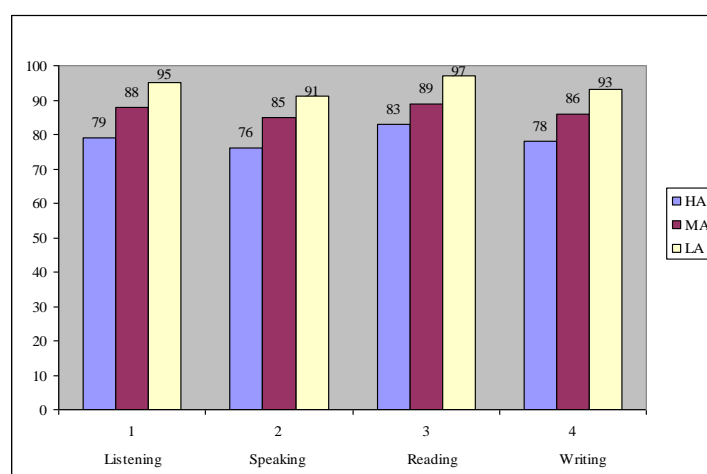
formation of distraction buildups over the learner, it debilitates the power of all skills, which are to be otherwise applied for accomplishment and accordingly results in poor achievement with the fear that is again to trigger all anxiety to aggrandize on the learner.

So, to draw a clear line between the responses to the question whether the anxiety is the cause or result of poor achievement remains to be answered as it could be vice versa.

4.3.2. Anxiety in Using Language Skills and the Conclusion

For the comprehensive investigation of anxiety, it had better be looked into the exam scores of each skill in language learning as detailed below.

Chart 4.4. Exam Results of Anxiety Groups on Skills



As in the overall averaged scores of the High, Moderate and Low anxiety groups, in each averaged scores of language skill areas; listening, speaking, reading and writing, the same inverse equation applies here too. That is, the degree of achievement line falls as the level of anxiety rises varying in the anxiety groups.

In the light of findings so far, there exists an inverse proportion regarding the relation between the anxiety and performance. This negative equation suggests that the learners with high anxiety are a lot more prone to end up with low performance whereas those with less tend to achieve better results. Though it cannot be certainly

suggested that anxiety directly plays a negative role on performance, it does exert pressure on the learner, thus getting negatively affective in some aspects of the learning such as distraction, losing control of skills and the feeling of memory blanks. Contrary to the aforementioned impacts, the sound degree of anxiety kept under control and navigated to the constructive experiences will likely come up with positive results.

4.4. The Precip on the Findings of Research Questions

Thus far, the three research objectives have been worked on throughout the chapter to reach the findings, which are summarized under the following titles.

4.4.1. The Anxiety Level of the Learners

Based on the findings, the participants of the research have anxiety varying in volume depending on the place and the actors of the case. Of these situations comes the correction of the mistakes pioneer. Contrary to the common expectation, what the learners are afraid of is not the correction itself or by the teacher, but rather making mistakes, so they feel quite anxious about making mistakes. The abridged scripts of the interview presented in Table 4.8 denote how the interviewees generally responded to the questions related to their volume of anxiety.

Table 4.8. Volume of Anxiety among the Interviewees

| 1) "How anxious are Turkish EFL students subjected to the research of study?" | | | |
|---|---|---|---------|
| Student | High Achievement/Low Anxiety | High Anxiety/Low Achievement | Student |
| Ilhan | very interesting, little concerns and anxious to make careless mistakes and loss of points, eager for answers, positive feelings with the class | upset in the class and a little disappointed, sometimes annoying, no bothering from teacher corrections, volunteering for solely the best known, silent with concerns | Salih |
| Ali | happy to learn exciting experiences, unhappy for making simple mistakes, good feelings to volunteer to do the tasks in the class of English | no offence for corrections, passive listening, no eagerness for participations, fear of embarrassment for mistakes by the peers | Can |

As seen in the table, students of anxiety groups feel different towards the learning and there may exist a lot as the source of the volume felt. The lack of mastery of the language and the proficiency is the root source of uncertainty where they feel unconfident and drawn into thinking that the others are better performers than them. In comparison with the two studies conducted in the field by Horwitz et al. (1986) and Aida (1994), the level of the anxiety felt on the evaluations is higher, which is surmised to be ensued from the thought of possible failure and the awaiting consequences.

The learners in the study are not hesitant to take initiatives in the class of English and volunteer to perform the tasks of language whereas in the skill of oral-based tasks, they grow disinclined to stage their potential as they do not feel confident enough to wield the competency of their language, which is expected to be overcome with the positive encounters of the learning on the grounds that positive experiences in the language are to engender the decrease in the level of anxiety.

The level of the anxiety by the interviewees in oral task is thrust with the impromptu responses requested with no preparation on the spot. Yet the same students don't expose so much anxiety when they are allowed to make some study in advance, even if the absolute absence of anxiety cannot be created with preparations, either.

4.4.2. Existent Sources of Anxiety

Generally, the sources of anxiety are of close affinity with how the learner applies the language and what his/her self-expectations in the process of learning are. Among the sources mentioned by the respondents lead the difficulty in comprehension of vocabulary and the concern over the incapacity of utilization in the language for communicative functions.

As mentioned in the level of anxiety, evaluations create anxiety, which is worsened with the thought over the consequences of failure. When closely studied, there seem to be a great many potential sources of anxiety, even some are intermingled, thus activating one another. Our study group too varies a lot in the sources. While some fear the failure of the exams since they are not confident or their

self-expectation cannot meet the requirements, some other are concerned that they may fall behind of their peers in rank if they get lower scores. To the study, the more anxious the learners are, the more sources involved in the process of learning exist.

4.4.3. The Relation; Anxiety and Performance

The study results suggest that there exists a relation between the anxiety and performance. As screened in exam results of the participants, the more anxious students are inclined to get lower scores compared to those with less anxiety and so, higher scores. Summarized scripts of the interview presented in Table 4.9 display how the overall interviewees responded to the questions related to anxiety and performance.

Table 4.9. Anxiety and Performance of the Interviewees

| 3) "Are there any relations between the anxiety and the language performance?" | | | |
|--|---|--|---------|
| Student | High Achievement/Low Anxiety | High Anxiety/Low Achievement | Student |
| Ihan | sometimes anxious, but more study time spent on the language with care, negative anxiety of oral skill, almost no anxiety with writing, positive judgement of anxiety to learn skills despite the tension | too anxious to remember what he knows, tense for writing and especially speaking, better at reading, negative appraisal of anxiety with discomfort and fear of unknown | Salih |
| Ali | affected with the overanxiety, but anyway, cause of vigilance for mistakes, exposed to anxiety in writing, with almost no anxiety in listening, positive for little of anxiety, but not more for the negative effects | anxious enough to forget especially words and the right pronunciations, bad at speaking skills, better skills in writing, general evaluation of negative effect of anxiety on memory | Can |

In the table, how students from different anxiety groups exhibit their outcomes based on the interview responses is depicted. Since high anxiety debilitates the competency in various means like distraction, blanks of memory and the fear that they may get poor scores, their performance are negatively affected. So, as the level of anxiety increases, the gains of the learning in the performance decline while sound degree of anxiety may also function as a motivating agent positively contributing.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The chapter concludes the research study covered in the previous four sections, presenting overall conclusion with limitation of the study and suggestions for future research, likely to be conducted in the field.

5.1. Pedagogical Suggestions

With the present study, the study subject participants' sources, levels of anxiety and the relation between the anxiety and performance have been exposed. Based on the overall results, the subsequent inferences stated below have been drawn from the results of conducted research over anxiety.

1. The participants are exposed to negative effects of anxiety on themselves,
2. They are afraid, so get anxious of making any mistakes,
3. The respondents are experiencing trouble writing and reading some vocabulary, which especially causes difficulty expressing opinions in writing,
4. There exist some unrealistic goals accompanied with inadequate self-expectations in their abilities for the betterment,
5. Majority have difficulty in responding on the spot with no preparation in advance,
6. They fear failure, but in fact they are afraid of it due to the following consequences, which overwhelms the learners with increasing volume of anxiety even long before the exams,
7. The source of anxiety for some is a kind of rivalry between the participant and the peers to get the highest or at least, one of the top scores while some others are anxious about getting the lowest scores and falling ashamed of themselves for running short of the expectations of others around the learner.

Though there could be a great many suggestions about the applicable means to deal with anxiety, it is supposed that improvements made under the following captions may considerably bring down the anxiety.

5.1.1. The Non-Threatening Learning Environ

Researches conducted in the field have found evidence suggesting that anxiety specific to language learning context as in language anxiety tends to be negatively related to second language achievement (MacIntyre & Gardner, 1989). In minimizing so-called negative effects, teachers are the major protagonist in creation of a non-threatening learning environ. Therefore, the role of the educators played in lowering the burden of anxiety in the atmosphere of class is a very important one (Aida, 1994).

Results from the study denote that student generally don't feel anxious about what their teacher performs in the name of correction, but what renders them anxious about the process is the way the teacher corrects the students. So, fastidious and selective corrections within careful lesson planning do away with such fears of mistakes and with the appropriate correction in the process where participants of the present study appeared not too anxious to volunteer for the responses and make mistakes in language class in the created so-called non-threatening environs, the students did not feel the correction as the menace to them, but rather, an inherent part of process in learning and this closely relates to how the teacher manages to teach the language in class.

The manner including tone and methods applied for correcting students and encouraging to respond to the language tasks affects the learning settings to a great degree. As expected in the case of too anxious learners to deliver impromptu or unprepared speeches, creation of group/pairworks, discussion are supposed to be arranged with the students in order to call on them to perform presentations in the group, thus alleviating the feeling of responsibility disguised under anxiety.

As in the other facets of the learning, the students' anxiety over the evaluations is of paramount importance for the teacher to tackle with. Though they are the undeniable facts of the assesment in which most stand on ends, teacher may also minimize the devastating affects of exam anxiety on the students such as setting realistic goals, tenderizing students to appraise the fact that the evaluations are not on students themselves, but the products of theirs on the exam papers and possibly

lessening the number of evaluations or reconsidering the structure of current assessment instruments.

5.1.2. Setting Realistic Goals

The goals as in the other fields of learning are the first steps of the echelon in language learning process. How realistic or achievable the set goals of learning are establishes the pavement to success, in other terms self-satisfaction. Setting unrealistic goals, and the inevitable failure of meeting those goals would be as devastating as the anxiety brought upon the learner in the process.

So, informing the learners of what they are plausibly expected to achieve and gain in the end and assisting them in regarding themselves dedicated to feasible aims will help them build the confidence in what they can manage. As in the case where the graduate student is frustrated with the fact that he still cannot speak as fluently as the native speakers, the teacher should be able to explain that learning English is not solely composed of full competency in all grammar points of the language and also there are others, which make the whole.

With the lead and the professional experience from the teachers, students and the teacher may set up realistic goals at different learning stages and even inquire about them periodically. Working out on plans with students on the expected objectives of learning, sources and levels of anxiety, thus employing them as a partner of teaching-learning process, teachers may well provide assistance in setting realistic goals since the mutual work on the plan is to render the learning process objective-focused and facilitate the engagement with the learners' sources and levels of anxiety related to the class of English.

5.1.3. Provision of Constructive Experiences in Learning

As Krashen (1987) claimed that anxiety contributes negatively to the "*affective filter*" which makes an individual less responsive to language inputs, the surfaced results of the study too display that learners with less anxiety and so lower affective filter do better than those with more anxiety and high affective filter. So as to increase

the performance output of all learners, the employment of effective instruments to alleviate the volume of anxiety experienced by the students is the priority for those involved in teaching the language. Through the conducted interviews, it is positive that a constructive/positive learning experience promotes the participants to reconsolidate the confidence, which is badly needed to lower the level of anxiety. Arousing and then keeping learners' interest in learning and utilizing it in various tasks of language can be achieved through the arrangement of colorful activities concentrated on positive experiences that will yield personal gains.

Such activities vary in kind and purpose. For this purpose, depending on the learners' group traits, provision of various activities such as enactment of minor communicative role-plays as in the authentic life experiences, preparation of greeting cards, letters for teachers or classmates on special days or events should work in favour of speaking and writing for a specific intention in mind and facilitate personal experience, thus personalizing learning.

In fact, oral communication in the foreign language has often been regarded by both teachers and learners as more anxiety-provoking than the practices of other language skills (Horwitz et al. 1986; MacIntyre & Gardner 1991; Young 1992). But, with the positive experiences aimed to be gained, it is expected that the more experiences the learner goes through, the less anxious the student will be with the language skills.

While keeping the positive experience in mind, the competitions among the students depending on the age group are expected to give extra boost to the learning camouflaged under the argument of the game, but in case some students may fall behind of others in the capabilities to perform the task, then teachers should well be prepared to prevent such a constructive portion from turning into a chaos for the learner. With similar activities, positive learning experience may be gone through and the learners may knit up the confidence in using the language as the learner gains each bit of confidence, he/she gets much more eager to use and live the language, thus growing far more capable of handling the anxiety in the process of language learning (Horwitz et al., 1986).

5.1.4. Coping with Reading and Writing

In everyday life, every one of the people certainly performs such readings of various sorts, but should they be in the target language, *English*, they will much benefit to the readers or learners of the language. The opportunities to read different genres in English are to be created and be available to the students as much as possible.

Here again, it is the teacher who is to help students get acquainted with different genres in the language, which gains learners the ability to see and understand the language in different contexts. Introduction of such authentic pieces as newspaper articles, advertisements, recipes, and leaflets into the reading library of the target learners positively contributes to the habit of reading.

Provision of authentic pieces paves the way for the students to get knowledgeable and motivated to perform reading so as to learn and take pleasure in learning thru reading. With the purpose set in reading, they interchange what they get and share the outcome with other partners in learning to carry out the targeted tasks, which in the end goes much further than what the reading solely manages to supply.

Introduction of the techniques; top-down and bottom-up to be practiced by the learners will lead to acquisition of critical reading abilities as well as traditional ones to accomplish comprehension tasks with the supplements of readings in which the anxiety of incomprehension of some words is overcome through the manner of deriving inferences from the context.

As for the skill of writing, lack of ability to convey the ideas in writing is the major handicap to the learners, establishing so much concern that hinders the efficient use of potentials. Though there are a great many reasons behind the problems encountered in the process, lack of vocabulary needed to write appropriately is the core of the anxiety ensued from writing. Apparently acquisition of additional vocabulary tends to be kind of a solution to the problem. Yet the acquisition of vocabulary alone does not necessarily mean the explicit learning of vocabulary as it won't last for long. Through the memorization and bilingual translation and the

means in which visualization, rhyming, synonyms and use in the contextual sentences, the memory duration of vocabulary is increased so as to facilitate recalling the words with its affinities in meaning.

5.1.5. Formative and Summative Assessments

Assessments are currently unavoidable and indispensable part of learning processes. Since there exists an inherent obligation of summative assessments such the ones as seen in ranking, selection and placements of students in the educational steps, it does not seem feasible to do away with evaluations. Yet, in the education, the balance between formative and summative assessments should be established.

The goal of formative assessment is to monitor students' learning to provide ongoing feedback, used by teachers for the improvement of their teaching and by students for their learning. In other terms, formative assessments assist learners with the identification of their strong and weak points for betterment. For the educational installations, it is where the installations can appraise the spots where the learners struggle with the problems and thereafter address problems.

As for the summative assessment, it aims to evaluate students' learning at the end of an educational chapter by comparison with standards or benchmarks allocated. These are what possibly the students get more anxious over, which means that they have a high point value as in midterm exams, final projects. So, the summative assessments can be used as a report card of what the learner has accomplished at the end of a period.

To decrease the volume of anxiety ensuing from rivalry among the peers, formative assessments such as pair/group/shared writing and project works may work well. Especially, those carried in pairs render the learning valuable for both sides. In the formative assessment, as the implementation of assessment is more informal and ongoing on a daily basis, it entails much to assessment of learning in which the scoring is better to be eluded and the feedback is responded as the monitoring process is underway.

With a well-balanced assessment, the anxiety to be aroused may be lowered to reasonable levels and the focus of those in rivalry may be veered to the insight into their pros and cons of the language, thus hopefully improving the language proficiency and the decline in the anxiety.

5.2. Limitations

The study covered so far in the research was conducted over the subject group in Konya where the implementation is carried out, as a consequence of which the found results are inherent to the target group and cannot be applied for any generalizations anywhere in the country.

As well as the region-specific remarks of the research above, the study excludes such individualistic traits as the attitudes of the teacher and the participants, applications of methods in use and the total attendance to the classes out of the scope.

As the limitations are taken into considerations, it is believed that with the following items, the study would benefit much more comprehensively in the field.

Were the study conducted with larger numbers, the research could get improved with much broader findings over the subject since the increase in the number of the participants should yield gains of more validity. As the present study exposes only male learners to the research, the addition of female learners would establish a sound base to investigate another facet of the aspect on whether there exists any variation in sources, levels of anxiety and the performance outcome between the male and female participants.

5.3. Suggestions for Future Works

The presented results based on the findings suggest there may well exist a relation between confidence and anxiety. Yet, how they interact and function is not exactly clear. In this context, whether confidence does away with the anxiety or they both function individually remains unknown. The questions related to this facet may be added to the interview policy as in the statements; *“How learning experiences of*

the past influence the learner's will to learn or employ the language efficiently" and *"Whether their previously moulded attitudes can be reshaped"*. With another supplement to the questionnaire, it may be surfaced what positive and negative language learning experiences the participants have gone through in the past learnings so that a more comprehensive and detailed overview about the effects of various learning experiences over the anxiety could be realized.

In the study, the participant group consisting of undergraduate male students age-spanning between 20 and 30 is administered a cross-sectional research. Thus for future studies, it could be intended to evaluate whether the anxiety evolves over time on a lower age group of participants to be closely followed afterwards with the expectations of the findings about the change of age over the sources of anxiety through the re-evaluation of extrinsic and intrinsic factors affecting the language learning anxiety.

5.4. The Conclusion

It has been established that language anxiety is a complicated phenomenon. Undergraduate male students of the study feel anxious about learning English owing to a number of reasons varying in source and volume. Though some of these so-called reasons could ensue from intrinsic factors as inability to living up to one's self-expectation for the language ability, some others are as such extrinsic origins as in the negative effect on the learners imposed by the expectation of others around the learner like teachers, family side and even peers who sometimes don't spare their contribution to the agitation of the situation with likely derisions. Furthermore, the compound of two sources is also likely to get involved in the process of anxiety mentioned in the study.

Here the students experience less anxiety in English class while some feel rather anxious especially about delivering unprepared speeches or impromptu responses. So, it is evident that anxiety exists in language learning process and does have influence on language learning experiences where the teacher plays very significant roles in identification of possible sources and levels of anxiety felt by the learners.

Whereas it is the first step to acknowledge the fact that anxiety does exist and cannot absolutely be eradicated, all of those engaged in teaching process of English as a foreign language are supposed to collaborate to set up as non-threatening an environment as possible with the interventions of constructive and positive learning experiences so that the expected fall in the anxiety may be brought down enough to improve the language learning process of the participants.

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APPENDICES

Appendix 1

PARTICIPATION CONSENT

You are kindly requested to join the research study to be conducted on *Learning Anxiety In English As A Foreign Language* for an MA thesis in The Department of English Language Teaching at Necmettin Erbakan University.

INTENT ON THE STUDY

The research intends to inquire about the anxiety sources, degrees over the learners of English and the relation between the anxiety and performance students expose in learning process.

MANNER

The participants are to complete a questionnaire composed of source and degree of anxiety portions, upon which the selected participants are to be exposed to the semi-structured interviews to figure out the likely relation of anxiety and performance.

GAINS FROM THE STUDY

The findings of the research are expected to provide insight into the anxiety sources, degree of anxiety and the relation of anxiety and performance, which could be employed to cope with the anxiety and improve the learning process in English.

PRIVACY

All information individually obtained on any part of the research is bound to be used for solely the objectives of the study in anonymity and to be kept in utmost privacy, which means no further third party involved in applications, either.

PARTICIPATION AND WITHDRAWAL

Participation to the research study is on a voluntary basis as is the withdrawal from the study at will any time with no ensuing sanctions.

QUESTIONS AND CONCERNS

Should you have any questions or concerns about the research, please contact with The Department of English Language Teaching at Necmettin Erbakan University.

I hereby..... (Participant's name) behold all aforementioned above and render compliance for the research study.

Signature/ Date

Appendix 2

QUESTIONNAIRE ON ANXIETY AND LANGUAGE LEARNING

You are kindly invited to respond to the items in the questionnaire conducted in portions A and B by the student attending MA program in The Department of English Language Teaching at Necmettin Erbakan University. The research aims to explore the anxiety about learning English, thus the questionnaire is not kind of an exam or a test devised with falses or trues, but an opinion survey to make inferences from the options selected to display your own perceptions about sources and degree of anxiety. Hence, provision of your frank answers are badly requested so as to reach valid and square results over the study.

All your responses to the questionnaire are to be kept in privacy and employed solely for the objectives of the research.

PORTION A

Please, respond to the question “*What makes you anxious?*”. Cross the box or boxes, which you think makes you anxious

| No | <i>“What makes ‘ME’ anxious?”</i> | X |
|----|--|---|
| 1 | Difficulty in expressing the opinions in writing essays, compositions | |
| 2 | Unable to respond to the impromptu questions with no preps | |
| 3 | Trouble with comprehension of vocabulary in reading | |
| 4 | Taking evaluations in English | |
| 5 | Unable to accomplish in English so much as my expectations | |
| 6 | Unable to live up to what my teachers expect from me | |
| 7 | Correction of mistakes by the teacher | |
| 8 | Uncertainty of what to do on a requested task when the class goes faster than me | |
| 9 | Negative judgement of me for my English by the peers | |
| 10 | Discussion in English with other classmates | |
| 11 | Talk with a native speaker | |
| 12 | Speaking to my own English teacher | |

KAYGI VE DİL ÖĞRENİMİ KONULU ANKET

Necmettin Erbakan Üniversitesi, İngiliz Dili Eğitimi Bölümünde Yüksek Lisans yapmakta olan öğrenci tarafından A ve B bölümlerinde gerçekleştirilen anket sorularını cevaplamanız rica olunur. Araştırma, İngilizce öğrenimi konulu kaygıyı araştırmayı amaçlamakta olduğundan, doğru veya yanlış cevap seçenekleriyle tasarlanmış bir çeşit test ya da sınav olmayıp, kaygı seviyesi ve kaynağı konusundaki algılarınızı ortaya çıkarmak için seçilen seçeneklerden sonuç çıkarmak amacıyla tasarlanan bir düşünce anketidir. Bu nedenle, samimi cevaplarınızın verilmesine, çalışma konusunda güvenilir ve geçerli sonuçlara ulaşılabilmesi için, önemli derecede ihtiyaç duyulmaktadır.

Ankete yönelik tüm cevaplarınız saklı tutulacak olup, yalnızca araştırma amaçları için kullanılacaklardır.

BÖLÜM A

Lütfen, soruyu cevaplayınız, “*Sizi, ne kaygılandırır?*”. Sizi, kaygılandığınızı düşündüğünüz kutu veya kutuları işaretleyiniz.

| No | “ <i>Beni, ne kaygılandırır?</i> ” | X |
|----|---|---|
| 1 | Makale, kompozisyon yazmada, fikirleri ifade etmekte çekilen güçlük | |
| 2 | Hazırlıksız, anlık soruları cevaplayamama | |
| 3 | Okumada, kelime anlamada çekilen güçlük | |
| 4 | İngilizce sınav olma | |
| 5 | İngilizce’de, beklediğim kadar başarılı olamama | |
| 6 | Öğretmenlerimin, benden beklediğini karşılayamama | |
| 7 | Öğretmen tarafından hataların düzeltilmesi | |
| 8 | Ders hızlı olduğunda, istenilen görevin nasıl yapılacağına belirsizliği | |
| 9 | Arkadaşlarım tarafından, İngilizcemden dolayı negatif yargılanma | |
| 10 | Diğer sınıf arkadaşlarıyla, İngilizce tartışma | |
| 11 | Yerel konuşmacıyla sohbet etme | |
| 12 | Kendi İngilizce öğretmenimle konuşma | |

PORTION B

Please, cross the box or boxes, which you think best describes your opinion.

| No | <i>Best describes 'ME'</i> | A | SA | DA | SDA |
|----|--|---|----|----|-----|
| 1 | I keep thinking that the other students are better at English than I am. | | | | |
| 2 | I get frightened when I can't understand what the teacher says in English. | | | | |
| 3 | I feel anxious about English though I well prepare for the class. | | | | |
| 4 | In class, I feel too nervous to remember things I can know. | | | | |
| 5 | There are many rules I have to keep in mind and this bothers me a lot. | | | | |
| 6 | It is embarrassing for me to volunteer to give answers in class. | | | | |
| 7 | I am not confident when I am in the class of English. | | | | |
| 8 | The class of English makes me more tense and nervous when compared with my experience of others. | | | | |
| 9 | I am concerned about making mistakes in the class of English. | | | | |
| 10 | I feel more comfortable when the teacher speaks in Turkish to talk about the lesson rather than English as a medium of teaching. | | | | |
| 11 | I rather fear that the teacher will correct me whenever I make mistakes. | | | | |
| 12 | I don't feel confident especially while speaking in English. | | | | |
| 13 | I get very nervous whenever the teacher turns to me and I feel he/she is to ask me in English. | | | | |
| 14 | If I don't have any preparation for the speeches in lesson, I fall very panicky. | | | | |
| 15 | Generally I get uncomfortable on the English exams. | | | | |
| 16 | I have concerns about the possible failure in the exam and thereafter. | | | | |

A: Agree

SA: Strongly Agree

D: Disagree

SDA: Strongly Disagree

Appreciate You For Your Valuable Participation!..

BÖLÜM B

Lütfen, düşüncenizi en iyi tanımladığınızı düşündüğünüz, kutu veya kutuları işaretleyiniz.

| No | <i>“Beni en iyi tanımlar”</i> | K | KK | KM | KKM |
|----|---|---|----|----|-----|
| 1 | Sürekli olarak, diğer öğrencilerin İngilizcede benden daha iyi olduğunu düşünürüm. | | | | |
| 2 | Öğretmenin, İngilizce söylediğini anlayamadığım zaman korkarım. | | | | |
| 3 | Derse iyi hazırlanmama rağmen, İngilizce dersinde kaygı duyarım. | | | | |
| 4 | Derste bileceğim şeyleri, hatırlayamayacak kadar çok gergin olurum. | | | | |
| 5 | Akılda tutmam gerken çok fazla kural var ve bu durum beni çok rahatsız etmektedir. | | | | |
| 6 | Derste gönüllü olarak cevap vermek, benim için utandırıcıdır. | | | | |
| 7 | İngilizce dersindeyken, kendimden emin değilim. | | | | |
| 8 | Diğer ders deneyimlerimle karşılaştırıldığında, İngilizce dersi beni daha fazla kaygılandırır ve heyecanlandırır. | | | | |
| 9 | İngilizce dersinde, hata yapmaktan endişe duyarım. | | | | |
| 10 | Öğretmen, öğretim dili olarak İngilizce yerine, ders anlatmak için Türkçeyi kullandığında daha rahat hissederim. | | | | |
| 11 | Her ne zaman hata yapsam, öğretmenin hatamı düzelterek olduğuma rahatsız olurum. | | | | |
| 12 | Özellikle, İngilizce konuşurken güvende hissetmiyorum. | | | | |
| 13 | Her ne zaman öğretmen bana yönelse, çok kaygılanır ve bana İngilizce soru soracağını düşünürüm. | | | | |
| 14 | Dersteki konuşmalar için ön hazırlık yapmazsam, çok panik olurum. | | | | |
| 15 | Genellikle, İngilizce sınavlarında çok rahatsız olurum. | | | | |
| 16 | Muhtemel sınav başarısızlığından ve sonrasında endişe duyarım. | | | | |

K: Katılıyorum **KK:** Kesinlikle Katılıyorum **KM:** Katılmıyorum **KKM:** Kesinlikle Katılmıyorum

Değerli Katılımınızdan Dolayı Teşekkürler!..

Appendix 3

TRANSCRIPTED INTERVIEW RESPONSES TO THE RESEARCH QUESTIONS

| 1) "How anxious are Turkish EFL students subjected to the research of study?" | | | |
|--|---|--|---------|
| Student | High Achievement/Low Anxiety | High Anxiety/Low Achievement | Student |
| Ilhan | very interesting, little concerns and anxious to make careless mistakes and loss of points, eager for answers, positive feelings with the class | upset in the class and a little disappointed, sometimes annoying, no bothering from teacher corrections, volunteering for solely the best known, silent with concerns | Salih |
| Ali | happy to learn exciting experiences, unhappy for making simple mistakes, good feelings to volunteer to do the tasks in the class of English | no offence for corrections, passive listening, no eagerness for participations, fear of embarrassment for mistakes by the peers | Can |
| 2) "What are the sources of anxiety in EFL?" | | | |
| Student | High Achievement/Low Anxiety | High Anxiety/Low Achievement | Student |
| Ilhan | unprepared speeches, public speakings in front, self-expectations, evaluations with the expectation of low scores | peers, difficulty in listening and speaking, deficiency of some grammar points, trouble in understanding the teacher, exams, expectations of classmates, teachers | Salih |
| Ali | evaluations with the expectation of low scores, disappointment for himself and the teachers, getting behind of peers in success | difficulty with the pronunciations and speaking, fear of exams with poor scores, expectations of others like family, teacher, impromptu speeches | Can |
| 3) "Are there any relations between the anxiety and the language performance?" | | | |
| Student | High Achievement/Low Anxiety | High Anxiety/Low Achievement | Student |
| Ilhan | sometimes anxious, but more study time spent on the language with care, negative anxiety of oral skill, almost no anxiety with writing, positive judgement of anxiety to learn skills despite the tension | too anxious to remember what he knows, tense for writing and especially speaking, better at reading, negative appraisal of anxiety with discomfort and fear of unknown | Salih |
| Ali | affected with overanxiety, but anyway, cause of vigilance for mistakes, exposed to anxiety in writing, with almost no anxiety in listening, positive for little of anxiety, but not more for the negative effects | anxious enough to forget especially words and the right pronunciations, bad at speaking skills, better skills in writing, general evaluation of negative affect of anxiety on memory | Can |

Appendix 4

INTERVIEW POLICY

I am(the interviewer), conducting this interview with you to figure out the likely relations between anxiety and performance. So, I kindly request you to give me your responses to the questions I will direct to you.

1. Can you please describe learning English with some adjectives?
2. How do you feel in English class? If tense and nervous, why so?
3. When and where do you get comfortable with the use of English?
4. Where and when are you unable to stage your ability in English?
5. How do you feel when the teacher corrects your mistakes?
6. What are your feelings when you give answers to the questions in the class of English?
7. Do you volunteer to respond in class? If yes, why? If not, why not?
8. To you, where do you appraise that the tense or anxious feelings arouse from?
9. In which skill or skills of language do you feel yourself certain with; listening, speaking, reading or writing? Why?
10. And among the skills of English, where do you find yourself the most anxious? Why?
11. What is your idea about anxiety; something positive to feel or something negative to suffer? Why so?
12. Do you feel afraid of getting lower scores than your peers? Why/Why not?
13. Do you feel such a pressure imposed on you by the expectations of yours or others?
14. Are you afraid of failure or the consequences of the failure?
15. How do you feel on evaluations like exams, tests?

MÜLAKAT POLİÇESİ

Ben,(Mülakatçı), kaygı ve performans arasındaki olası ilişkileri bulmak amacıyla, sizinle bu mülakatı gerçekleştirmekteyim. Bu nedenle, sizlere yönelteceğim soruları cevaplamanızı rica ederim.

1. Lütfen, İngilizce öğrenmeyi bazı sıfatlarla tanımlayabilirmisiniz?
2. İngilizce dersinde nasıl hissediyorsunuz? Gergin ve stresliyseniz, neden?
3. Ne zaman ve nerede, İngilizceyi kullanmada rahatsızsınız?
4. Nerede ve ne zaman, İngilizce becerilerinizi gösteremiyorsunuz?
5. Öğretmen hatalarınızı düzelttiğinde, nasıl hissediyorsunuz?
6. İngilizce dersinde, soruları yanıtladığınızda duygularınız nelerdir?
7. Derste, gönüllü cevaplar verirmisiniz? Evetse, neden? Hayırsa, neden?
8. Size göre, gergin ve kaygı verici duyguların nereden kaynaklandığını düşünüyorsunuz?
9. Dilin hangi beceri veya becerilerinde kendinizi daha emin hissediyorsunuz; Dinleme, Konuşma, Okuma veya Yazma? Neden?
10. İngilizce becerileri arasında, kendinizi en çok nerede kaygılı buluyorsunuz?
11. Kaygı hakkındaki görüşünüz nelerdir; hissedilen pozitif bir şey ya da maruz kalman negatif bir şey? Neden?
12. Arkadaşlarınızdan düşük not almaktan korkarmısınız? Evetse, neden? Hayırsa, neden?
13. Kendinizin veya diğerlerinin sizden beklentilerinden dolayı, üzerinizde oluşan benzeri bir baskı hissediyormusunuz?
14. Başarısızlıktan veya sonuçlarından korkuyormusunuz?
15. Sınav, test gibi değerlendirmelere karşı tutumunuz nedir?

Appendix 5

INTERVIEW TRANSCRIPTS**Codes of Efficiency**

| | | | |
|-----------|------------|------------|---------------------------------|
| Rs | Researcher | DA | Degree of Anxiety |
| Q | Question | SA | Source of Anxiety |
| R | Response | PA | Performance and Anxiety |
| P | Probe | SEA | Student's Evaluation of Anxiety |

Interview I

Name: Ilhan (pseudonym)

Anxiety Group: Low

Averaged Grades: 96 %

| No | Agent | Interview Scripts | Item | Research Area |
|-----------|--------------|--------------------------|-------------|----------------------|
| 1 | Researcher | | | |
| 2 | Ilhan | | | |
| 3 | Researcher | | | |
| 4 | Ilhan | | | |
| 5 | Researcher | | | |
| 6 | Ilhan | | | |
| 7 | Researcher | | | |
| 8 | Ilhan | | | |
| 9 | Researcher | | | |
| 10 | Ilhan | | | |
| 11 | Researcher | | | |
| 12 | Ilhan | | | |
| 13 | Researcher | | | |
| 14 | Ilhan | | | |
| 15 | Researcher | | | |

| | | | | |
|----|------------|---|---|--|
| 16 | Ilhan | | | |
| 17 | Researcher | Where can you use your English with ease? | Q | |
| 18 | Ilhan | When I am alone, so I guess, at home or in the library. | R | |
| 19 | Researcher | What do you do then? | P | |
| 20 | Ilhan | I prefer to read as I wish. | R | |
| 21 | Researcher | Why do you choose to do it there and then? | P | |
| 22 | Ilhan | Because there is no one to evaluate me in any way, thus I feel free to read as I wish. | R | |
| 23 | Researcher | | | |
| 24 | Ilhan | | | |
| 25 | Researcher | | | |
| 26 | Ilhan | | | |
| 27 | Researcher | | | |
| 28 | Ilhan | | | |
| 29 | Researcher | | | |
| 30 | Ilhan | | | |
| 21 | Researcher | | | |
| 32 | Ilhan | | | |
| 33 | Researcher | How do you respond when you see there are some pieces of corrections made by the teacher on your homework paper? | Q | |
| 34 | Ilhan | I first try to see where my mistake is and try to understand the reason why. If I can't see the mistake and likely believe I've done nothing wrong, I apply to the teacher for an explanation to be sure and learn either way; by correction or verification. | R | |
| 35 | Researcher | Say, it is a mistake, then, what do you do? | P | |
| 36 | Ilhan | Naturally I thank the teacher and get more careful with my homework papers upon the description of the mistake. | R | |
| 37 | Researcher | | | |
| 38 | Ilhan | | | |
| 39 | Researcher | Do you use initiative to give responses in class? | Q | |

| | | | | |
|----|------------|---|---|----|
| 40 | Ilhan | Of course, whenever I think I might know something. | R | DA |
| 41 | Researcher | Then, when do you sit aside and stay silent? | P | |
| 42 | Ilhan | When I'm pretty sure I do not know the answer or anything about the matter, but anyway I do my best to make some educated guesses. | R | |
| 43 | Researcher | | | |
| 44 | Ilhan | | | |
| 45 | Researcher | | | |
| 46 | Ilhan | I am the most anxious as I answer the questions on the exam. | R | |
| 47 | Researcher | What do you think the reason for? | P | |
| 48 | Ilhan | Sometimes I have trouble finding the answers, but other times I think I will not be able to give the right responses to all of them and even I am afraid of the thought that not good things are to happen to me if I fail. | R | SA |
| 49 | Researcher | Is it because of the fear of lower marks, or are there any other reasons? | P | |
| 50 | Ilhan | Yeah! it may be really that as I don't want to get a lower score than others and I want to be one of the highest ones too. | P | |
| 51 | Researcher | | | |
| 52 | Ilhan | | | |
| 53 | Researcher | | | |
| 54 | Ilhan | | | |
| 55 | Researcher | | | |
| 56 | Ilhan | | | |
| 57 | Researcher | | | |
| 58 | Ilhan | | | |
| 59 | Researcher | | | |
| 60 | Ilhan | | | |
| 61 | Researcher | | | |
| 62 | Ilhan | | | |

| | | | | |
|----|------------|--|---|----|
| 63 | Researcher | Where do you feel the most anxious with; listening, speaking, reading or writing? | Q | |
| 64 | Ilhan | Especially with writing. | R | PA |
| 65 | Researcher | To you, why do you get anxious with that skill more than the others? | P | |
| 66 | Ilhan | I guess since I have no preps in advance and have to do it at the moment, nothing comes in mind and even those present all fly away. | R | |
| 67 | Researcher | | | |
| 68 | Ilhan | How do you consider the anxiety; negative or positive? | Q | |
| 69 | Researcher | I think it is two-dimensional, I mean a certain amount is a kind of motivation and care, but too much of it could be very devastating. | R | PA |

Codes of Efficiency

| | | | |
|-----------|------------|------------|---------------------------------|
| Rs | Researcher | DA | Degree of Anxiety |
| Q | Question | SA | Source of Anxiety |
| R | Response | PA | Performance and Anxiety |
| P | Probe | SEA | Student's Evaluation of Anxiety |

Interview II

Name: Can (pseudonym)

Anxiety Group: High

Averaged Grades: 65 %

| No | Agent | Interview Scripts | Item | Research Area |
|-----------|--------------|---|-------------|----------------------|
| 1 | Researcher | | | |
| 2 | Can | | | |
| 3 | Researcher | | | |
| 4 | Can | | | |
| 5 | Researcher | | | |
| 6 | Can | | | |
| 7 | Researcher | | | |
| 8 | Can | | | |
| 9 | Researcher | | | |
| 10 | Can | | | |
| 11 | Researcher | | | |
| 12 | Can | | | |
| 13 | Researcher | | | |
| 14 | Can | | | |
| 15 | Researcher | Where do you have trouble using your skills in English to the capacity? | Q | |
| 16 | Can | In oral exams, like speaking. | R | |
| 17 | Researcher | Why do you think so? | P | |

| | | | | |
|----|------------|--|---|----|
| 18 | Can | Because I cannot remember what I know while speaking in English. | R | SA |
| 19 | Researcher | Is this only for English exams or do you have other cases? | P | |
| 20 | Can | I have almost been like that in other lessons in my past. | R | |
| 21 | Researcher | So, to you, what do you think you have common in all cases? | P | |
| 22 | Can | I guess I'm a little bit more tense and nervous | R | |
| 23 | Researcher | | | |
| 24 | Can | | | |
| 25 | Researcher | | | |
| 26 | Can | | | |
| 27 | Researcher | | | |
| 28 | Can | | | |
| 29 | Researcher | | | |
| 30 | Can | | | |
| 21 | Researcher | | | |
| 32 | Can | | | |
| 33 | Researcher | | | |
| 34 | Can | | | |
| 35 | Researcher | Then, you can answer those you feel confident with, can't you? | P | |
| 36 | Can | Well... I wish I could... | R | |
| 37 | Researcher | Why can't you answer them, then? | P | |
| 38 | Can | What if I mispronounce and the teacher corrects me? | R | SA |
| 39 | Researcher | | | |
| 40 | Can | | | |
| 41 | Researcher | | | |
| 42 | Can | | | |
| 43 | Researcher | | | |
| 44 | Can | | | |
| 45 | Researcher | | | |

| | | | | |
|----|------------|---|---|----|
| 46 | Can | | | |
| 47 | Researcher | | | |
| 48 | Can | | | |
| 49 | Researcher | | | |
| 50 | Can | I fear that I might get a lower score. | R | SA |
| 51 | Researcher | What if you get a lower score? | P | |
| 52 | Can | I fall in the last row in order of success. | R | SA |
| 53 | Researcher | Is it that bad? | P | |
| 54 | Can | Yes, I won't feel good because I cannot live up to expectations of those around me. | R | SA |
| 55 | Researcher | Will that badly affect you, too? | P | |
| 56 | Can | Of course, I badly get shaken and may lose motivation and confidence. | R | |
| 57 | Researcher | Which do you take first in importance then? | P | |
| 58 | Can | It depends, sometimes you don't want to be the first place. | R | SA |
| 59 | Researcher | | | |
| 60 | Can | | | |
| 61 | Researcher | | | |
| 62 | Can | | | |
| 63 | Researcher | Which part of the language do you think is the most anxiety-provoking? | Q | |
| 64 | Can | Of course, oral parts, speakings. | R | PA |
| 65 | Researcher | Why do you find yourself very anxious with speaking? | P | |
| 66 | Can | I rather fear that I won't be able to say any words. | R | |
| 67 | Researcher | Is it with the prepared oral parts or with any part involving speeches? | Q | |
| 68 | Can | Usually speaking of any kind, but I can cope with the prepared ones. As for the impromptu speeches, especially they are the trouble spots for me. | R | DA |
| 69 | Researcher | | | |

Codes of Efficiency

| | | | |
|-----------|------------|------------|---------------------------------|
| Rs | Researcher | DA | Degree of Anxiety |
| Q | Question | SA | Source of Anxiety |
| R | Response | PA | Performance and Anxiety |
| P | Probe | SEA | Student's Evaluation of Anxiety |

Interview III

Name: Ali (pseudonym)

Anxiety Group: Low

Averaged Grades: 89 %

| No | Agent | Interview Scripts | Item | Research Area |
|-----------|--------------|--|-------------|----------------------|
| 1 | Researcher | With what adjectives do you describe learning English? | Q | |
| 2 | Ali | I rather like it. It is very exciting and interesting and we can act the language pieces in the role-plays, discussions and other games. | R | DA |
| 3 | Researcher | What other adjectives can you use to describe English? | P | |
| 4 | Ali | Very funny, sometimes, assuring to know and constructive. | R | DA |
| 5 | Researcher | | | |
| 6 | Ali | | | |
| 7 | Researcher | Do you get anxious during the exams? | Q | |
| 8 | Ali | To some extent, yes, especially when I am aware that my teacher has high expectations on me. So, I get concerned about whether I may fail him. | R | SA |
| 9 | Researcher | How about the others? | Q | |
| 10 | Ali | It is all about me and my rival peers. | R | SA |
| 11 | Researcher | What do you mean by me and rival peers? | P | |
| 12 | Ali | Before all, I should be satisfied with my scores and so expect to be higher than others in success. | R | SA |

| | | | | |
|----|------------|---|---|----|
| 13 | Researcher | Do you have any concerns that peers will make fun of you when you have made a mistake? Does it upset you? | Q | |
| 14 | Ali | I guess not. If I make a mistake, it is a second chance for me to learn and even if the others laugh at me, it is not on me, but the case, so the teacher is always there to support and correct and take me to where the correct answers are or can be found. | R | DA |
| 15 | Researcher | | | |
| 16 | Ali | | | |
| 17 | Researcher | | | |
| 18 | Ali | | | |
| 19 | Researcher | | | |
| 20 | Ali | | | |
| 21 | Researcher | | | |
| 22 | Ali | | | |
| 23 | Researcher | | | |
| 24 | Ali | | | |
| 25 | Researcher | | | |
| 26 | Ali | | | |
| 27 | Researcher | | | |
| 28 | Ali | | | |
| 29 | Researcher | Do you get afraid of English exams? | Q | |
| 30 | Ali | Frankly, I am not afraid to take book quizzes as they cover only a small section, but the level exam covers all of the sections, so that makes me feel afraid and I do know how much I have to study because that will decide on my accomplishment or failure for graduation from the school. | R | SA |
| 31 | Researcher | Which skills of language do you think you are confident with; Listening, Speaking, Reading, Writing? | Q | |
| 32 | Ali | With listening. | R | PA |
| 33 | Researcher | What makes you say that? | P | |
| 34 | Ali | I like to watch movies in English and listen to English songs, besides I meet also some tourists in the area and though I'm afraid to speak, I prefer to overhear them, which puts no pressure on me to speak. | R | |

| | | | | |
|----|------------|--|--|--|
| 35 | Researcher | | | |
| 36 | Ali | | | |
| 37 | Researcher | | | |
| 38 | Ali | | | |
| 39 | Researcher | | | |
| 40 | Ali | | | |
| 41 | Researcher | | | |
| 42 | Ali | | | |
| 43 | Researcher | | | |
| 44 | Ali | | | |
| 45 | Researcher | | | |
| 46 | Ali | | | |
| 47 | Researcher | | | |
| 48 | Ali | | | |
| 49 | Researcher | | | |
| 50 | Ali | | | |
| 51 | Researcher | | | |
| 52 | Ali | | | |
| 53 | Researcher | | | |
| 54 | Ali | | | |
| 55 | Researcher | | | |
| 56 | Ali | | | |
| 57 | Researcher | | | |
| 58 | Ali | | | |
| 59 | Researcher | | | |
| 60 | Ali | | | |
| 61 | Researcher | | | |
| 62 | Ali | | | |
| 63 | Researcher | | | |

| | | | | |
|----|------------|--|--|--|
| 64 | Ali | | | |
| 65 | Researcher | | | |
| 66 | Ali | | | |
| 67 | Researcher | | | |
| 68 | Ali | | | |
| 69 | Researcher | | | |

Codes of Efficiency

| | | | |
|-----------|------------|------------|---------------------------------|
| Rs | Researcher | DA | Degree of Anxiety |
| Q | Question | SA | Source of Anxiety |
| R | Response | PA | Performance and Anxiety |
| P | Probe | SEA | Student's Evaluation of Anxiety |

Interview IV

Name: Salih (pseudonym)

Anxiety Group: High

Averaged Grades: 66 %

| No | Agent | Interview Scripts | Item | Research Area |
|----|------------|--|------|---------------|
| 1 | Salih | | | |
| 2 | Researcher | | | |
| 3 | Salih | | | |
| 4 | Researcher | | | |
| 5 | Salih | | | |
| 6 | Researcher | | | |
| 7 | Salih | | | |
| 8 | Researcher | | | |
| 9 | Salih | | | |
| 10 | Researcher | | | |
| 11 | Salih | I don't like the teacher speaking English all the time and he also speaks a little too fast for me, so I miss the point. | R | SA |
| 12 | Researcher | Why not tell him to adjust the pace a little slower for you too? | P | |
| 13 | Salih | Well... apparently the others in the class are all good to go with that. I don't want to be the case either. | R | |
| 14 | Researcher | | | |
| 15 | Salih | | | |

| | | | | |
|----|------------|---|---|----|
| 16 | Researcher | | | |
| 17 | Salih | | | |
| 18 | Researcher | | | |
| 19 | Salih | | | |
| 20 | Researcher | | | |
| 21 | Salih | | | |
| 22 | Researcher | Where can you use your English with ease? | Q | |
| 23 | Salih | When I am by myself, which means nothing to worry about. I do it my way. | R | |
| 24 | Researcher | | | |
| 25 | Salih | | | |
| 26 | Researcher | | | |
| 27 | Salih | | | |
| 28 | Researcher | | | |
| 29 | Salih | | | |
| 30 | Researcher | | | |
| 21 | Salih | | | |
| 32 | Researcher | What happens if you fail the exam? | P | |
| 33 | Salih | I feel ashamed of myself and disgraced, even some of my peers might make fun of me. On the other hand, this is my future. If I fail, it may cause me to flunk the school. | R | SA |
| 34 | Researcher | Which is more anxiety-provoking for you? | P | |
| 35 | Salih | To some extent, I can see about my peers, but when it comes to failure of graduation, I cannot go through that. | R | SA |
| 36 | Researcher | Is there any other reason for you to be anxious? | p | |
| 37 | Salih | As I said, all are related to the exams and the failure or success. | R | |
| 38 | Researcher | Does any specific exam make you the most anxious? | P | |
| 39 | Salih | The finals, I mean the level exams, especially writing and you know; the speaking/oral ones. | R | |
| 40 | Researcher | How do you feel if the teacher shows your mistakes in your work? | Q | |
| 41 | Salih | I think it is what it should be, I mean, very natural. | R | DA |

| | | | | |
|----|------------|---|---|-----|
| 42 | Researcher | What makes you say that? | P | |
| 43 | Salih | Because it is the learning process in which the teacher teaches and corrects and so I try to learn naturally. | R | |
| 44 | Researcher | Do you volunteer to answer in lesson? | Q | |
| 45 | Salih | When I do know the answer, yes, but only when I know very well. | R | DA |
| 46 | Researcher | What about for those when you have no answer for, or not certain with the answer? | P | |
| 47 | Salih | Unless I am very sure, I choose not to say anything since what I think might come up wrong and I fall in a hard spot, thus get embarrassed in front of class. | R | DA |
| 48 | Researcher | | | |
| 49 | Salih | | | |
| 50 | Researcher | | | |
| 51 | Salih | | | |
| 52 | Researcher | | | |
| 53 | Salih | | | |
| 54 | Researcher | How do you find anxiety; positive or negative? | Q | |
| 55 | Salih | I believe it to be negative. | R | SEA |
| 56 | Researcher | Why do you believe it is negative? | P | |
| 57 | Salih | I am never comfortable with that as it makes me feel afraid of everything about the class, so I get unconfident of myself. | R | SEA |
| 58 | Researcher | What else becomes of you when you are anxious? | P | |
| 59 | Salih | I cannot remember even what I do know, mostly on the exam. | | |
| 60 | Researcher | | | |
| 61 | Salih | | | |
| 62 | Researcher | | | |
| 63 | Salih | | | |
| 64 | Researcher | | | |
| 65 | Salih | | | |
| 66 | Researcher | | | |

| | | | | |
|----|------------|---|---|--|
| 67 | Salih | | | |
| 68 | Researcher | | | |
| 69 | Salih | I mean listening. I can't say that I know a lot accurately about it. | R | |
| 70 | Researcher | Accuracy? Like a native, American or someone like me and you, but fluent with the language and correct with pronunciations? | P | |
| 71 | Salih | I can't understand when they speak quick. | R | |



T.C.
NECMETTİN ERBAKAN ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü



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