

**THE SOURCES OF FOREIGN LANGUAGE READING ANXIETY OF
STUDENTS IN A TURKISH EFL CONTEXT**

**İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİN
YABANCI DİLDE OKUMA KAYGILARININ KAYNAKLARI**

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YÜKSEK LİSANS TEZİ

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Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü

Eylül 2005

YÜKSEK LİSANS TEZ ÖZÜ

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Kaygının yabancı dil öğreniminde önemli bir rolünün olduğu ve yabancı dil öğrenen öğrencilerin yaşadığı kaygının dil öğrenimlerini nasıl etkilediği son zamanlarda araştırmacıların ilgisini çekmektedir. Araştırmacılar özellikle, kaygının konuşma, dinleme, yazma ve okuma gibi birtakım becerilerin edinimini neden ve nasıl etkilediği üzerinde yoğunlaşmaktadır. Bu beceriler arasında, hakkında çok az araştırma yapılmış olan alanlardan birisi de kaygı ve yabancı dilde okuma arasındaki ilişkidir.

Bu çalışma, öğrencilerin bakış açısından yabancı dilde okuma kaygısının kaynaklarını bulmayı hedeflemiştir. Bu amaçla, Anadolu Üniversitesi İngiliz Dili ve Eğitimi Bölümü'nde okuyan 50 birinci sınıf öğrencisi denek olarak seçilmiştir. Yabancı dilde okuma kaygısının kaynaklarını bulabilmek için, öncelikle öğrencilerin hissettiği kaygının yabancı dilde okumaya özgü mü yoksa genel dil öğrenimiyle mi ilgili olduğunun bulunması gereklidir. Bu nedenle, bu çalışmada iki ölçeğin Türkçe versiyonları kullanılmıştır. Bu ölçekler; öğrencilerin genel dil öğrenme kaygı seviyelerini ölçen FLCAS ve yabancı dilde okuma kaygı seviyelerini ölçen FLRAS'dır. Bu ölçeklerden FLRAS'ın Türkçe versiyonu bulunmadığından, bu ölçek geri çevirme

yöntemiyle Türkçe'ye çevrilmiştir. Geçerlik ve güvenilirliği ise 332 öğrenci ile yapılan pilot çalışmada temel bileşenler analizi ve varimax rotasyonu tekniği ile Cronbach α katsayısı kullanılarak hesaplanmıştır. Bu çalışmada kullanılan iki ölçek öğrencilere farklı zamanlarda verilmiş ve Pearson product-moment korelasyon analizi sonucunda yabancı dilde okuma kaygısının genel dil öğrenme kaygısı ile alakalı, fakat ondan ayrı bir fenomen olduğu ortaya çıkmıştır.

Yabancı dilde okuma kaygısının kaynaklarını bulabilmek için çalışmaya katılan öğrencilerden yedi hafta boyunca her hafta günlük tutmaları istenmiştir. Ayrıca, deneklerden % 50 si yani 25 öğrenci ile günlüklerin analizlerinden çıkan yabancı dilde okuma kaygısı kaynaklarını desteklemek ve ilave etmek istedikleri herhangi bir şey kalıp kalmadığını anlamak amacıyla görüşmeler yapılmıştır. Bu görüşmeler çözümlenerek, hem öğrencilerin tuttukları günlükler hem de görüşmeler Sabit Karşılaştırma Yöntemi kullanılarak analiz edilmiştir.

Analizlerin sonucunda, İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerin, yabancı dilde okuma kaygısına etki eden üç ana kaynak bulunmuştur. Bu kaynaklar; kişisel faktörler, okuma metni ve okuma dersinden dolayı ortaya çıkan kaygılardır. Bu çalışma, yabancı dilde okuma kaygısının ayrı bir fenomen olduğunu ve öğrencilerin hedef dilde okuma yaparken bir takım nedenlerden ötürü kaygı duyduklarını ortaya çıkarmıştır. Son olarak, çalışmanın bulguları doğrultusunda bir takım çıkarımlar irdelenmiş ve öğrencilerin yabancı dilde okuma kaygılarına ilişkin çeşitli çözüm önerilerinde bulunulmuştur.

ABSTRACT

Anxiety has an important role in learning a foreign language and there is a growing interest in how anxiety affects language learning. In the recent years, why and how anxiety influences the acquisition of certain skills like speaking, listening, writing and reading have attracted the attention of many researchers. Among these skills, one area which little research exists is the relationship between reading in a foreign language (FL) and anxiety.

This study aimed at finding the sources of FL reading anxiety from the students' perspectives. For this purpose, 50 first year students at Anadolu University, English Language Teaching Department were taken as the subjects. In order to find out the sources of FL reading anxiety; first of all, whether the anxiety students feel is specific to FL reading, or part of general FL anxiety should be found. Therefore, Turkish versions of two scales were used in this study. These are; Foreign Language Classroom Anxiety Scale (FLCAS) which was designed to measure the general FL anxiety levels of the students and Foreign Language Reading Anxiety Scale (FLRAS) which was designed to measure the FL reading anxiety levels of the students. Since FLRAS did not have a Turkish version, this scale was translated into Turkish by using back translation method. The validity and reliability of this scale were calculated in a pilot study with 332 students by applying a principle component analysis and Cronbach's α . The two scales used in this study were administered to students at different times and as a result of the Pearson product-moment correlation coefficient analysis, FL reading anxiety was found as a phenomenon related to, but distinct from general FL anxiety.

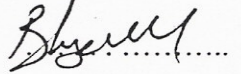
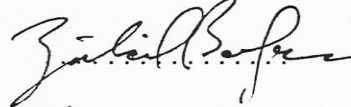

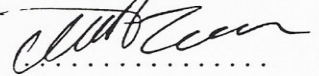

In order to find out the sources of FL reading anxiety, students were asked to keep diaries for seven weeks on a weekly basis. Moreover, 50% of the subjects-that is

25- were interviewed to support the findings derived from the analyses of the diaries and explore whether there was anything left that they wanted to express. The interviews were transcribed and both the diaries and interviews were analyzed by using The Constant Comparison Method.

As a result of the analyses, three main sources of FL reading anxiety were identified in a Turkish EFL context. FL reading anxiety Turkish students experienced was caused by the personal factors, the reading text and the reading course. This study revealed that FL reading anxiety exists as a distinct phenomenon and students were experiencing reading anxiety while reading in the target language due to some factors. Finally, implications of this study were discussed and some suggestions for dealing with the FL reading anxiety were made.

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CHAPTER I

INTRODUCTION

1.1 Introduction

“Why can’t I speak what to think a lot in English? I’m so bitter, trying hard. I’d like to speak a lot, however, I can’t. Finally, I think my basic abilities of English ran short. I’m disgusted with myself.” (Foss and Reitzel, 1988, p.437).

“When I’m in my Spanish class I just freeze! I can’t think of a thing when my teacher calls on me. My mind goes blank.” (Horwitz, Horwitz and Cope, 1986, p.125).

The statements above were uttered by students who experienced certain problems while learning a foreign language (FL). Why do some students learn a foreign language easily whereas others have difficulties and cannot achieve the desired level of proficiency? Foreign language instructors and researchers have been searching the answer for this question for many decades (Ergür, 2004). To be able to give a sound answer, they examine various factors that may affect a student’s foreign language learning. Majority of the studies investigating these factors focused on cognitive (e.g., cognitive ability, language aptitude), affective (e.g., anxiety, self-perceptions), personality (e.g., locus of control, individualism), and demographic variables (e.g., age, number of previous foreign languages studied) (Onwuegbuzie, Bailey and Daley, 2000).

Among these, affective variables are important in the way to understand the true nature of language learning. Brown (2000) claims that there is no doubt about the importance of examining affective factors in building a theory of second/foreign language acquisition. In basic terms, the affective domain is the emotional side of

human behavior and it involves a variety of personality factors, feelings about ourselves and about others with whom we come into contact (Brown, 2000).

In recent years, FL educators have proposed that affective differences can account for success or failure in FL learning (Young, 1999; Brown, 2000; Onwuegbuzie et.al, 2000; Rodrigez and Abreu, 2003). It is also pinpointed that complex process of foreign language acquisition cannot be solely explained by cognitive factors and in a holistic understanding of the learning process, affective variables such as motivation, anxiety, and risk taking should be explained in order to understand and address learners' diverse needs and interests (Samimy, 1994).

As being one of the elements of affective variables, anxiety plays a very important role in language learning (Horwitz, Horwitz and Cope, 1986; Foss and Reitzel, 1991; Young, 1992; MacIntyre, 1995; Powell, 2000; Kitano, 2001; Rodrigez and Abreu, 2003; Matsuda and Gobel, 2004; Deutsch, 2004; Elkhafaifi, 2005). Krashen (1982) was one of the first to conduct research on FL anxiety. According to his *Affective Filter Hypothesis*, anxiety contributes negatively to an affective filter, which makes an individual less responsive to input. That is, anxiety acts as a kind of gate, preventing students from adopting effective learning practices. Horwitz (2001) also asserts that anxiety negatively influences language learning since it has been found to interfere with many types of learning. In order to better understand the role and importance of FL learning anxiety, first of all the term FL learning anxiety should be made clear.

1.2 What is Foreign Language Learning Anxiety?

Anxiety is a complex psychological construct consisting of many variables; therefore, it is difficult to collapse all these variables into a single concise definition

(Sellers, 2000). In its simplest form, anxiety is often associated with fear, frustration, apprehension, uneasiness, insecurity, self-doubt or worry (Brown, 2000). According to Woolfolk (2005), it is a general uneasiness, a feeling of tension.

However, FL learning anxiety is a type of anxiety unique to second/foreign language learning (Oxford, 1999; Horwitz, 2001; Woodrow and Chapman, 2002). For many students, language class can be more anxiety-provoking than any other course they take (Horwitz et.al. 1986, MacIntyre and Gardner, 1991, Kitano, 2001, Horner and Redmond, 2002).

Uniqueness of FL anxiety lies in the fact that language learning is not only a process of acquiring linguistic rules or participating in communication activities, but a process in which individual learners are constantly putting themselves in a vulnerable position of having their own self-concept undermined and subjecting themselves to negative evaluations (Tsui, 1996). According to Horwitz et.al (1986), no other field of study implicates self- concept and self-expression to the degree that language study does. Therefore, foreign language anxiety is defined as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et.al, 1986, p. 128). Similarly, Young (1991) defines foreign language anxiety as a complicated psychological phenomenon peculiar to language learning. Besides its complexity, three components of foreign language anxiety were identified (Brown, 2000, p.151):

1. communication apprehension, arising from learners’ inability to adequately express mature thoughts and ideas;
2. fear of negative social evaluation, arising from a learner’s need to make a positive social impression on others; and
3. test anxiety, or apprehension over academic evaluation.

Oxford (1999) suggests that anxiety can be experienced at various levels. At the deepest level, *trait anxiety* is a more permanent predisposition to be anxious and it

explains why some people are generally anxious about many things. On the other hand, *state anxiety* is experienced in relation to a particular event or situation (Brown, 2000).

An important relevant aspect of the research on anxiety lies in the distinction between *debilitative* and *facilitative* anxiety or as Oxford (1999) calls *harmful* and *helpful* anxiety. Debilitative anxiety is a kind of anxiety that impedes successful learning because it harms learners' performance in many ways, both indirectly through worry and self-doubt and directly by reducing participation and creating avoidance of the language (Oxford, 1999). On the other hand, facilitating anxiety is considered to be energizing and helpful such as keeping students alert and motivated (Campbell and Ortiz, 1999; Oxford, 1999). Horwitz (2001) stated that anxiety can be helpful for very simple learning tasks, but not with more complicated learning such as language learning; however Rardin, in an interview with Young (1992), proposed that positive aspect of anxiety operates all the time, but we only notice when a negative imbalance occurs.

According to Hilleson (1996) language anxiety occurs when students have to perform tasks in a language that is not their own. Anxiety poses several potential problems for the students of a foreign language because it can interfere with the acquisition, retention and production of the new language (MacIntyre and Gardner, 1991).

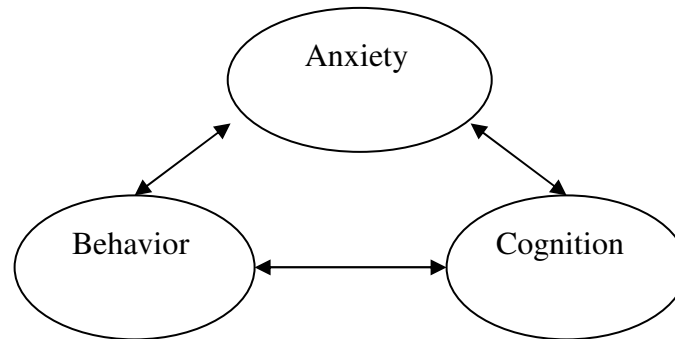
In the language classroom, anxious students are less likely to volunteer answers and participate in activities. They also tend to avoid difficult linguistic structures that the more relaxed students would be willing to attempt and may focus their attention on their perceived inadequacies, the potential for failure, and the consequences of that imagined failure rather than concentrating on the task itself (MacIntyre and Gardner,

1991; MacIntyre, Noels and Clement, 1997). According to Woolfolk (2005), anxiety can be both a cause and an effect of failure; that is, students do poorly because they are anxious, and their poor performance increases their anxiety. Moreover, in language classes students who suffer from FL anxiety become defensive, unable to use effective learning strategies, are frightened by the tests, tend to sit passively in the classroom, withdraw from activities that could increase their language skills and everything they say must be correct (Campbell and Ortiz, 1999; Gregersen and Horwitz, 2002). Oxford (1999, p.66) summarizes the signs of anxiety in the language classroom as:

- *General avoidance*: Forgetting the answer, showing carelessness, cutting class, coming late, arriving unprepared, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simplest questions.
- *Physical actions*: Squirming, fidgeting, playing with hair or clothing, nervously touching objects, stuttering or stammering, displaying jittery behavior, being unable to reproduce the sounds or intonation of the target language even after repeated practice.
- *Other signs which might reflect language anxiety, depending on the culture*: over studying, perfectionism, social avoidance, conversational withdrawal, lack of eye contact, hostility, monosyllabic or noncommittal responses, image protection or masking behaviors (exaggerated smiling, laughing, nodding, joking), failing to interrupt when it would be natural to do so, excessive competitiveness, excessive self- effacement and self-criticism.

Furthermore, MacIntyre (1995) asserts that FL anxiety has negative effects on the cognitive processing and behavior; in fact, the relations among anxiety, cognition and behavior are cyclical in the language class, each influencing the other. For example, a demand to answer a question in a foreign language class may cause a student to become anxious, then anxiety leads to worry and frustration. Cognitive performance is diminished because of the divided attention, and therefore performance suffers leading to negative self-evaluations and impaired cognition which further negatively influences performance (MacIntyre, 1995). Figure 1.1 shows the relationship among anxiety, cognition and behavior.

Figure 1.1 Cyclical relations among anxiety, cognition and behavior.



According to MacIntyre (1999), besides the cognition and behavior, FL anxiety has a potential negative effect on academic achievement, social context and personality of the language learner. Moreover, Elkhafafi (2005) states that FL anxiety can deter students from pursuing academic or professional careers in which knowing a foreign language is essential for success. Hence, there have been many attempts to uncover what lies under the manifestations of anxiety. To be able to organize anxiety free classrooms, why and how learners feel anxious has attracted considerable interest especially in the last two decades (Horwitz, 2001; Kitano, 2001; Rodrigez and Abreu, 2003).

1.3 Sources of Foreign Language Learning Anxiety

Aydin (2001) clearly emphasizes that one of the current challenges in second and foreign language teaching is to provide learners a classroom environment in which they can adopt positive attitudes, a high motivation and appropriate strategies to be effective learners. Krashen (1982) also highlights that language acquisition appears to work best when anxiety is zero. Thus, to organize anxiety-free classroom atmosphere for our learners to learn more efficiently, as Young (1991) points out, the first step of a

language teacher would be to identify the sources of language anxiety. Similarly, Horwitz (2001) emphasizes not only the need for the determination but also the recognition of expressions of anxiety in learners, so that classes may be organized in a manner which minimizes student anxiety reactions.

Young (1991) defines six sources of foreign language anxiety. These are: 1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing.

Price (1991) pinpoints that the greatest source of anxiety is having to speak in the target language and other skills such as reading can also be anxiety provoking. Furthermore, frustration of not being able to communicate effectively and negative beliefs about target language would likely to cause anxiety.

According to Oxford (1999), the sources foreign language anxiety may also include concepts such as low self-esteem, low tolerance of ambiguity, problems with identity, competitiveness, fear of risk-taking, shyness, and classroom activities and methods. In addition to these, Horwitz (2001) points out that the sources of foreign language anxiety may vary according to culture. Aydın (2001) identified three main sources of FL anxiety experienced by Turkish students. These are; personal reasons, teachers' manner and the teaching procedures. According to Aydın (2001), personal reasons include negative self assessment of ability, high personal expectations and irrational beliefs about language learning. Moreover, teachers' manner towards learners and their error as well as the teaching procedures can create anxiety.

Tsui (1996) indicates that proficiency level, fear of making mistakes, and negative evaluation and incomprehensible input can cause high levels of FL anxiety among

learners. Furthermore, Gregersen and Horwitz (2002) assert that for some learners errors can be the source of anxiety although language learning cannot occur without errors. According to Young (1999), FL anxiety can also derive from unengaging language activities and weak FL materials.

Other than the sources of FL anxiety, recent years have witnessed the increasing emphasis on the relationship between FL anxiety and four skills- speaking, listening, writing and reading (Cheng, Horwitz and Schallert, 1999; Horwitz, 2001; Horner and Redmond, 2002). Hilleson (1996) and Elkhafafi (2005) clearly emphasize that various types of anxiety related to different skills exist and it should be explored to understand the nature of FL anxiety in its fullest extent.

1.4 Foreign Language Learning Anxiety and Four Skills

Rardin, in an interview with Young (1992), mentioned that any particular learner can have anxiety around one or more of the four skills- speaking, listening, writing, and reading. However, FL anxiety has been almost entirely associated with the oral aspects of language use and most discussions of FL anxiety centered on the difficulties caused by anxiety with respect to oral performance in the language classroom (Young, 1999; Philips, 1999). Similarly, Sellers (2000) pinpoints that speaking is probably considered the most stressful of four skills from the perspective of both second/foreign language teachers and learners.

Most of the time, we can hear language learners complaining that they can understand the spoken language but when it comes to speaking, they are unable to master this skill because of the stress and anxiety they experience. It is obvious that students are in a more vulnerable position when they have to communicate in the target

language since it requires learners to integrate many aspects of the language in a limited time (Horner and Redmond, 2002). However, speaking is not the only anxiety inducing part of the language learning, some students find other skills in the foreign language very anxiety provoking (Young, 1999; Horwitz, 2001; Elkhafaifi, 2005). Cheng et.al (1999) claim that learning a language does not only consist of speaking, and performing language skills other than speaking may cause anxiety among learners.

According to Christenberry (2001), listening is a problematic skill and it is an incredibly difficult area to teach properly; therefore, it is likely to cause anxiety. Similarly, in an interview with Young (1992), Krashen acknowledged listening as a highly anxiety provoking skill especially if the discourse is incomprehensible. Vogely (1999) clearly emphasizes that one of the most ignored but potentially one of the most debilitating type of anxiety is the anxiety accompanying listening comprehension. According to Vogely (1999), too many teachers think students do not feel anxious while doing the listening tasks and treat listening as a passive skill that happens magically during or as a result of regular classroom activities and routine. However, learners do not develop listening skills passively; rather, they need to participate actively and strategically in listening. According to Scarcella and Oxford (1992), listening anxiety occurs when students face a task they feel is too difficult or unfamiliar. Therefore, students should be exposed to comprehensible input while doing listening tasks.

Writing is another area which causes anxiety among language learners. Leki (1999) puts forward that although learners have time to think about the message, to find words and syntactic structures to communicate the message and to change the content and language after the first attempt is written down, many of them find writing a potential source to cause anxiety. Marra and Marra (2000) also claim that writing anxiety clearly

negatively affects writing performance. Furthermore, they stress for the crippling effect of writing anxiety on self-image and personal productivity. According to Leki (1999), writing anxiety primarily stems from an individual's writing ability, the degree of preparation the writer has to do to successfully complete a writing task, the misconceptions learners have about writing and the fear of being evaluated. Thus, to reduce writing anxiety, students should be trained in developing their writing skills and giving up their prejudices and misconceptions about writing.

As for reading, Saito, Horwitz and Garza (1999) claim that reading is a potential source for provoking anxiety in a language classroom and is open to investigation since little research has been carried on the relationship between foreign language learning and foreign language reading anxiety (Lee, 1999; Sellers, 2000; Matsuda and Gobel, 2004).

1.5 Foreign Language Reading Anxiety

Reading is one of the important aspects of language learning and it includes certain difficulties (Tse, 1996). According to Sellers (2000), reading in any language is a cognitively demanding process, involving minimally the coordination of attention, memory, perception, and comprehension processes. When we come to the second or foreign language context, the reading process is further complicated because there are additional factors to consider such as language ability, cultural background, and learner motivations (Lee, 1999; Sellers, 2000). In addition to these, Saito et.al (1999) pinpoint that with the current emphasis on authentic texts and their unfamiliar cultural content, reading becomes a problematic skill.

Many students learning a foreign language experience some degree of frustration when they attempt to comprehend even the simplest foreign language texts (Horwitz, 2000). Learners may feel that reading in the foreign language is difficult, laborious and unpleasant due to the fact that they are suffering from foreign language anxiety (Tse, 1996). Although language teachers have generally assumed that reading is the least anxiety-provoking part of the curriculum, recent attempts dealing with skill-specific anxieties revealed that foreign language reading anxiety does exist and it has negative effects on the cognitive abilities of the learners (Lee, 1999; Saito et.al, 1999; Sellers, 2000).

If foreign language reading anxiety is examined from a cognitivist view, it becomes obvious that language anxiety takes up processing capacity, and therefore diminishes the amount of attention that the learner has to give to the reading task (Lee, 1999). According to Sellers (2000, p.513):

“Highly anxious readers may expend part of their mental energy thinking about things that are completely unrelated to the reading activity, such as the difficulty of the vocabulary in the text, how poorly they are doing, how their classmates are faring, or how much time they have to complete the reading”.

From a cognitivist perspective, foreign language reading anxiety may interfere within the reading process in several ways. First of all, high levels of anxiety may direct the attention away from the reading process. Secondly, it may slow down the application of reading process such as letter and word recognition. Thirdly, anxiety may influence a reader’s decision-making process such as decisions about meaning, and strategy use (Young, 1991; Lee, 1999; Sellers, 2000). Similarly, Bamford and Day (1998) declare that students experiencing high levels of anxiety while reading tend to use less reading strategies. As a result, when there is less processing capacity, reading

process will not take place automatically or efficiently. Contrastively, a less anxious reader will have more energy to contribute to the reading process since he does not suffer from spending effort on task-irrelevant thoughts and lack of strategy use.

From a pedagogical perspective, Lee (1999) highlights the ineffective reading practices in reading that are rooted in the misconceptions about reading, both as a process and the pedagogical practices around it, can lead to reading anxiety. These misconceptions are: 'reading is just answering the comprehension questions', 'reading is a private act' and 'reading is a linear process'. Lee (1999) challenges all these misconceptions and suggests that the act of reading comprises more than answering comprehension questions rather it is a process that requires preparation and cognitive ability. According to Lee (1999), a typical reader uses the comprehension questions not to enhance his/her interaction with the text but to restrict it; therefore, this reader uses the wording of the comprehension questions to search for the answer in the text. As a result, a heightened level of anxiety occurs because readers have been limited in their interactions with the text.

In addition to this, Lee (1999) proposes that reading is not a private, but a social activity. When reading is treated as a private act, readers are isolated from one another. They may feel that they are the only ones who are having difficulties with the text because they have no reference point. Hence, they can internalize their fears rather than externalize them simply because they are alone. According to Nunan (1998), reading does not start with the first word of the text, rather it requires more than a linear processing. Likewise, Wallace (2001) highlights that readers who approach reading as a linear process are more likely to treat each word in the text as having equal importance and as a result unable to use certain vocabulary learning and reading

strategies. Therefore, such anxiety derived from the misconceptions about reading creates cognitive deficits by blocking the already limited processing capacity (Lee, 1999). As a result, funneling off capacity would likely to affect comprehension negatively.

Bamford and Day (1998) emphasize the affective power of reading and state that successful reading experiences promote positive attitudes toward reading which in turn motivate further reading. They also assert that affective side of reading should be taken into account in every level of reading instruction. Likewise, Yamashita (2004) claims that the affective domain of reading has received much less attention than the cognitive domain despite the great amount of research in the field of foreign/second language reading. According to Yamashita (2004), the affective factors such as anxiety should be examined to understand the nature of L2 reading difficulties the learners experience.

1.6 Statement of the Problem

Exploring what students experience and feel while reading in a foreign language in terms of anxiety is an important step in creating an anxiety free and friendly atmosphere. As it is mentioned before, reading may be anxiety provoking for some learners and can cause some problems like blocking the comprehension and acquisition. In the ELT Department at Anadolu University, Faculty of Education, some manifestations of reading anxiety among some learners were observed. Some learners also informally mentioned that they became stressful while reading in a foreign language and they were not enthusiastic about reading. In addition to these, some of them admitted that they liked to read in L1; however, when it comes to reading in the target language they experienced certain amount of anxiety.

This anxiety that the students experience in reading should be reduced to create an effective and less anxiety provoking environment so that our learners can get the pleasure of reading in a foreign language. However, anxiety those students experience while reading cannot be reduced without knowing what happens and makes them anxious while reading in a foreign language. In other words, there is a need for exploring and identifying the sources of FL reading anxiety to be able to find solutions to the problems that students experience while reading in the target language.

1.7 Aim and Significance of the Study

The main purpose of this study is to find out the sources of foreign language reading anxiety students may experience. This study was conducted to reveal underlying factors that contribute to FL reading anxiety since it would help to create a relaxed, anxiety free learning environment in which students can get the pleasure of reading without experiencing anxiety related to reading in a foreign language. According to Young (1991) if we, as language teachers, want to reduce anxiety and create an effective learning environment, first step for it would be recognizing the manifestations and sources of anxiety. Similarly, Saito et.al (1999) and Sellers (2000) claim that identifying the sources of language anxiety is very important in creating a low-anxiety classroom atmosphere where students learn without fear and anxiety that block their learning.

Philips (1999) emphasizes that knowing what to do to reduce anxiety and stress in the classroom is the issue of primary concern to most practitioners. However, in order to reduce anxiety, what makes students anxious should be clearly investigated. Since the primary aim of this study is to find out the sources of FL reading anxiety from students'

perspectives, this study may have insight in designing reading courses in a manner that provides a better classroom atmosphere. Furthermore, learning what students feel, think and experience when they are reading in the target language, the materials and activities can also be designed according to the needs and desires of the students.

By deriving from these assumptions and the need for the identification of the sources of FL reading anxiety, this study would be very helpful in taking the first step to create a desirable and friendly learning environment by identifying the sources of FL reading anxiety in a Turkish EFL context.

1.8 Research Questions

Saito et.al (1999) propose that although general FL anxiety is found to be independent of target language in many studies, levels of FL reading anxiety may vary by target language. For example, in the case of Japanese students, general FL anxiety level of a student learning English does not change when the same student learns French as a foreign language; however, levels of reading anxiety of this student may change depending on the target language s/he is learning. Matsuda and Gobel (2004) also state that FL reading anxiety is related but distinguishable from general FL anxiety.

Therefore, in the way to identify the sources of FL reading anxiety in a Turkish EFL context, first of all determining whether anxiety students experience in reading is a specific one in our context or part of the general language anxiety is important. Saito et.al (1999) claim that FL reading anxiety may vary according to the target language and context of the language-learning environment. Thus, FL reading anxiety that students experience in a Turkish EFL context may appear as a specific one or it may be

part of the general language anxiety. As a result, there emerged two research questions for the purpose of this study:

1. Does foreign language reading anxiety exist as a phenomenon distinguishable from general foreign language anxiety?
2. What are the sources of foreign language reading anxiety of students in a Turkish EFL context?

1.9 Scope of the Study

The main purpose of this study is to identify the sources of anxiety students experience in a Turkish EFL context while reading in the target language. For this purpose, students were asked to keep diaries about what they feel, experience and think while they are reading in the target language on a weekly basis. Moreover, 50 % of the students participated in this study were interviewed to uncover what lies behind the utterances of anxiety. Specifically, this study focuses on determining what makes students anxious related to their reading in the target language in a Turkish EFL context. Since this study is conducted in a Turkish EFL context, the findings cannot be generalized to all language learners in different contexts.

1.10 Definitions of the Terms

The following terms used in the present study were defined in order to avoid a possible confusion caused by the terminology.

Affective Domain: Emotional side of human behavior which includes factors like empathy, self-esteem, inhibition, imitation, anxiety and attitudes (Brown, 2000).

Cognitive Domain: It is the mental process or faculty by which knowledge is acquired, and it includes all types of mental processing such as perception, comprehension, rehearsal, retrieval, problem solving and thinking (Brown, 2000).

Foreign Language Anxiety: Anxiety peculiar to language learning. It is the fear or negative emotional reaction occurring when a learner is expected to perform in the foreign language (Oxford, 1999; MacIntyre, 1999).

State Anxiety: Situational anxiety arising in response to a particular situation or event (Oxford, 1999, p.60). It is an immediate, transitory emotional experience with immediate cognitive effects (MacIntyre, 1995, p.93).

Trait Anxiety: It is a stable predisposition to become anxious in a wide range of situations (MacIntyre, 1995, p.93).

Debilitative Anxiety: A negative kind of anxiety that blocks learning and harms learners' performance (Oxford, 1999).

Facilitative Anxiety: A positive kind of anxiety that helps to keep students alert and motivated (Oxford, 1999).

CHAPTER II

REVIEW OF LITERATURE

Second and foreign language researchers and theorists have long been aware that anxiety is often associated with language learning. Teachers and students generally feel strongly that anxiety is a major obstacle to be overcome while learning another language. However, the research into the relationship of anxiety to foreign language (FL) learning has provided mixed and confusing results, suggesting that anxiety itself is neither a simple nor well-understood concept (Scovel, 1991).

For many years, scholars have considered the anxiety-provoking potential of learning a foreign language and particularly in the past two decades, there has been a movement leading researchers to study this phenomenon and how it affects language learning (Horwitz 2001; Horner and Redmond, 2002; Ergür, 2004). Moreover, advances in theory and measurement have enabled more research into this field (Spielmann and Radnofsky, 2001).

Although recent research on second/foreign language anxiety appears to support the language-skill-specific anxiety, most of the research in this field is done on the general FL learning anxiety (Cheng, Horwitz and Schallert, 1999; Matsuda and Gobel, 2004). In order to better understand the phenomenon of FL anxiety; first of all, empirical studies done on FL learning anxiety should be examined.

2.1. Research on Foreign Language Learning Anxiety

Since anxiety can have profound effects on many aspects of FL learning, it is important to identify those students who are anxious in foreign language class. For this

purpose, Horwitz, Horwitz and Cope (1986) developed a scale (Foreign Language Classroom Anxiety Scale -FLCAS) which measures the amount of anxiety that a student can experience while learning a foreign language. Horwitz et al.'s (1986) study was the first attempt in measuring FL classroom anxiety.

In Horwitz et al.'s (1986) study, the theoretical framework of 'foreign language anxiety' was outlined and this phenomenon is revealed to differ from general communication anxiety although they share certain characteristics such as fear of making mistakes and desire to be perfect when speaking. This framework consisted of three components: communication apprehension, fear of negative evaluation and test anxiety. Based on this framework, the FLCAS was developed. After this study, FLCAS became one of the major instruments to measure the FL anxiety, and investigating the concept of FL anxiety has become the focus of many studies.

In a study on FL anxiety, MacIntyre and Gardner (1991) attempted to manipulate the anxiety level of beginning language learners depending on the idea that if anxious students could focus on positive experiences in the foreign language, rather than on negative ones, the negative effects of language anxiety could be reduced. To achieve this aim, they asked 31 students, who learn French as a foreign language, to think about and report either positive or negative events that they experienced with the help of focused essay, in which half of the students recalled and wrote negative experiences in language class while other half wrote positive ones. This study showed that language anxiety has consistent, negative effects on language learning and production. Therefore, students who often experience anxiety in the language classroom are at a disadvantage when compared to their more relaxed peers. Furthermore, this study revealed that speaking is the most anxiety provoking skill and students who are

more anxious tend to avoid class participation. Another indication was that encouraging students to write focused essays is a way to learn more about students and their experiences in the language classroom. Thus, it can be a good way to provide information about the anxiety students experience and to draw implications for lowering anxiety levels of the students. MacIntyre and Gardner's (1991) study also asserted that given time and a focus on positive experiences, language teachers may encourage more self-confident and capable learners.

Another study conducted by MacIntyre and Gardner (1994) aimed at developing a scale to measure language anxiety based on the three-stage model of learning proposed by Tobias (1986, as cited in MacIntyre & Gardner 1994). These three stages include: input stage, processing stage and output stage and are directly related to cognitive processes that may be involved in language acquisition. The scale of anxiety that was developed in this study attempted to take into account the role played by anxiety at each of the three stages with items referring to input, processing and output. 97 students learning French as a second language were the subjects of this study. Correlations were used between the newly developed scale and three other scales of language anxiety: French Class Anxiety Scale, French Use Anxiety Scale and Foreign Language Classroom Anxiety Scale. Final grades and task designed for each stage of learning were used to gather information about the anxiety of the students that they experience in each stage. The outcomes of MacIntyre and Gardner's (1994) study indicated that students who are anxious in one context will likely be anxious in other contexts and students who experience anxiety at one stage will likely be anxious at the other stage. Moreover, the potential effects of language anxiety on cognitive processing in the second language appear pervasive and may be quite subtle. In addition to this,

when compared with relaxed students, anxious students are found to have a smaller base of second language knowledge and have more difficulty demonstrating the knowledge they possess.

In another study on FL anxiety, Casado and Dereshiwsky (2001) tried to find out whether anxiety diminished as students' progressed in the study of language. For this purpose, they investigated and compared the perceived levels of anxiety experienced by a randomly-selected sample of FL (Spanish) students in a regular university setting at the beginning of their first semester with the levels of anxiety perceived by a similar sample of FL students at the end of their second semester. A total number of 283 students participated in the study and the instrument used for the survey was FLCAS developed by Horwitz et.al (1986). The results showed that the perceptions of the two groups surveyed were statistically similar. This finding revealed that some levels of anxiety were present in beginner classes and anxiety experienced in FL learning (Spanish in this case) did not diminish with the experience acquired in two semesters of language learning.

As a recent study, Von Wörde (2003) investigated the concept of FL anxiety from the students' perspectives. The primary goal of this research was to identify the factors that may contribute to anxiety and the factors that may reduce anxiety in an attempt to understand more fully the role that anxiety may play in learning a foreign/second language. The participants in Von Wörde's (2003) study completed FLCAS and were interviewed to uncover their feelings about FL anxiety. The results indicated that most of the students experience anxiety in their language classrooms and those students claimed that their anxiety stemmed from lack of comprehension, negative classroom experiences, fear of negative evaluation, pedagogical practices and the teachers

themselves. The interviews also yielded that an atmosphere of cordiality, communality and friendship among students accompanied by teachers' encouragement and caring pedagogical support would likely to reduce anxiety students experience. The findings of this study corroborate with the FL anxiety research (MacIntyre and Gardner, 1994; Oxford, 1999; Horwitz, 2001; Horner and Redmond, 2002) suggesting that anxiety can negatively affect the language learning experience in numerous ways, and that reducing anxiety seems to increase language acquisition, retention and learner motivation.

In another recent study, McKnight and Redmond (2003) explored anxiety in the secondary FL classroom. The purpose of their study was twofold. First of all, McKnight and Redmond (2003) tried to investigate specific situations related to test anxiety, fear of negative evaluation and communication apprehension that create anxiety in students' learning a foreign language. Second, they aimed at determining how teachers address these students' needs through instructional practices in order to make learning more effective for them. For these purposes, the student questionnaire, which included Likert scale statements and open ended questions, was developed by McKnight and Redmond (2003) based on foreign language anxiety research and FLCAS developed by Horwitz et.al (1986). The results of this study yielded that both teachers and students thought certain instructional techniques were more helpful than others in alleviating anxiety, including group work and the interviewed teachers' repetition of questions in a variety ways for the students. It is also revealed that although most of the high anxious learners had some type of experience with a foreign language outside the classroom such as visiting a country, they still experience a high degree of anxiety. This finding contradicts with the current research which indicates that students who are exposed to the target language in a non-classroom setting often feel less anxiety than those who

only have experience with the target language in an academic setting (Onwuegbuzie et.al, 2000). In the light of the results of this study, McKnight and Redmond (2003) conclude that for students who completed the questionnaire, exposure to target language outside the class does not seem to alleviate FL anxiety.

Other than these studies on general FL learning anxiety, there has been a growing interest on skill- specific anxieties that may intervene in the language learning process. Elkhafaifi (2005) proposes that some FL students report FL anxiety in general whereas others say they become anxious only when participating in skill specific activities, for instance, speaking, listening, writing and reading. According to Cheng, Horwitz and Schallert (1999) in the recent years research on second/foreign language anxiety appears to support the existence of language-skill-specific anxiety.

2.2. Research on Skill-Specific Foreign Language Learning Anxiety

Among four language skills- speaking, listening, writing and reading- one of the most commonly reported aspects causing anxiety reactions among learners in a language classroom is cited to be the act of speaking in a foreign language (Young, 1992; Sellers, 2000; Horwitz, 2001; Matsuda and Gobel, 2004).

In a study on FL speaking anxiety, Gregersen and Horwitz (2002) examined the anxious and non-anxious language learners' reactions to their own oral performance in an interview study. For this purpose, 4 most anxious and 4 least anxious students were selected from a larger group of 78 students, who were enrolled in second year English language classes, according to their FLCAS scores. Gregersen and Horwitz's (2002) interview study consisted of two phases. In the first phase, participants were videotaped in a one-on-one oral interview designed to elicit a sample of their conversational

English ability. The videotaped conversations were used in the second part of the study to elicit the students' possible feelings of perfectionism and anxiety as well as any other emotional reactions. After all 8 students completed the conversation task, they were invited to review their videos and asked to reflect on their own oral performances. The reactions of the students to their own oral performance indicated that anxious and non-anxious foreign language learners do differ in terms of their self reports of perfectionist tendencies. Specifically, anxious language learners reported higher standards for their English performance and they were more perfectionists in terms of achieving a better proficiency level when compared with the less anxious students. The results of Gregersen and Horwitz's (2002) study asserted that anxious language learners have more perfectionist views about their oral performances in the target language, and these views have the potential for making language learning unpleasant as well as less successful for them than for other students. As a conclusion, Gregersen and Horwitz (2002) suggest that perfectionism plays a great role in the speaking anxiety of students and procedures that have been used to help individuals overcome perfectionism may also be useful in helping anxious FL learners.

In another experimental study on FL speaking anxiety, Woodrow and Chapman (2002) aimed to find out whether there is a relationship between speaking performance and second language speaking anxiety. This study also tried to find out whether learners from different ethnic groups differed in their level of second language speaking anxiety. For these aims, Woodrow and Chapman (2002) developed an instrument designed to measure second language speaking anxiety. 275 advanced English for Academic Purposes (EAP) students from different ethnic groups such as European, Chinese, Korean, Japanese, Indonesian and Thai completed the speaking anxiety questionnaire

and task part in an IELTS type oral assessment, and 47 of these participants took part in semi-structured interviews. The results revealed that speaking anxiety was negatively related to oral performance. The major stressors reported by the participants were performing in front of others in the English class, and interacting with the native speakers of English. Woodrow and Chapman's (2002) study also indicated that anxiety is influenced by ethnicity that students from Confucian heritage cultures reported more anxiety than European or Vietnamese students.

Although much of the research on FL anxiety focused on speaking as the most anxiety inducing part of language learning, anxieties related to listening, reading and writing have also been reported (Horwitz, 2001; Horner and Redmond, 2002; Matsuda and Gobel, 2004). As Oxford (1999) pinpoints, "speaking tasks are not the only anxiety triggers. For some language students, writing, reading and listening can also create fear and anxiety depending on the student". Saito, Garza and Horwitz (1999) also suggest that the relationship between anxiety and language skills other than speaking need to be explored to understand the true nature of language learning anxiety.

Listening is one of the skills that has a potential to provoke anxiety among learners (Vogely, 1998; Christenberry, 2001; Elkhafaifi, 2005). In an attempt to examine the sources of FL listening anxiety, Vogely (1998) studied the anxiety that many students have with listening comprehension and what strategies can be employed to help learners deal with this anxiety more effectively. This study indicated that the nature of speech has an effect on the listener's anxiety level. If the rate of speech is too rapid, the anxiety level is raised. The use of unfamiliar topics or unfamiliar vocabulary in the listening text was another problem reported by the students studied by Vogely. Anxiety is raised when the directions were not sufficiently clear, as students were not

sure as to what they were to be listening for. The listening comprehension practice, where the input is presented just two times was also a cause for anxiety in the listeners.

As a result of Vogely's (1998) study, factors that contribute to listening anxiety were determined. These are; the learners' not being prepared for a listening comprehension activity or assessment, and not confirming their answers during the activity as can be done in a reading comprehension exercise. It was determined that in addition to providing learners better listening strategies, the expectations of instructors need to be realistic. The outcomes of this study clearly indicated that the learners' background knowledge, and the use of visual aids assist in reducing the anxiety that many learners face. Vogely (1998) also proposed some solutions for lowering FL listening anxiety of students. Using a variety of input sources during listening practice is a way to lower anxiety, as well as having clearly defined tasks associated with the listening comprehension. One of the most important factors in reducing listening comprehension anxiety was comprehensible input. It was decided during this study that students need to be provided better strategies for listening in order to reduce anxiety. Many of the students researched admitted to trying to understand every single word in a text, and thus experienced anxiety. Hence, Vogely's (1998) research confirmed that the use of listening strategies could help relieve student anxiety toward a listening comprehension activity and she claimed that instructors should be sensitive to these student fears while listening to a foreign language.

In a recent study on FL listening anxiety, Elkhafaifi (2005) conducted a research study on learners who learn Arabic as a foreign language. This study aimed at finding out whether FL listening anxiety existed as a phenomenon distinguishable from general FL anxiety and whether anxiety affects student achievement and listening comprehension performance in Arabic courses. In addition to this, Elkhafaifi's (2005) study tried to

examine the correlates of learning and listening anxiety, and to evaluate the differences in these two types of anxiety across learner characteristics (gender, year in school), and type of Arabic course (elective, required or major).

Three instruments were used in Elkhafaifi (2005) study. Two questionnaires explored anxiety (FLCAS for general classroom language anxiety, and FLLAS for listening anxiety) and a third was a questionnaire elicited basic demographic information, course type, study of other foreign languages and exposure to spoken Arabic. Moreover, final course grades and separate listening comprehension grades of the participants were gathered. Correlation analysis indicated that listening anxiety is a phenomenon related to, but significantly distinguishable from, general foreign language anxiety. In addition to this, the results of this study revealed a negative correlation between both measures of anxiety (general FL anxiety and listening anxiety) and student achievement. Furthermore, negative correlation was found between listening anxiety and listening comprehension grades, general course grades, year in school and level of Arabic course which indicated that listening anxiety affects all those variables in a negative way. In this study, it was revealed that there is a significant effect for general FL learning anxiety attributable to gender, with females being more anxious than males, and unexpectedly students who took the Arabic as an elective course reported the highest level of listening anxiety. Elkhafaifi's (2005) study has important pedagogical implications, as instructors need to be proactive in mitigating student anxiety, especially in listening comprehension exercises and classroom strategies should be used to reduce anxiety while teaching listening.

As for writing, Cheng, Horwitz and Schallert (1999) attempted to identify the links between second language classroom anxiety and second language writing anxiety as well as their associations with second language speaking and writing achievement.

Participants of this study were English majors at four universities in Taiwan who were taking both English speaking and English writing classes. In Cheng et.al's (1999) study a questionnaire was constructed that consisted of a modified FLCAS, an adapted SLWAT (Second Language Writing Apprehension Test developed by Daly and Miller, 1975 as cited in Cheng et.al, 1999), and a background questionnaire. The background questionnaire was designed to obtain not only demographic data about the participants, but also information relevant to their English learning. The results of this study asserted that second language classroom anxiety and second language writing anxiety are two related but independent constructs. The findings suggested that second language anxiety is a more general type of anxiety about learning a second language with a strong speaking anxiety element, whereas second language writing anxiety is a language-skill-specific anxiety. Moreover, the findings revealed that low self-confidence is an important component of both anxiety constructs.

In an empirical study on FL writing anxiety, Marra and Marra (2000) investigated the effects of prewriting activities on writing performance and anxiety of elementary level students. In this study, elementary students with poor writing skills were exposed to the writing process which includes the steps of prewriting, writing, revising, editing and publishing in order to improve their writing skills and to reduce their writing anxiety. Marra and Marra (2000) claimed that writing anxiety increases because students are not prepared enough for the writing process. They also stated that with the use of extensive prewriting activities the students could improve their writing abilities while eliminating or lessening their anxiety. For these purposes, Marra and Marra (2000) designed a control and experimental group study and gathered data both qualitatively and quantitatively. First of all, students' writing anxiety level was

determined by using the Writing Apprehension Scale. The experimental group was exposed to the writing process with emphasis on the prewriting activities while the control group was not exposed to such treatment. The students in the experimental group also reflected their thoughts about the writing process in their diaries during six months. All the students' papers in the experimental group were published and follow up student-teacher conferences were held in order to discuss whether their writing anxiety level diminished during the treatment or not.

The results of Marra and Marra's (2000) study indicated that the writing anxiety levels of the students in the experimental group were diminished after the treatment of the writing process with the emphasis on the prewriting activities. Moreover, students' negative attitudes towards writing changed. They began to perceive writing as a way to express their feelings and beliefs. The qualitative data also revealed that as students began to share their writing pieces and learned more about the writing process, their ability of writing improved and their anxiety levels decreased. As a conclusion, this study showed that students' perception of writing changed in a positive way and their writing anxiety levels diminished with the help of prewriting activities and teaching of the writing process. Therefore, in order to free writing from anxiety Marra and Marra (2000) suggest that teachers should give emphasis on the writing process itself especially on prewriting skills.

As for reading, Young (1991) pinpoints that anxiety is significantly related to reading skills. Moreover, anxiety appears to be an important factor in second/foreign language reading difficulties and it intervenes at some point between the decoding of a text and the actual processing of textual meaning (Saito et.al, 1999; Matsuda and Gobel,

2004). In order to better understand the relationship between reading and FL reading anxiety, empirical studies on FL reading anxiety should be carefully examined.

2.3 Research on Foreign Language Reading Anxiety

FL reading anxiety has attracted significant attention since it is proved to be separable from the general FL anxiety and reading itself provokes anxiety reactions in some individuals (Saito et.al 1999; Sellers, 2000; Zhang, 2000; Matsuda and Gobel, 2004).

Saito et.al's (1999) study was first to reveal reading anxiety as a phenomenon distinguishable from the general foreign language anxiety. This study also searched for whether levels of FL reading anxiety and general FL anxiety varied according to the specific target language. Moreover, this study introduced the construct of FL reading anxiety and offered a scale for the measurement of FL reading anxiety (Foreign Language Reading Anxiety Scale-FLRAS). Participants of the study were 383 students attending French, Japanese and Russian courses. Two instruments were used in this study: the FLCAS and an instrument specifically developed to measure anxiety related to FL reading, the Foreign Language Reading Anxiety Scale (FLRAS). Moreover, students' final course grades were obtained at the end of the semester as a measure of performance. The results of this study showed that FL reading anxiety was distinguishable from general FL anxiety and also it indicated that students with higher levels of FL anxiety also tended to have higher levels of reading anxiety and vice versa. It was also clear that although general FL anxiety was independent of target language, levels of reading anxiety were found to vary by target language, and seem to be related to the specific writing systems and unfamiliar cultural materials. In addition, this study

indicated that students' reading anxiety levels increased with their perceptions of the difficulty of reading in their FL. Those who perceived reading their target language as relatively difficult had significantly higher levels of reading anxiety than those who perceived it as somewhat difficult, followed by those who perceived reading as relatively easy.

Saito et.al's (1999) study suggests that contrary to previous teacher assumption that reading is the least anxiety-provoking part of the curriculum, reading in a FL is anxiety provoking for some students. Moreover, FL reading anxiety is a specific anxiety type which is different from general FL anxiety. In addition to this, although general FL anxiety is independent of target language, levels of reading anxiety were found to vary by target language, and seem to be related to the specific writing systems. In Saito et.al's (1999) study, students who were learning Japanese as a foreign language had the highest anxiety level. However, students of French had higher reading anxiety level than the students of Russian, a rather surprising result since Russian has a different writing system. Therefore, Saito et.al. (1999) suggest that foreign language reading anxieties of the students of different languages should be explored along with the sources of FL reading anxiety in order to understand the true nature of FL reading anxiety.

Another empirical study on FL reading anxiety was conducted by Sellers (2000). The principal goal of this study was to confirm empirically if reading anxiety exists as a separate and distinct phenomenon in language learning as well as to assess its relationship to reading comprehension. Furthermore, this study explored the effect of language anxiety on the reading comprehension and recall of university level language students and the effect of language anxiety on the reading process itself. For these

purposes, two inventories, Foreign Language Classroom Anxiety Scale (FLCAS), and Reading Anxiety Scale, which was created for this study in order to assess the amount of anxiety experienced by language learners within the specific context of reading in Spanish, were used. Also, an instrument called the Cognitive Interference Questionnaire was used to assess the number of off task thoughts of each participant while reading. The reading comprehension assessment measures consisted of a written recall protocol and a multiple-choice test.

Seller's (2000) study supports the findings of Saito et.al's (1999) study and suggests that reading anxiety is a separate and distinct phenomenon in language learning. Findings also indicate that more highly anxious students tended to recall less passage content than did those participants who claimed to experience minimal anxiety. Furthermore, Seller's (2000) study shows that highly anxious students tended to experience more off task, interfering thoughts than less anxious students. Outcomes of Seller's (2000) study also correspond with Saito et.al's (1999) findings in the way that relationship between anxiety and L2 reading is influenced by the subject matter of the text or by its perceived level of difficulty by the readers.

Zhang (2000) conducted a research study on FL reading anxiety which included both quantitative and qualitative elements. This study aimed at uncovering Chinese students' reading anxiety in a study-abroad context since Zhang (2000) claims that there is a lack of concentration in the literature with regard to addressing the emotional block that language learners suffer when they are in a study-abroad context while reading in a foreign language. 145 intermediate level students from People's Republic of China, who were studying ESL in Singapore, participated in Zhang's (2000) study. A Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito et.al (1999) and

informal interviews were employed to collect data on the extent of reader anxiety. The outcomes of the quantitative part of the study, based on t-tests, clearly indicated that female and male students experienced different degrees of anxiety in the study-abroad context. That is, female students appeared to experience more anxiety than the male ones. For the qualitative part of the study, interview results showed that apprehension in both males and females resulted from their low language proficiency, unfamiliarity with the learning context and their teacher diversity. Zhang (2000) concluded that there is a need for investigating the factors that make learners anxious while reading in a foreign language to shed a light on the nature of FL reading anxiety.

In a more recent study, Matsuda and Gobel (2004) investigated the possible relationship between general FL classroom anxiety and FL reading anxiety along with gender, extended overseas experience and classroom performance. In addition, this study aimed to determine variables and anxiety factors which would be significant predictors of performance among first-year students participating in the study. In Matsuda and Gobel's (2004) study, Japanese version of FLCAS and FLRAS were administered to 252 students at a Japanese university. Based on the data gathered from these scales, the possible relationship between the two theoretical constructs of FL classroom anxiety and FL reading anxiety, and the variables of gender and extended overseas experience were explored. The results of this study indicated that FL reading anxiety is a specific type of anxiety independent from general classroom anxiety. Additionally, the findings of this study suggest that the students with overseas experience demonstrated lower anxiety in speaking English, and gender was not found to have a significant effect on overall general reading anxieties. However, it was

showed that gender, proficiency and self-confidence in speaking English played an important role in classroom performance of first year students.

As a conclusion, the studies, which focused on FL reading anxiety, revealed that reading in a foreign language can be anxiety- provoking and FL reading anxiety is an issue which needs further exploration (Saito et.al, 1999; Lee, 1999; Sellers, 2000; Zhang, 2000; Matsuda and Gobel, 2004). However most of the research on FL reading anxiety focused on investigating the relationship between FL reading anxiety and reading performance. Saito et.al (1999) pinpoint that the sources of FL reading anxiety is still an unexplored issue and needs to be investigated to better understand the nature of FL reading anxiety. Furthermore, they assert that determining when and how anxiety intervenes in the reading process would be beneficial for further studies on FL reading anxiety.

Horwitz (2001) also declares that teachers would like to know the sources of language anxiety so that classes may be organized in a manner which minimizes anxiety reactions. Furthermore, Young (1991) claims that recognizing learner manifestations of anxiety is an important first step in coping with language anxiety. As a consequence, literature on FL reading anxiety proposes the need for the identification of the sources of FL reading anxiety as it would be helpful in the creation of low-anxiety classroom atmosphere while reading in a foreign language (Saito et.al, 1999; Sellers, 2000).

CHAPTER III

METHODOLOGY

3.1 Subjects:

The study was conducted at Anadolu University, Department of English Language Teaching in the first term of academic year 2004-2005. In order to find out whether FL reading anxiety was a distinguishable phenomenon from general foreign language anxiety and the sources of FL reading anxiety, 50 first-year students in two classes of Anadolu University ELT Department participated in this study.

The participants were chosen randomly from all the first year students in the ELT Department who took “İNÖ 106 Reading Skills”. At the time of the study, students have completed first four weeks of the term. There were 55 students in two classes, but a total of five students were excluded from the study because of not attending classes regularly and not participating in the data collection.

Since the teacher himself/herself can become part of the FL reading anxiety, the classes in which researcher was teaching were not included in this study in order to be objective. This study focused on all the possible sources of FL reading anxiety in a Turkish EFL context; therefore, variables such as age, gender, and the proficiency level were not taken into consideration.

The participants took three hours of reading course in a week, named “İNÖ 106 Reading Skills”. This reading course was a compulsory course, which aimed at “enabling the students to become aware and make use of various skills and strategies in their readings” as stated in the course syllabus. The students in this course were required to do the assignments and attend the course. The assessment for this course was done by

two midterms and a final exam in which students were asked to apply the reading and vocabulary strategies to the given texts. Since the course book was revealed as one of the sub-categories of the sources of FL reading anxiety, what type of materials, activities and strategies it includes should be made clear in order to understand the reasons that make students anxious about the course book.

3.1.1 The Course Book

The name of the book followed in ‘Reading Skills’ course is Ediger and Pavlik’s *Reading Connections* (1999). This book consists of four main units. Each unit has one general topic and all of the articles in a unit are based upon this general topic. For example, the first unit of the book is called “The Ad Game” and there are a total of six articles talking about different aspects of advertising business. That is, approximately six weeks are spent for one unit and students are reading about the same subject during this time. The units in the course book are: ‘The Ad Game’, ‘Love’, ‘Mind and Body Connection’ and ‘World of Work’. For two semesters of the academic year (approximately eight months), students read about only these topics.

The design of the course book is not colorful and the reading texts are not accompanied by many pictures, photographs or illustrations. These are limited in number depending on the reading text and most of the texts are more than one page. At the end of each unit, there is a unit task which students do individually or in groups including some activities related to the unit like ‘designing an advertisement’.

The course book is generally based upon teaching certain reading strategies like skimming, scanning, reading closely, finding important points, using examples and internal definitions. Those reading strategies are given separately preceding or

following the text. There are not same amount of reading strategies for each text, some texts are followed by more reading strategies than the others. There is not a separate ‘post-reading’ section in the course book, rather the strategies are given as post-reading activities following the texts. Moreover, there are not any activities about how students would transfer and apply these reading strategies in their readings other than the ones in the course book.

3.2 Instruments:

Nunan (1992) proposes that various data collection procedures should be used while doing research in the area of language learning. Thus, this study includes both quantitative and qualitative research elements. The quantitative data collection instruments used were:

- a) Foreign Language Classroom Anxiety Scale (FLCAS-see Appendix A1)
- b) Foreign Language Reading Anxiety Scale (FLRAS-see Appendix B1).

For the qualitative part of the study which aimed at finding the sources of reading anxiety, the instruments used were:

- a) Learner diaries
- b) Guided interviews

3.2.1 The Foreign Language Classroom Anxiety Scale (FLCAS)

The FLCAS developed by Horwitz, Horwitz and Cope (1986) contains 33 Likert scale type items that are specifically designed to capture the specific anxiety reaction of a learner to foreign language learning (Aida, 1994). FLCAS was scored on a five point Likert scale, requiring students to respond to each item with a single answer; strongly

agree (5 points), agree (4 points), neither agree nor disagree (3 points), disagree (2 points) and strongly disagree (1 point). This instrument aims at measuring the amount and type of anxiety experienced by the foreign language students in a classroom context and it integrates three related anxieties- communication apprehension, test anxiety and fear of negative evaluation (Oxford, 1999). Furthermore, levels of general FL anxiety that FLCAS measure did not depend on the specific target language. That is, FLCAS has stability regardless of the target language (Rodriguez and Abreu, 2003).

In this study, the Turkish version of FLCAS (see Appendix A2) was used. The reliability and validity of the Turkish version of FLCAS was examined by Aydın (2001) and this scale was found reliable and valid. The 27th item “I feel more tense and nervous in my language class than in my other classes” was eliminated in the Turkish version by Aydın (2001) as all the classes of the subjects participated in her study were FL classes. This is also true for this study since all the participants of this study were the students of ELT department. They did not take any separate language course, all the classes the subjects took were FL classes.

In the Turkish version of FLCAS, the negative items were made positive by Aydın (2001) since negative phrases might block the understanding of the items. Then, as Aydın (2001) mentioned “for practical reasons for the subjects completing the questionnaire, and for the analysis, the wordings of all items in FLCAS were changed” (p.63). Marra and Marra (2000) also pinpoint that students may reply to the positive statements with a strong agreement then also answer with a strong agreement when the same statement is asked negatively. Therefore, items in a scale should avoid double negatives since the students might have difficulty in filling in the scale.

In the Turkish version of FLCAS, the answer “strongly agree” determined high anxiety for all the items in the questionnaire except for the 5th item. For example, while the answer strongly agree revealed high anxiety for the 3rd item “I tremble when I know that I am going to be called on in English classes”, just the opposite, the answer ‘strongly disagree’ determined high anxiety for the 5th item “It would not bother me at all to take more English classes” (Aydin, 2001). In this study, the Turkish version of FLCAS was used to help the students feel more comfortable, and eliminate any possible problems caused by language difficulties while filling in the scale.

3.2.2 The Foreign Language Reading Anxiety Scale (FLRAS)

The other quantitative instrument FLRAS, developed by Saito, Garza and Horwitz (1999) is a Likert scale type instrument that specifically focuses on reading anxiety that one may experience while reading in a foreign language. Saito et.al (1999) claim that the FLRAS elicits students’ self-reports of anxiety over various aspects of reading, their perceptions of reading difficulties in their target language, and their perceptions of the relative difficulty of reading as a language skill.

The FLRAS contains 20 items, each of which is answered on a five point Likert scale, ranging from strongly agree (5 points), agree (4 points), neither agree nor disagree (3 points), disagree (2 points) to strongly disagree (1 point). Similar to FLCAS, the answer “strongly agree” determined high anxiety for all the items in the Turkish version of FLRAS except for the 12th, 13th, 14th and the 17th items. For these items, the answer “strongly disagree” determined high anxiety since these items include positive statements about FL reading anxiety. The Turkish version of FLRAS (see Appendix B2)

was used in this study in order to help students feel more comfortable while filling in the scale.

3.2.2.1 The Validity and Reliability of the Turkish Version of FLRAS

For the validity and reliability of the Turkish version of FLRAS, first of all English version of FLRAS was translated into Turkish and then into English again by two native-like speakers of English using back translation method. This translated version was administered to 332 students at Anadolu University School of Foreign Languages. The participants were selected from all levels (elementary, lower intermediate, intermediate, higher intermediate, advanced) to have a homogenous group for the pilot study.

In order to determine the construct validity of FLRAS, a principle component analysis with varimax rotation was used. This analysis produced six factors with eigenvalues (values used in principle component analysis) greater than one. To retain all six factors would create a too complex model; therefore, the scree plot criterion was used to diminish the number of factors. The scree plot criterion is a helpful way in decreasing the number of the factors which have low communalities (Kline, 1994 cited in Ceyhan and Namlu 2000). Looking at a scree plot of the eigenvalues showed that the plot turned right following the factor three. The last three factors were then disregarded. If the current model based on three factors is correct, then three factors in this scale would explain a substantial amount of variance in all items. In this case, items 16 and 19 were deleted based on low factor loadings and communalities. Table 3.1 shows the components of the factors according to the findings of the principle component analysis.

Table 3.1 Components of the factors according to the findings of the principle component analysis

Factor	Eigenvalue	Variance (%)	Total Variance (%)
I	11.601	39.7	39.7
II	2.356	7.2	42.6
III	1.412	6.4	48.0

As shown in Table 3.1, the principle component analysis of FLRAS suggested a three- component solution which accounted for 48 % of the total variance. According to Kline (1994, as cited in Ceyhan and Namlu 2000) factor loadings which account 40% and above of the total variance are acceptable for the construct validity of a scale. Therefore, findings of the principle component analysis showed that the Turkish version of FLRAS has a construct validity.

As for the reliability of FLRAS, Cronbach's α was used. The Cronbach's α was accounted 0.64. Since this is not acceptable for the reliability of a scale (Özdamar, 2004), to raise the reliability of FLRAS, items 16 and 19, which appeared to have low factor loadings in the principle component analysis, were deleted and Cronbach's α was calculated again. This time, the reliability of the scale increased. The Cronbach's α was 0.85. According to Özdamar (2004), if Cronbach's α is between 0.80 and 1.00 the scale has a very high reliability. This finding also supported the principle component analysis that the items 16 and 19 should be deleted from FLRAS to provide reliability and validity of the scale. As a consequence, the Turkish version of FLRAS appeared to have reliability and validity with 18 items.

In addition to the reliability and validity of the Turkish version FLRAS, 25 students- that is the 50% of the participants- were asked to express their ideas about what they understand from the 11th item "I am worried about all the new symbols you

have to learn in order to read English”, in order to prevent any possible misunderstanding that can be caused by this item. 22 of the students said the symbols that were asked in this question stand for the phonological symbols that they have to know. That is, most of the students in this study thought symbols were the phonological ones, while filling in the scale.

3.2.3 Learner Diaries

In order to find out the possible sources of foreign language reading anxiety, diaries were collected from each of the participants in the study. Young (1991) suggests that the impact of language anxiety on the learning experience is not easily assessed because of the complexity of language learning, and therefore diary collection and interviews are two of the best ways to learn what students think and feel. Foss and Reitzel (1988) pinpoint that diaries are good vehicles for intrapersonal reflection on the language learning process. They also put forward that diaries can help students track their feelings of apprehension while learning a language and students arrive at a more realistic, positive sense of their progress with the help of these learning diaries.

Krishnan and Hoon (2002) assert that diary is a powerful tool that can help learners take steps to see their progress, make connections between themselves and the course of the study, and overcome learning obstacles. According to Matsumoto (1996) diaries provide private, personal activities and raise the learners' consciousness of their own learning process effectively. Similarly, Matsuda (2003) suggests that an effective way to explore learners' perceptions is through their diaries. Moreover, Matsuda (2003) argues that diary is a natural way of collecting classroom data and it enables the researcher to discover hidden parts of language learning which indicate what is important for learners. Nunan (1992) also suggests that having learners keep diaries is a

good way to elicit their feelings and thoughts. Thus, it was appropriate to use diaries in the qualitative part of this study since the primary aim is to reveal the possible sources of FL reading anxiety from students' point of view.

3.2.4 Guided Interviews

Students' learning diaries were followed by the guided interviews with 25 randomly selected students, which constitute the 50% of total students, to allow fuller exploration of FL reading anxiety and support the sources that were found with the help of the diaries. According to Young (1991) questionnaires and diaries along with interviews were helpful in providing insight into language anxiety from the students' perspectives. Price (1991) also claims that interviews can be used both to obtain subjective description of the interviewee's own experiences and to investigate specific questions that can not be explored only through quantitative tools.

The students who were interviewed were chosen randomly by drawing names from an envelope. Open-ended questions which guided them to uncover their feelings and thoughts about FL reading anxiety were asked to each student and the interviews were conducted by the researcher. Nine open ended questions were asked to students. All interview questions were based on the data gathered from the learner diaries to support the findings related to FL reading anxiety except for the first and the second one. The first question of the interviews was about what students understood from the 11th item of FLRAS "I am worried about all the new symbols you have to learn in order to read English" to clarify any misunderstanding caused by this item in the scale. The second question was about whether the students think FL reading anxiety is different from general FL anxiety. The reason for asking this question was to elicit students'

ideas about the phenomenon of FL reading anxiety and support the quantitative part of the study that asked whether FL reading anxiety is different from general FL anxiety in a Turkish EFL context (see Appendix C for the guided interview questions). All the interviews were held in students' native language to let them feel comfortable while expressing their thoughts.

3.3 Data Collection procedures:

The data collection lasted for nine weeks and it was carried out by following a three-step procedure:

1) In the first week of the study, FLCAS was administered to all of the participants. The other quantitative instrument, FLRAS was administered to the participants one week later they completed the FLCAS to control the time effect on memory. All the students were told that they would participate in an academic study but they were not informed about the nature of the study. They were told that they would participate in a study which aimed at developing a better reading course by taking their feelings and ideas into consideration.

2) The participants were asked to write diaries each week for seven weeks about what they feel, think and experience while they are reading in the foreign language starting from the second week of the study. Since the participants were not familiar to diary writing, sample diary entries (see Appendix D) written by different foreign language learners were given to the participants. These sample diaries guided them about how they would keep their own diaries and showed that they could write about any feeling or any point related to their reading in the target language. The participants were given colorful papers (green and yellow) to motivate them for writing regularly on

a weekly basis and they were also told that they were free to write their diaries in their native language-Turkish- to help them express themselves comfortably and more openly. Students' diary keeping lasted for seven weeks (see Appendix E for randomly selected sample student diaries).

3) Following the collection of diaries, 25 randomly selected students were interviewed in their native language to support the data collected through diaries, in the last week of the study. Moreover, these interviews were used to find out whether the sources that are derived from students' diaries and the ones that they express in the interviews match. These interviews were done with a checklist which included open ended questions based on the information revealed in the diaries.

In order to represent the whole group, the interviews were held with 25 subjects, the number which constitutes the 50% of the total number of students that participated in the study. The interviews were held in appropriate hours both for the researcher and the participants. The interviews were tape recorded for analysis (see Appendix F for sample transcriptions). In the beginning of the study, all of the participants were assured of the confidentiality of the information they would report about themselves in their diaries and interviews.

3.4. Data Analysis Procedures

3.4.1. The FLCAS and the FLRAS

Since foreign language reading anxiety may vary according to the target language, it is necessary to determine whether foreign language reading anxiety is a part of the general foreign language anxiety or it is an independent phenomenon in a certain context (Saito et.al., 1999; Matsuda and Gobel, 2004). For the purpose of finding

whether foreign language reading anxiety exists as a phenomenon distinguishable from general foreign language anxiety or not, the mean scores and the standard deviations of The FLCAS and the FLRAS were calculated.

The Pearson product-moment correlation coefficient analysis between FLCAS and FLRAS was applied to measure the association between two scales. A correlation coefficient is a symmetric, scale-invariant measure of association between two random variables and ranges from -1 to +1, where the extremes indicate perfect correlation and 0 means no correlation (Şıklar, 2000; Dalgaard, 2002; Özdamar, 2004). The lower the correlation, the weaker the relationship between the variables; the higher the correlation, the stronger the relationship (MacIntyre, 1999; Dalgaard, 2002). Pearson product-moment correlation coefficient or the *Pearson r* is an appropriate analysis method while measuring the amount of relationship between two distributions of scores (MacIntyre, 1999). Thus, in order to determine whether FL reading anxiety appears as a distinguishable phenomenon from general FL anxiety or not, it would be appropriate to use Pearson product-moment correlation coefficient for measuring the overlap between two scales, FLCAS and FLRAS.

3.4.2. Learner Diaries

For the qualitative part of the study, data collected through diaries were analyzed by using the Constant Comparison Method (Dye, Schatz, Rosenberg, and Coleman, 2000; Barksdale-Ladd, Draper, King, Oropallo, and Radencich, 2001; Lockhart and Ng, 1995; Zepeda and Mayers, 2002). As Lincoln and Guba (cited in Dooley & Murphy, 2000, p.2) state:

“The first rule of the Constant Comparison Method is that while coding an incident for a category, compare it with the previous incidents in the same and different groups coded in the same category. This constant comparison of the incidents very soon starts to generate theoretical properties of the category. Thus the process of constant comparison stimulates through that leads to descriptive and explanatory categories”.

According to Dantas-Whitney (2002), recurring themes are identified through constant-comparison method, which involves sorting, coding, prioritizing and connecting pieces of data according to emerging patterns of interpretation. Since this method allows the use of relevant data to form categories, instead of using a set category (Dye et.al., 2000) it was appropriate to use the Constant Comparison Method in this study. 30% of the data was analyzed by two raters separately- researcher and another rater who had experience in the Constant Comparison Method- to test the inter-rater reliability, which was found 95%, using the following formula suggested by Tawney and Gast (1984):

$$\frac{\text{The number of agreements}}{\text{The number of agreements x disagreements}} \times 100$$

After the analysis of the learner diaries, each diary was reviewed to come to a consensus by two raters. In order to have categories suggested by the Constant Comparison Method, all the data gathered through the diaries were divided into communication units. According to Langer and Applebee (cited in Aydın and Bahçe, 2001), a communication unit is a separate expression about a thought or behavior. After the determination of the communication units, the units which contain similar ideas were

grouped together to form categories. Then, the categories were given names according to the ideas and thoughts they cover.

3.4.3 Guided Interviews

The tape recordings of the interviews with 25 randomly selected students were transcribed and then analyzed using the Constant Comparison Method mentioned in the analysis of the diaries by two raters. 30 % of the data was analyzed by the same two raters following the same formula for inter-rater reliability. The inter-rater reliability was calculated 94%. The frequencies and the percentages of these communication units were found and the similar communication units were grouped together. The data gathered from the analysis of the interviews were used to support the data gathered from the learner diaries. That is, all the communication units in the diaries and interviews were combined and categorized again by two raters. This time the percentage of agreement between the two raters was calculated 93%.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 General Overview

The aim of this study is to find out the sources of foreign language (FL) reading anxiety from the students' perspectives. However, in order to find out the sources; first of all, whether FL reading anxiety is a distinguishable factor from the general FL anxiety in Turkish EFL context should be clarified. For these purposes, there emerged two research questions in this study:

1. Does foreign language reading anxiety exist as a phenomenon distinguishable from general foreign language anxiety?
2. What are the sources of foreign language reading anxiety of students in a Turkish EFL context?

In order to answer these research questions, the data of this study have been presented in two stages. In the first stage, to answer the first research question, all of the students were administered two scales, FLCAS and FLRAS. A Pearson product-moment correlation was used to find out whether FL reading anxiety is distinguishable from the general FL anxiety. In the second stage, to answer the second research question, learner diaries were collected from the participants on a weekly basis. Diaries collected were analyzed by using the Constant Comparison Method (Dye, Schatz, Rosenberg, and Coleman, 2000; Barksdale-Ladd, Draper, King, Oropallo, and Radencich, 2001; Lockhart and Ng, 1995; Zepeda and Mayers, 2002) and sources of FL reading anxiety were derived from the relevant data.

Following the collection of the learner diaries, 50% of the participants-that is 25 students- were interviewed to support the sources that were found through the analysis of the diaries, and also to find out whether the participants had any other utterances related to FL reading anxiety. Those interviews were transcribed and analyzed by using the Constant Comparison Method. The communication units determined from the interviews were added to data gathered from the learner diaries and categorization was done again. As a conclusion, the sources of FL reading anxiety in a Turkish EFL context were identified in this study.

4.2 FLCAS and FLRAS

In order to find out the sources of FL reading anxiety; first of all, the existence of FL reading anxiety whether as a part of the general FL anxiety or a distinguishable phenomenon should be made clear. For this purpose, FLCAS and FLRAS, two scales used to measure general FL anxiety and FL reading anxiety, were administered to all of the participants and analysis was done by using the Pearson product- moment correlation.

According to the results, the mean and standard deviation of FLCAS (M=2.62; SD= 1.3) are higher than the mean and the standard deviation of FLRAS (M=2.36; SD=0.56) (see Table 4.1 for descriptive statistics). That is, on the FLCAS a mean of 2.62 indicates an average response of slightly below 3 (2.62) on each of the 32 items, showing neither agreement nor disagreement with the statements which indicates a medium level of anxiety; whereas, the mean response on the FLRAS was approximately 2.3. This finding may suggest that, on average, participants reported slightly less reading anxiety per item than general FL anxiety. When the standard deviations of the

two scales were considered, the standard deviation of 0.56 for the FLRAS and 1.3 for the FLCAS indicate that the participants gave more similar responses to the questions asked in FLRAS than the questions in FLCAS.

Table 4.1 Descriptive statistics of the FLCAS and FLRAS

	N*	Mean (M)	Std.Deviation (SD)
FLCAS	50	2.62	1.3
FLRAS	50	2.36	0.56

N*: Number of the participants

In order to find out whether FL reading anxiety is a distinguishable phenomenon from the general FL anxiety or not, the relationship between the FLCAS and the FLRAS was computed using a Pearson product-moment correlation coefficient ($r = .45$, $n = 50$, $p < .01$). This finding indicates a positive correlation between two scales. According to MacIntyre (1999), a positive relationship between two variables indicates that as the amount of one variable goes up, the other variable also goes up; that is, the relationship of the variables moves in the same direction. Hence, in this study, students with higher levels of FL anxiety also tended to have higher levels of FL reading anxiety and vice versa.

Although this relationship is significant and implies a reasonable amount of overlap between the two measures, it also indicates a substantial amount of discrimination. A correlation coefficient of .45 means that the two measures share approximately 20% ($r = .45$, $r^2 = .45 \times .45 = 0.20$) of the variance. Thus, approximately 80% of the variance is not shared between the two measures, a finding that supports the differentiation of the two constructs. As a conclusion, this finding indicates that there is

at least preliminary support for the existence of FL reading anxiety as a phenomenon related to, but distinct from, general FL anxiety.

In order to support the results of the Pearson product-moment correlation analysis, the students were asked whether they think there is difference between FL reading anxiety and general FL anxiety, in the interviews. Of the 25 students participated in the interviews, 21 of them reported that they think FL reading anxiety is different from general FL anxiety whereas 4 of them reported that they think there is no difference between two phenomena. Two of the students expressed their ideas about the difference of FL reading anxiety from general FL anxiety as:

a. "I think the thing we call reading anxiety is very different. For example, you have to comprehend and understand what the text tells you; otherwise, you do not have any chance. Besides, you need to know sufficient vocabulary and something about the culture. I mean... you should have a good general knowledge."

b. "Generally, English is not difficult for me, I'm able to express myself, but I feel some kind of different anxiety for reading. I mean, it is a bit different... everyone is responsible of himself. Everything should be clear, it seems that reading requires different skills; that is why, reading is very different from all the other skills."

(see Appendix G for the Turkish versions of the interview and diary entries in the order of the items presented in this chapter)

After identifying that FL reading anxiety is different from general FL anxiety in a Turkish EFL context, this study aimed to find out the sources of FL reading anxiety students experienced. For this purpose, the participants kept learner diaries and interviews were held after the collection of the diaries. The following section will deal with the findings gathered through learner diaries and interviews.

4.3 Learner Diaries and Interviews

In order to find out the sources of FL anxiety through the analysis of the learners' diaries, the Constant Comparison Method was used. According to this method, all the data gathered through the diaries were divided into communication units by two raters. A total number of 1521 communication units were found in the learner diaries. Then, the similar communication units were grouped and brought together to have the sub-categories and then the main categories. The interviews were transcribed and analyzed by using the same analysis method, the Constant Comparison Method. The communication units were determined and then were added to the communication units gathered through the learner diaries. All the communication units- gathered from the learner diaries and the interviews- were compared and contrasted and then grouped to have the sub-categories. These sub-categories were grouped and the main categories were formed according to the relevant data.

As a result of this analysis, there emerged a total of 1821 communication units, 16 sub-categories and three main categories. Table 4.2 shows the total numbers of the communication units of each main category.

Table 4.2 Distribution of Communication Units according to Three Main Categories

Main Categories	N*	%
Anxieties Caused by the Personal Factors	674	37
Anxieties Caused by the Reading Text	644	35
Anxieties Caused by the Reading Course	503	28
TOTAL	1821	100

N*: Number of communication units

Distribution of the communication units according to the main categories is shown in Table 4.2. According to this, three main categories include anxieties caused by the personal factors (37%), anxieties caused by the reading text (35%), and anxieties caused by the reading course (28%). As the data gathered from the interviews were used to support the data gathered from the diaries, the following part will include diary and interview results identified from the data for each category.

4.3.1 Anxieties Caused by the Personal Factors

Results of the diary and interview analyses indicated that one of the causes of the anxiety students experience while reading in the target language was due to some personal factors. Learners expressed that some personal factors such as inappropriate strategy use, fear of comprehension, lack of motivation, negative background experiences, self confidence and high expectations were the sources of anxiety while reading. A total of six sub-categories were revealed and the distribution of these sub-categories is shown in Table 4.3.

Table 4.3 Sub-categories Related to the Personal Factors

Sub-Categories	N*	%
Inappropriate Strategy Use	196	29
Fear of Comprehension	175	26
Lack of Motivation	128	19
Lack of Self-Confidence	72	11
Negative Background Experiences	53	8
High Expectations	50	7
TOTAL	674	100

N*: Number of communication units

As a personal factor, **inappropriate strategy use** appeared to cause anxiety while reading in the target language. 29% of the communication units express anxiety about

the inappropriate strategy use. The analyses of the diaries and interviews showed that students might feel anxious because of not using appropriate strategies or using certain strategies incorrectly such as depending too much on dictionary instead of getting meaning from context, focusing on details and not being able to identify the author's main idea or the important points, which are necessary for effective reading. One of the students expressed his feelings about inappropriate strategy use as:

a. "I don't know how to read. O.K I know that there are some strategies, but when it comes to reading, I can't use them. All I do is to memorize the strategies in the book, but in practice I always ignore them."

Moreover, depending on dictionary too much instead of trying to get the meaning from context is another example to inappropriate strategy use, and some of the students expressed how it affected their reading in a negative way. They stated that while reading, they depend on dictionary too much and it draws them back from the reading material and therefore leads to anxiety. The following student excerpt shows how over depending on dictionary causes anxiety:

b. "It is almost impossible to understand what you read, perfectly. When you don't understand the words, the dictionary distracts you from the text. That is the moment I ask this question: Will I look up the word in the dictionary or continue to read the text? From that moment on, I lose all my enthusiasm about reading and again I'm beaten by the dictionary."

Furthermore; in the reading process, it is revealed from the students' diaries and interviews that focusing on details is another example to inappropriate strategy use. That is, some students expressed that they are stuck to some details in a text, and as a result of this their attention is blocked from what they are reading, and they are not able

to get the main points in the reading material. One of the students expressed this feeling as:

c. "I sometimes feel that I'm lost in details, and when I look back I see I didn't even understand any single word from the text I'm reading. So, when I start to focus on details, I lose all my attention. "

As shown in Table 4.3, **fear of comprehension** emerged as another anxiety provoking part of the reading process related to the personal factors. 26% of the communication units indicate students' feelings about comprehension. Some students stated that fear of not comprehending the reading material leads to anxiety and this constitutes a big problem for them while reading in the target language. The following diary entries include expressions about this negative feeling:

d. "I become anxious even before reading something for not understanding what the text is about. It is the same while reading in the class. I am always afraid of not comprehending the text and answering the comprehension questions."

e. "I have a fear of not comprehending the text. Sometimes I give up reading with a thought that I cannot comprehend the text whatever I do. I tried to overcome this many times, but I just can't. Whenever I say to myself "O.K, I will succeed this time", I find myself leaving the text aside."

Lack of motivation is another source of reading anxiety related to the personal factors. As displayed in Table 4.3, 19% of the communication units related to the personal factors include students' expressions about the lack of motivation they experience. That is, when students lose their motivation, it would be difficult for them to go on reading; therefore, they would be likely to feel anxious towards reading in the

target language. The following excerpts taken from students' diaries would be helpful in understanding how lack of motivation affects them:

f. "I can't concentrate on reading. Before reading something, I'm very enthusiastic about reading, but when I see the text I don't want to read it. From that time on, I find myself thinking about or doing something else, but I know it's not reading."

g. "I have zero level motivation. I don't want to read. I like reading in Turkish, but when it comes to English, I don't want to read. I cannot focus on reading though I want to."

As another personal factor, **lack of self-confidence** appeared to affect reading in the target language in a negative way and cause anxiety. As shown in Table 4.3, 11% of the communication units reflect the negative arousal caused by the lack of self-confidence students experience. In other words, feeling that they cannot read effectively and believing that they are not able to master the skill of reading in the target language might lead to anxiety among learners. The following students stated this feeling as:

h. "I believe my reading skill won't be improved until the end of my life. I know I can't read in English no matter how hard I try. It's no use trying."

i. "I don't believe that I can read English well, I think it is too late for it. It is all about me. I have always been an introvert person."

8% of the communication units related to the personal factors as a source of anxiety reflect that the **negative background experiences** students had can also cause anxiety. Students mentioned in their diaries and interviews that their negative experiences about reading block their understanding and lead to frustration and anxiety.

These negative experiences include expressions such as not having the right habits of reading or experiencing some negative incidents related to reading that cause to hold some prejudices against reading in the target language. The following excerpts exemplify how students are affected by their negative experiences related to reading:

j. "I don't like reading. I think it's because I haven't been reading much since my childhood. I don't like reading not only in English but also in Turkish. It was same when I was in the secondary school or high school... I don't think I will have this habit from now on."

k. "In the past, I didn't have any problems with reading in English. But I lost my interest while I was in high-school, especially, while I was preparing for the University Entrance Exam. I hated answering paragraph questions. Now, I cannot get rid of this. I have a phobia against English books. I don't know whether I can overcome this, but what I realized this year is that I had better solve this problem."

The last source of anxiety related to the personal factors is students' having **high expectations** while reading in the target language. 7% of the communication units include expressions about how students were affected negatively by their high personal expectations about reading. Some students expressed that they have to achieve everything related to reading in the target language. These high expectations put pressure on them, and might cause anxiety. The following excerpts show how some students were affected by their high expectations:

l. "I have to read perfectly. Therefore, I try to memorize every word in a dictionary. I think it is very beneficial because I have to pass this course with the highest grade and understand everything in a text. There is no way out."

m. "It is important to read without doing mistakes, and by comprehending the text well. It is a must in order to achieve my future goals. As for reading, I am not so good now, but I have to be. That is why, I force myself a lot."

Consequently, one of the students in this study expressed his feelings in his diary about the personal factors that hinder his reading in the target language as:

n. "I have never liked reading. When I think about it neither can I use the strategies my teacher is talking about nor have I sufficient general knowledge to understand most texts. I have never liked reading at all. I don't want it. I feel ashamed, but if you ask me how many books I have read since I started learning English, I would say not more than the fingers of one hand. But it has nothing to do with my teachers, the problem is me. Something happens before I start reading; I can't make it since I started unwillingly."

Apart from the anxieties caused by the personal factors, another source of FL reading anxiety revealed through learner diaries and interviews included anxieties caused by the reading text.

4.3.2 Anxieties Caused by the Reading Text

The analyses of diaries and interviews revealed that students experience anxiety caused by the reading text. Students expressed that while they are reading a text in the target language, there are some factors that make them feel frustrated and anxious, and block their understanding. A total of five sub-categories were formed under the main category of the reading text according to the communication units students expressed in their diaries and interviews. Distribution of the sub-categories related to the reading text is shown in Table 4.4.

Table 4.4 Sub-categories Related to the Reading Text

Sub-Categories	N*	%
Topics	210	33
Unknown Vocabulary	129	20
Complex Linguistic Structures	124	19
Unknown Cultural Content	110	17
Format of the Text	71	11
TOTAL	644	100

N*: Number of communication units

As can be seen in Table 4.4, students think **topic** of a reading text is a source of anxiety for them. 33% of the communication units related to the reading text express anxiety and frustration caused by the topics. That is, while reading in the target language, the topics which are not interesting or difficult for students may lead to anxiety. One of the students expressed this feeling in the interview as:

a. "I don't like to read the topics I'm not interested in, for example, when I see a text about politics or an academic text... I'm irritated. I lose all my interest at the beginning of such a text, I mean someone has to force me to read."

Another student in the study reported a similar feeling about the anxiety caused by uninteresting topics as:

b. "If the text I am reading attracts my attention then my reading is so smooth, at those times I find myself invested in English and I don't notice how time passes. But if I am reading something that is not interesting for me, then reading becomes a torture, I cannot give myself in the reading activity."

Unknown vocabulary in a reading text appeared to be another source of anxiety from the students' diaries and interviews. As displayed in Table 4.4, 20% of the

communication units related to the main category of the reading text belong to students' expression of anxiety about the words that are not familiar for them while reading a text in the target language. This feeling of anxiety that is caused by unknown vocabulary would be best understood by looking at the following excerpts taken from students' diaries:

c. *“While reading something in English, I don't want to read anymore when I come across with unknown vocabulary. Although I want to go on, my mind sticks to those unknown words and I forget what I'm reading.”*

d. *“What worries me a lot is an unknown word which is very important for understanding the whole text. I mean, there is a word which I don't know, but the paragraph is going round that word. I, surely, put the text aside.”*

19% of the communication units about the reading text indicate certain amount of anxiety students feel when they come across with **complex linguistic structures** in a reading text. According to students' expressions, these complex linguistic structures include long sentences with complex grammar and syntactic structures. The following students expressed their thoughts about how these complex linguistic structures affected them while reading as:

e. *“It is difficult for me to go on reading texts which include complex grammar structures and long complex sentences. Then I ask myself whether my English is insufficient, and normally I feel so sorry about it.”*

f. *“I sometimes come across such structures in which a sentence is as long as a paragraph. No matter I get what's going on at the beginning, I get lost at the end. What is more, most of the time I cannot find the subject of the sentence. I sometimes think that the authors do this deliberately, so that we cannot comprehend.”*

Another source of anxiety related to the reading text is the **unknown cultural content**. 17% of the communication units related to reading text include expressions of anxiety caused by the unknown cultural content that a text includes. According to the students' expressions, the cultural concepts that are not familiar to them block their understanding, and therefore cause anxiety. When they face unknown concepts related to the culture, it would be difficult for them to comprehend what the text tells them. How students feel about the unknown cultural content was expressed by a student as:

g. "Some texts include so much about the culture. I think I come across an unknown word but when I look up this word in a dictionary I see that it is related to culture. I can't even visualize...actually, it doesn't mean anything to me. I even don't know my own culture, how can I know about the English culture? It is nonsense. I don't want to read such texts.

The following student expression further illustrates how unknown cultural content of a text affects students:

h. "When I read something in English, I sometimes come across with things I have never heard before. For example, once I read something about Thanksgiving and I could not understand what it was about. Eventually, it became apparent that it was about Thanksgiving when I was talking with my friend. I think I should watch more American movies."

The last sub-category related to the reading text is the **format of the text**. This sub-category constitutes for 11% of the communication units in the main category of the reading text. Students expressed that the format of a text such as the length, the writing type and the font of writing might cause anxiety. One of the students stated:

i. "Long texts frighten me. I say to myself "Ah, long descriptions will start again", so I don't begin to read such long texts especially with little fonts."

Consequently, the following student expression illustrates how students might be affected in a negative way by some features of a text they are reading.

j. “ When I come across with long texts I feel as if I will not even understand it. I get bored even before starting to read. When I take a book, the first thing I do is to look whether it includes any pictures or not. If there is not any, I feel I will get bored or cannot read it. If it is written with very small fonts, most of the time I dare not to read it.”

Other than the anxieties caused by the personal factors and the reading text while reading in the target language, the students in this study also reported anxieties caused by some features of the reading course they are taking.

4.3.3 Anxieties Caused by the Reading Course

The reading course appeared as the last main category of FL reading anxiety from students’ diaries and interviews. Students expressed that the reading course has an anxiety provoking nature. That is, the way reading course is organized has a potential of creating anxiety and frustration for some of the learners in this study. From the diaries and interviews, a total of five sub-categories were emerged under the main category of the reading course. Distribution of these sub-categories is shown in Table 4.5.

Table 4.5 Sub-categories Related to the Reading Course

Sub-Categories	N*	%
Course Book	135	27
Classroom Environment	116	23
Compulsory Reading	112	22
Teacher	74	15
Evaluation	66	13
TOTAL	503	100

N*: Number of communication units

As shown in Table 4.5, the **course book** emerged as the most anxiety provoking part of the reading course. 27% of the communication units in the main category of the reading course show the anxiety students feel about the book. The following student excerpts can be helpful in understanding how they felt about the course book:

a. *“I think the book we are following is very boring. I couldn’t get the purpose of it. All those texts and strategies don’t teach anything new. Moreover, I don’t want to read anymore because of this book.”*

b. *“Yesterday, my friends at upper classes asked me what I learned in the reading course. My answer was, normally, ‘nothing’. In fact, we can learn a lot in the reading course, but our super book (!) is stuck on the advertisement unit... I started to feel disgusted. What is more, the book does not teach anything.”*

In the main category of the reading course, 23% of the communication units express anxiety related to the **classroom environment**. The sub-category of the classroom environment included expressions such as the negative atmosphere in the classroom and the relations between the friends that cause anxiety. The following excerpts show how some of the students felt about the classroom environment:

c. *“The idea of saying something wrong in this class scares me; some of our friends read faster and don’t want to wait for the others. I’m not eager to read anything in an atmosphere like this.”*

d. *“I don’t like the atmosphere in the classroom. While I was in high-school, I was a person who joined in every kind of activity in the classroom, but here, in this classroom, I turned into a passive person. ‘Yes’, I cannot read as fast as they do, but many people like me suffer from this.”*

Another sub-category which holds 22% of the communication units is the **compulsory reading** situation. That is, students expressed that having reading as a compulsory course causes them to get away from the pleasure of reading, and therefore causes anxiety. The following excerpts from students' diaries would be helpful in understanding how they felt about reading's being compulsory:

e. "I love reading, but I don't like someone forcing me to read. It's OK while reading a book or magazine that I choose, but when it comes to the reading course, I don't want to read even a single line. I think reading shouldn't be a force."

f. "We have a teacher who always says 'O.K, read this and read that'. I started to get bored of this. Can't I read texts that I want, just because I want it?"

As displayed in Table 4.5, 15% of the communication units reflect that the **teacher** might also be a cause of anxiety. Students think that their reading is negatively affected by the reading teacher and his/her enthusiasm. Two of the students expressed their feelings about the attitude of the teacher as in the following:

g. "In my opinion, teacher's willingness is very important. I can't see any willingness or enthusiasm in my teacher, it affects me so much. Why should I bother to read?"

h. "I don't trust my teacher. I don't want to ask him/her anything. When s/he asks me questions, I give inappropriate answers. In fact, our teacher is a friendly person, but there is something which does not conform to me; although I am an active person, I feel that our teacher behaves as if s/he was forced to teach. I lose all my enthusiasm, I mean my performance goes below zero."

Evaluation is the last sub-category derived from students' diaries and interviews about the reading course. 13% of the communication units express students' concern and frustration about evaluation in the reading course. That is, having exams and the concern of passing the class cause anxiety among the students. The following students stated in their diaries as:

i. "I can't stop thinking about the exam. When I come across with a new word or a concept while reading in the class, I always ask myself whether it will be included in the exam. That's my only concern."

j. "We have an exam next week and I don't know what to do. I got a low grade at the first midterm. Since the first midterm, I couldn't follow the lesson just because of the thought of the exam. I don't want to read anything."

For a summary for this last category, the following student's diary could be given as an example of how one can negatively be affected by varying factors while reading in the FL reading classroom:

k. "Negative attitude of my teacher affects me very much. The teacher seems so unmotivated that when I see the teacher I don't want to read. Lessons are incredibly boring and monotonous. There is a group of students in the class who always criticize the others, while answering the comprehension questions about a text if someone says something wrong or read wrong they make fun of him/her. I don't tell a word anymore in the lesson. "

As a consequence, the results of this study indicated that students experience certain amount of anxiety while they are reading in the target language. The empirical evidence gathered through the students' diaries and interviews showed that some personal factors, the reading text and the reading course are the sources of reading anxiety in a Turkish EFL context.

4.4 Discussion

Although much research has been carried on the issue of FL anxiety and how it affects language learners (Horwitz, Horwitz and Cope, 1986; Foss and Reitzel, 1991; Young, 1992; MacIntyre, 1995; Powell, 2000; Kitano, 2001; Rodrigez and Abreu, 2003); FL reading anxiety is still an unsolved mystery. Why and how learners are frustrated and feel anxious when they are reading in FL has not been explored yet, and this issue has attracted a great amount of interest in the recent years (Saito, Garza and Horwitz, 1999; Matsuda and Gobel, 2004). By taking this into consideration as a starting point, this study investigated FL reading anxiety and its possible sources in a Turkish EFL context.

Since reading anxiety is a skill-specific type of anxiety, the first step would be to search whether reading anxiety exists as a phenomenon distinguishable from general foreign language anxiety in the Turkish EFL context or not. The subjects of this study were given both FLCAS and FLRAS at different times to investigate whether the anxiety they feel is specific to reading or a part of the general FL anxiety. The results of a correlation co-efficient analysis ($r = .45$) indicates that although some amount (20% of the total variance, see Section 4.2) of anxiety students feel is related to general FL anxiety, the great amount (80% of the total variance) of the anxiety students feel is specific to reading skill. This finding clearly indicates that FL reading anxiety exists as a phenomenon related to, but distinct from, general FL anxiety in a Turkish EFL context where this study is carried out. That is, when it comes to reading in the target language, there are some factors that cause anxiety among learners.

The findings of this study conform to Saito, Garza and Horwitz's (1999) and Sellers's (2000) study owing to the fact that both studies revealed FL reading anxiety as a phenomenon separate and distinguishable from general FL anxiety. In Saito et.al's (1999) study, a correlation coefficient of .64 was found to explain the relationship between general FL anxiety and FL reading anxiety which indicated that 59% ($r = .64$, $r^2 = 0.41$ that is two constructs share 41% of the total variance) of the total variance related to anxiety students feel is specific to FL reading. Similarly in Seller's (2000) study, correlation coefficient of .70 indicated that approximately 51% ($r = .70$, $r^2 = 0.49$ that is two constructs share 49% of the total variance) of the total variance related to anxiety students feel is specific to FL reading anxiety. Deriving from these results, both studies claimed that FL reading anxiety is related to, but distinct from general FL anxiety. The findings of this study support the findings of Saito et.al's (1999) and Seller's (2000) study; however, with the finding of 80% of the total variance related to anxiety students feel is specific to FL reading anxiety, the results of this study clearly emphasize FL reading anxiety as a distinguishable phenomenon.

After revealing that FL reading anxiety exists as a separate and distinguishable phenomenon in Turkish EFL context, this study aimed to find out the possible sources of this anxiety when learners are engaged in reading activity. Analysis of the student diaries and following interviews indicate that the reading anxiety students feel stemmed from three main sources that are; the personal factors, the reading text and the reading course.

A great amount of (37%) anxiety students expressed in their diaries and interviews is caused by personal factors. This finding indicates that students may feel anxious

because of some personal inadequacies, prejudices or negative experiences they bring with themselves while reading in FL. Wallace (2001) asserts that learners bring some personal factors and social identities which affect what and how they will read before they are engaged in reading activity, and if the needs and expectations of these identities are not met, students may put some barriers between themselves and what the text may provide them; hence, they cannot become effective readers in the target language.

According to Wallace (2001), effective readers use all levels of ability to make sense of the text at the same time they see reading as a process by which meanings are not simply extracted from the text, but mediated by the linguistic and schematic knowledge which they bring to it. Moreover, Miller and Meece (1997) assert that motivation plays an important role in the way to become an effective reader. Hence, if students are highly and intrinsically motivated to read something, they are able to make sense of the text more successfully. Thus, the findings of this study shed a considerable light on why some students feel anxious and have problems in becoming effective readers while reading in FL, by putting forward that this anxiety may stem from some personal factors that block their reading and remove them from effective reading. Since these learners themselves put some barriers towards reading, it is no surprise that they cannot become effective readers. In addition to this, findings indicate that learners cannot use reading strategies efficiently or are not able to motivate themselves which would be helpful in becoming effective readers.

Aydın (2001) found that the anxiety students feel when they are writing or speaking in FL is caused by some personal factors. Young (1991) and Oxford (1999) also found that personal factors are the parts of general FL anxiety when students are

learning a foreign language. In the case of reading in the target language, the results of this study similarly indicate that some personal factors might affect students when they are reading in FL.

Other than the personal factors, another source of FL reading anxiety appears to stem from the reading text. 35% of the anxiety students expressed is caused by the reading text itself. That is, some features of the text are likely to cause anxiety and prevent effective reading. Wallace (2001) points out that if the topic of a text is not interesting to a learner it is almost impossible for this learner to read for pleasure and consequently to become an effective reader. On the other hand, topics which are of high interest to a reader help him to have a flexible and appropriate response to a reading text. Moreover, if a text includes so many unknown words or complex structures students feel anxious of not understanding what the text tells them. Hence, the findings of this study explain why some students cannot become effective readers revealing that some features of the text such as its topic, complex structures and unknown vocabulary are likely to cause anxiety.

Format of the text that is, whether it is short or long, accompanied with pictures or written in small fonts also appeared to cause anxiety for learners. Deriving from the students' expressions in their diaries and interviews, it may be asserted that if a reading text is long, without pictures and with small fonts students lose their interest in reading it and therefore cannot read effectively. Thus, it becomes apparent that anxiety occurs if students' needs and expectations from a text are not met.

Similarly, students reported that they are unable to understand what the text tells them when they face with some unfamiliar cultural concepts or ideas. Wallace (2001)

puts forward that if a reading text includes unfamiliar cultural concepts or ideas it becomes difficult for a reader to make sense of the text. This may explain why some students are negatively affected by unfamiliar cultural concepts because they can not make sense of what they are reading. Hence, this study indicates that students need help to widen their general knowledge in order to understand some culture specific content while reading in the target language.

The findings of this study assert that when learners read texts that are not interesting for them or full of complex structures or unknown words they might not be able to make sense of it. Sellers (2000) states that learners should be encouraged to get the meaning of a text if there is something incomprehensible, uninteresting or unfamiliar for them. In the case of listening anxiety, Vogely (1998) points out a similar problem that if the input is incomprehensible for a listener this may cause anxiety for that learner. Consequently, the findings of this study on the sources of reading anxiety indicate that some students feel anxious just because of the text they are reading.

The last source of FL reading anxiety revealed in this study is related to anxieties caused by the reading course students are taking. 28% of the of the communication units that express anxiety is caused by the reading course. This finding indicates that the reading course has an anxiety provoking nature for some students and an attempt to decrease anxiety related to FL reading should include certain preventions to lower the anxiety students feel in the reading classroom. Wallace (2001) claims that success of classroom reading is affected by classroom learning processes' being social as much as individual, involving complex interactions between learners and teachers. Wallace (2001) also indicates that success of FL reading is highly affected by environment the

learning takes place. By taking this assumption into consideration, it may be claimed that classroom learning environment, the teacher, materials and other factors related to reading course itself can cause anxiety among the learners as revealed in this study.

The findings of this study show that students are also negatively influenced by the fear of evaluation and having a compulsory reading course. Some of the students reported that they are distracted from reading in the target language since their only concern is the exam they have to take. Some of them also reported that reading should not be done in a classroom so that everyone can choose what and how to read a material. This finding indicates that classroom reading might influence the readers in a negative way and cause anxiety if they do not have any chance to select the materials themselves. Furthermore, it is clear from this study that assessment in the reading course prevents some of the learners to focus on reading to get pleasure or learn something since their only concern is whether they would be responsible for it in the exam or not.

The findings of this study is congruent with Young's (1991) findings who searched for the sources of general FL anxiety in respect to instructor-learner interactions as a source of anxiety. Oxford (1999) also claimed that some classroom activities and methods can lead to anxiety when learning a foreign language. Moreover, Von Wörde (2003) asserted that negative classroom atmosphere would likely to cause anxiety. Similarly, in this study it is revealed that while reading in FL, the classroom environment can cause anxiety among the students. Aydın (2001) pinpoints that teacher's manner and teaching procedures are likely to cause anxiety when learners are writing and speaking in FL. The findings of this study on FL reading anxiety show some similarities with Aydın's (2001) study since the teacher appeared as a source of

anxiety, but this time while reading in FL. Hence, it may be concluded that the reading course itself may have an anxiety provoking nature for some learners and this should be taken into consideration if we are to lower students' anxiety when they are engaged in reading in FL.

As a consequence, the findings of this study indicate that the anxiety students feel when they are reading in the foreign language may be caused by some personal factors students bring with themselves, the features of the reading text itself and some factors related to the reading course. As Lee (1999) and Wallace (2001) point out, leading learners become effective readers which require flexibility is of utmost importance. Thus, creating a low- anxiety reading atmosphere for learners may be helpful for them in becoming effective readers. This study would be a first step to identify why some learners feel anxious when they are reading in FL. By paying attention to the FL reading anxiety sources revealed in this study, students may be encouraged to overcome their anxieties related to reading in FL.

CHAPTER V

CONCLUSION AND IMPLICATIONS

5.1. Summary

Recent years have witnessed a tremendous interest on foreign language anxiety and its effects on language learning since anxiety impedes foreign language production and achievement. As Von Wörde (2003) pinpoints, when anxiety impairs cognitive function, students who are anxious may learn less and may not be able to demonstrate what they have learned. Moreover, anxiety poses several other problems like lack of self-esteem, self-confidence and risk taking ability which in turn block students' learning a foreign language. Thus, lowering the level of anxiety students feel is important if we want to create an effective language learning atmosphere in our classes with students who are intrinsically motivated.

Other than the general FL anxiety, research on anxiety puts forward the skill-specific anxieties. That is, students may feel anxious when they are engaged in certain skills such as speaking, listening, writing and reading. Although much interest is invested in the area of speaking anxiety, one area in which little attention has been paid is the relationship between reading in a foreign language and anxiety. There may be a lot of factors that affect students in a negative way and cause anxiety when reading in a foreign language. However, why and how learners experience anxiety while reading have not yet been explored and need a considerable interest to understand the nature of FL reading anxiety, and to be able to propose certain suggestions for lowering the anxiety related to reading.

This study focused on identifying the sources of FL reading anxiety from the perspective of foreign language learners in a Turkish EFL context. It aimed to explore why some students feel anxious and therefore cannot become effective readers.

For this purpose, 50 first year students at Anadolu University, ELT Department were taken as the subjects of this study. First of all, in order to determine whether the anxiety students feel is a general FL anxiety or specific to reading skill, students were given both FLCAS and FLRAS at different times. As a result of the Pearson product-moment correlation coefficient analysis between FLCAS and FLRAS, it was revealed that FL reading anxiety is related to, but distinct from general FL anxiety. That is, a great amount of anxiety students experienced is related to reading in FL.

In order to find out what happens to these learners while reading in the target language that makes them feel anxious, diaries were collected from each participant on a weekly basis for seven weeks. Since the nature of this study required to turn to students themselves and their feelings, diary keeping was turned out to be a beneficial tool for identifying the sources of reading anxiety. Students were welcomed to write anything or any feeling related to their reading in the target language in their native language to let them feel comfortable. After the collection of the diaries, 50% of the participants-that is 25- were interviewed to support the findings derived from the analysis of the diaries and explore whether there is anything left that they wanted to express.

The diaries collected from the participants were analyzed by using the Constant Comparison Method. First of all, the communication units were determined from the relevant data. These communication units were then compared and contrasted and similar ones were grouped together to form categories. Interviews were transcribed and

analyzed by using the Constant Comparison method following the same procedure used in the analysis of the diaries. All the communication units in the diaries and interviews were combined and categorized again. As a result of this analysis, there emerged three main sources of FL reading anxiety: the personal factors, the reading text and the reading course.

This study revealed the sources of FL reading anxiety from the students' perspectives. According to this, the arousal of anxiety when they are reading in the target language is due to some personal factors such as inappropriate strategy use, fear of comprehension, lack of motivation, lack of self-confidence, negative background experiences and high expectations. In addition to the personal factors, features of the text such as topics, unknown vocabulary, complex linguistic structures, unknown cultural content and format of the text are likely to cause anxiety. As the last source, some elements of the reading course such as teacher, classroom environment, course book, compulsory reading and fear of evaluation are revealed to cause anxiety among the learners. The results of this study indicate that during the reading process, learners are affected by so many factors that take them away from the pleasure of reading and lead to anxiety. Thus, this study provided insight into the exploration of reading anxiety and how it intervenes in the reading process.

5.2 Conclusion

One of the current challenges in second and foreign language teaching is to provide students a low-anxiety learning environment (Young, 1991). In order to achieve this, an important step would be to determine the factors that are most likely to create

anxiety, and therefore create resistance to natural language acquisition and learning (Horwitz. et.al, 1986; Sellers, 2000).

In the recent years, the concern of decreasing the anxiety levels of FL students gave way to skill-specific anxieties which make the acquisition of certain language skills such as speaking, listening, writing and reading difficult and tiresome. Thus, attending to anxiety while developing language skills is important in the way to create low-anxious and successful learners (Young, 1999).

In the context of reading, foreign language reading anxiety is claimed to intervene in the reading process and turns reading into an unpleasant experience for students. Thus, this study tried to find out the sources of FL reading anxiety that lead learners feel frustrated and anxious while they are reading in the target language. Turkish EFL learners participated in this study reported three main sources of FL reading anxiety; anxieties caused by personal factors, the reading text and the reading course.

Anxiety caused by personal factors resulted from students' lack of strategy use, fear of comprehension, lack of motivation, negative background experiences, lack of self-confidence and high expectations. This study revealed that dealing with these kinds of personal factors that students bring with themselves is of utmost importance in the way to lowering down the FL reading anxiety. Since our duty as language teachers is to help students say "I can" rather than "I can't" as Tsui (1996) emphasizes, it becomes clear that turning towards the learner and the factors affecting him/her is a good starting point. It is obvious in this study that some precautions should be taken in order to increase the motivation and self-confidence of the students. In addition to this, negative background experiences of these students should be desuggested and some high

expectations of the students related to their reading in the target language should be diminished if we want our learners to get the pleasure of reading in the target language.

The students in this study also reported that they become anxious due to some features of the reading text. The students reported that if the topic of the text is not interesting for them they are not eager to read such texts and reading becomes a burden for them. Moreover, if they come across some unknown vocabulary, they are unable to go on reading that text since their only concern is to find the meanings of the unknown words. In addition to this, when they come across with some complex structures in the text they cannot understand what the text is trying to tell them, and therefore they get away from the text and feel frustrated. This study also revealed that students have some expectations from the text like including some pictures or photographs, and having the font big enough. Furthermore, students feel anxious because of the unknown cultural content the text has. Because of these kinds of features of the text, they become closer to say “I can’t” while they are reading in the target language. It is apparent in this study that the text selection should be done by giving importance to what students feel and expect from the text they are to read.

As the last source of anxiety revealed in this study, students reported that they feel anxious because of some features of the reading course they are taking. The teacher and his/her manner in the course affect them so much that if the teacher is not enthusiastic enough, they in turn, not feel enthusiastic for reading in the target language. In addition to this, if the reading book does not appeal to them and their needs, then they are not willing to read it, and become anxious just because of the book. The classroom environment of the reading course is an important cause of anxiety students feel. The students reported that if they do not feel comfortable in the classroom it affects their

reading, and they put some barriers between themselves and reading in the target language. Other than these, what becomes clear from this study is that having a compulsory reading class hinders to get the pleasure of reading, and they feel they are forced to read in the target language. Since the reading course they are taking has some exams for evaluation, students reported that it puts some pressure on them, and their only concern becomes passing the course. Therefore; to overcome students' anxiety caused by the reading course, some arrangements should be made in the reading course to lower the anxiety levels of the students and encourage them to say "I can" while reading in the target language.

All in all, this study sheds a considerable light on the issue of reading anxiety, as Tsui (1996, p.165) states "recognizing and addressing anxiety not only help students to be more responsive, but also make language learning a much more enjoyable experience". Hence, this study has certain implications and suggestions for dealing with the anxiety the students reported, if we hope to have students who can deal with their anxieties while reading in the target language and say, "I can" rather than "I can't".

5.3 Implications

This study has concluded that anxiety, as one of the affective variables, is an important factor that influences students in a negative way while they are reading in the target language. Since creating a low-anxiety learning environment is important to reduce anxiety and tension that inhibit language performance, the implications of this study might be helpful for teachers and language educators in recognizing and dealing with the anxiety manifestations of learners in order to encourage them to be more effective readers.

First of all, as personal factors are one of the causes of FL reading anxiety in this study, students should be trained to overcome some problems they bring with themselves that hinder their reading abilities. As MacIntyre et.al (1997) put forward, language students sometimes underestimate their language abilities. Hence, a language instructor dealing with anxious students should raise the level of motivation and effort of the students so that they can become successful readers. MacIntyre et.al (1997) assert that anxiety occurs when a student feels incompetent or expects to fail. Thus, as language teachers our first duty should be to encourage the students leave their negative reading experiences aside, and build up a new identity with good memories about reading in the target language. Moreover, as Oxford (1999) suggests, teachers may help students understand language anxiety episodes can be transient and do not last forever, encourage students develop self-confidence by providing multiple opportunities for classroom success, and enable them to recognize symptoms of anxiety and identify anxiety-maintaining beliefs. Other than these, Young (1992) proposes some suggestions for reducing anxiety like having students work in small groups or pairs, using self-talk and participating in supplemental instruction and support groups. Hence, anxiety stemming from some personal reasons should be taken into consideration and be reduced in order to lead our learners to become effective readers.

Second, the material selection should carefully be taken into consideration while planning reading courses. Students reported that if they are not interested in what they are reading, they put barriers between themselves and the reading text. Buckmaster (2005) underlines that students should read texts which are interesting for them and the best way to ensure that is to ask them what texts they want to read. He further proposes that students should own the process of deciding which texts to read, make predictions

about the text and then commence reading and revising as they read. Therefore, students might be given opportunities to choose what to read according to their interest areas. They can bring their own reading materials to the classroom and/or they can be encouraged to do extensive reading out of the class by providing them extra reading materials organized according to their interests and preferences.

Horst (2005) emphasizes that extensive reading is beneficial in the way to develop students' reading fluency and leading them become effective readers. Moreover, students can be encouraged to read these materials more effectively by teaching them reading strategies. Although the book they are following in the course includes certain reading strategies, they may not be able to use them because the reading materials do not appeal to their needs and interests. In addition to these, Sellar (2000) proposes that learners should be exposed to authentic texts which are comprehensible and of high interest for them in ways to reduce their anxiety to minimal levels so that they do not feel tension that inhibits second language performance and creates resistance to natural language acquisition and learning.

Simplicio (2003) pinpoints that reading effectively is important since it directly has impacts on academic performance. Thus, he offers a jigsaw-like reading strategy called "snap shot linkage" which is claimed to be effective in combating not only students' inabilities to read effectively but also the anxiety that often accompanies in reading activities. In this strategy, through the use of a combination of intra and inter group reading activities students are divided into groups based upon their ability levels, learning styles, multiple intelligences and ability to work with other classmates. Each group is then assigned a small portion of an article to read. The groups prepare summaries that are then linked to other groups' work. Hence, the group reading strategy

Simplicio (2003) developed is like the formation of an intellectual puzzle and this strategy can be helpful in decreasing the reading anxiety levels of the students.

Furthermore, it is important for students to read flexibly in the target language. It is apparent from this study that students have some expectations from a reading material. Thus, reading should be turned into an enjoyable experience for them by offering them the reading materials they would like to read which in turn would lower their anxiety levels while reading in the target language. At this point, teachers should assist their students to overcome unrealistic expectations about understanding everything they read, especially when using authentic materials in order to encourage learners to get the pleasure of reading.

Douetil (2005) asserts that if we want less frustrated and less anxious learners, we should turn reading into fun. In order to achieve this, she proposes a program called 'reading recovery'. In this program; for anxious and frustrated readers, teaching reading begins with what a student can do by gradually giving him or her a sense of growing control over the reading process. The teacher carefully selects the reading tasks appropriate for student's level so that s/he feels it is easy for him/her to read. The aim is that the student never finds anything hard but feels confident when s/he achieves and believes that s/he can. Douetil (2005) pinpoints that students in reading recovery program learn how to treat the new and unknown as puzzles to be solved, not problems to be feared. Therefore, students learn to read fluently, trust their own judgment and think about what they are reading. In order to turn reading into an enjoyable activity, Zambo (2005) proposes using picture books in which reading texts are enriched with pictures, photographs, cartoons and comic strips. She claims that the benefit of picture books does not stop at the university door and teachers at the universities should assist

their adolescent learners who need social and emotional support. Zambo (2005) further offers to use picture books with activities which are designed to enliven domains of knowledge like history and current affairs so that learners can broaden their general knowledge. Hence, students can be encouraged to get the pleasure of reading by paying attention to these kinds of activities in the reading classroom.

Another implication is that, anxious students are not able to get the pleasure of reading therefore they can not have a reading habit in the target language. They can be taught how reading would be useful for them to develop their language skills as Wallace (2001) points out that reading is a unitary process which includes all aspects of a language. Similarly, Horst (2005) emphasizes the importance of reading by claiming that written texts are richer in lexis than the spoken ones. Hence, students should be encouraged to read in the target language and at this point, the reading teacher should serve as a model.

This study revealed that students can be influenced negatively by the teachers' manners if s/he is not enthusiastic enough. Hence, some training programs or seminars for the teachers on how to motivate students, and how and why their students can feel anxious might be planned so that they can encourage their students more for reading in the target language. Teacher also has another important role in creating a good and uncompetitive learning atmosphere for the students. Therefore, s/he can organize the reading classroom in a way no one ridicules or criticizes each other. The implication here is that teachers need to reduce anxiety and enhance self-confidence by encouraging students' involvement in classroom activities and creating a comfortable atmosphere as Matsuda and Gobel (2004) and Horwitz (2001) emphasize. The teacher should not avoid the learners' basic need: the feeling of security. Hence, the reading teacher can

enhance group tasks or game-like activities to provide a more enthusiastic, cheerful atmosphere in the classroom.

As the teachers' manner is revealed as one of the sources of FL reading anxiety in this study, Crawford (1998) asserts that positive reading attitudes and behaviors of teachers can empower students and advance the educational progression of their students. Therefore, Crawford (1998) proposes that since the teacher might be an important factor to create anxiety; first of all, the teachers should be treated to lower the anxiety levels of themselves as teachers and their students to encourage them become effective readers. Pani (2004) offers a mental modeling technique for teachers to help students build positive attitudes toward reading. In this technique, the teacher shows the learner how reading is processed by thinking aloud as s/he negotiates for meaning through the text. Thus, the learner is able to imitate the process and the reading process is made explicit for the learners. Pani (2004) pinpoints that mental modeling refers to an act that is invisible. Through modeling the mental processes while reading a text, the intention of the teacher is made explicit to the learners. As a result, there is less likelihood of their misinterpreting the process. Pani (2004) claims that the confusion of learners about how people read is reduced, as they can see the actual process in action. Hence, this gives the learners the desired flexibility necessary to be successful readers and helps to improve their reasoning while reading which in turn may help to lower their anxiety levels while reading in the target language.

This study revealed that the reading classroom might have an anxiety provoking nature for some students. In order to lower the FL reading anxiety levels of the students, Lee (1999) offers some activities that can be used in the reading classroom. Lee (1999) proposes that using appropriate and enjoyable pre-reading activities like brainstorming

and surveys can be useful to encourage learners to read the texts with curiosity and motivation. He emphasizes that intrinsic motivation is important for reading; therefore, encouraging learners to read the text with intrinsic motivation is necessary. Moreover, in order to decrease reading anxiety, Lee (1999) suggests the use of consciousness raising tasks during reading, and teaching reading strategies like using title, identifying important points and using contextual clues not separately but as integrated in enjoyable reading activities. In addition to these, Lee (1999) further suggests providing authentic texts on a topic of interest to students, talking to students and encouraging them to participate in reading, adapting the reading activities in the course books in a way to lower the anxiety and increase motivation, and showing students that reading is not answering comprehension questions, but making sense of it. Therefore, by taking Lee's (1999) suggestions into consideration we may decrease the anxiety students feel while reading in the target language.

A far more reaching implication is that the sources of FL reading anxiety should be taken into consideration while planning the reading curriculum so that the materials and activities can be selected according to the needs and expectations of the students. Curriculum planners should pay attention that the texts students are reading or even the reading course itself can have anxiety provoking nature for some students.

As a consequence, it is important for teachers to remember that when students are unresponsive, it may be possible that they are affected by anxiety rather than simply being unmotivated or incompetent while reading in the target language. Moreover, teachers who already recognize that many students suffer from general FL anxiety may find it useful to broaden their understanding to include specific anxiety related to FL reading. Teachers should also encourage their students to acknowledge their reading

anxiety and discuss it openly in the class, since sharing of common feelings of anxiety or frustration with the group may elicit creative ways to solve the problem for the whole class as Elkhafafi (2005) mentions. Thus, it is our obligation as language teachers to be as supportive as we can by recognizing and addressing to FL reading anxiety. However, it should not be forgotten that anxiety is only one of the many factors that can influence FL reading, and the results of this study cannot be generalized to all language learners in different contexts. For this reason, this study has certain suggestions for further research.

5.4 Suggestions for Further Research

This study is conducted on the students in a Turkish EFL context. Therefore, the sources of FL reading anxiety revealed in this study cannot be generalized for all the language learners in different contexts learning different target languages other than English. As Saito et.al (1999) put forward, reading anxiety is specific to target language; therefore, a study on the sources of FL reading anxiety can be conducted to see whether there are any other reading anxiety sources in other contexts.

Another suggestion is that, this study tried to reveal the sources of FL reading anxiety of the students; thus, a study investigating the reading anxiety sources in students' native language can be designed to see whether there is any match between the FL reading anxiety sources and reading anxiety sources in students' native language.

Since this study did not consider the proficiency levels of the students, a replication of this study can be done on students from different proficiency levels to find whether the FL reading anxiety sources change according to proficiency level.

Moreover, whether the sources of FL reading anxiety changes according to the reading anxiety levels of the students can be investigated.

By taking the FL anxiety sources as a starting point, a new study can be designed to train students in order to lower their anxiety levels and at the end of the training, whether the anxiety levels of the students while they are reading in the target language is diminished can be investigated. In such a study, students can be made aware of their reading anxieties and some strategies can be taught to students to decrease their anxieties. Then, the effect of these strategies on diminishing their anxiety levels can be investigated.

Another research looking at the correlation between FL reading anxiety and other affective variables, such as motivation and self-esteem that can affect reading can be suggested since anxiety is not the only factor influencing FL reading.

Consequently, as reading is one of the four skills which might have anxiety provoking nature, a study on investigating the sources of anxiety in other skills such as speaking, listening and writing can be designed in Turkish EFL context.

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APPENDIX A1

**Foreign Language Classroom Anxiety Scale
FLCAS**

Statements 1 through 33 refer to how you feel about learning a foreign language, English. For each statement, please indicate whether you (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, (5) strongly disagree by circling the appropriate number on the line following each statement. Please give your first reaction to each statement and mark an answer for every statement.

1= strongly agree 2= agree 3= neither agree nor disagree 4= disagree 5= strongly disagree

1. I never feel quite sure of myself when I am speaking in English. 1 2 3 4 5
2. I don't worry about making mistakes in language class. 1 2 3 4 5
3. I tremble when I know that I am going to be called on in English class. 1 2 3 4 5
4. It frightens me when I don't understand what the teacher is saying in English. 1 2 3 4 5
5. It wouldn't bother me at all to take more English classes. 1 2 3 4 5
6. During English class, I find myself thinking about things that have nothing to do with the course. 1 2 3 4 5
7. I keep thinking that the other students are better at English than I am. 1 2 3 4 5
8. I am usually at ease during tests in my English class. 1 2 3 4 5
9. I start to panic when I have to speak without preparation in English class. 1 2 3 4 5
10. I worry about the consequences of failing my English class. 1 2 3 4 5
11. I don't understand why some people get so upset over English class. 1 2 3 4 5
12. In English class, I can get so nervous I forget things I know. 1 2 3 4 5
13. It embarrasses me to volunteer answers in my English class. 1 2 3 4 5
14. I would not be nervous speaking English with native speakers. 1 2 3 4 5
15. I get upset when I don't understand what the teacher is correcting. 1 2 3 4 5
16. Even if I am well prepared for language class, I feel anxious about it. 1 2 3 4 5
17. I often feel like not going to my English class. 1 2 3 4 5
18. I feel confident when I speak in my English class. 1 2 3 4 5
19. I am afraid that my language teacher is ready to correct every mistake I make. 1 2 3 4 5
20. I can feel my heart pounding when I am going to be called on in my English class. 1 2 3 4 5
21. The more I study for an English test, the more confused I get. 1 2 3 4 5
22. I don't feel pressure to prepare very well for English class. 1 2 3 4 5
23. I always feel that the other students speak English better than I do. 1 2 3 4 5
24. I feel very self-conscious about speaking English in front of other students. 1 2 3 4 5
25. English class moves so quickly I worry about getting left behind. 1 2 3 4 5
26. I get nervous and confused when I am speaking in my English class. 1 2 3 4 5
27. When I am on my way to language class, I feel very sure and relaxed. 1 2 3 4 5
28. I get nervous when I don't understand every word the English teacher says. 1 2 3 4 5
29. I feel overwhelmed by the number of rules you have to learn to speak English. 1 2 3 4 5
30. I am afraid that the other students will laugh at me when I speak English. 1 2 3 4 5
31. I would probably feel comfortable around native speakers of English. 1 2 3 4 5
32. I get nervous when the English teacher asks questions which I haven't prepared in advance. 1 2 3 4 5

APPENDIX A2

ANKET

YAŞ:
SINIF:
CİNSİYET:
ALAN:

Bu anket sizin yabancı dil kaygı düzeyinizi belirlemek amacıyla hazırlanmıştır. Toplam 32 sorudur. Cevaplamanız için süre sınırı yoktur. Önemli olan sorulara içten ve dürüst cevaplar vermenizdir.

KATILIMINIZ İÇİN TEŞEKKÜR EDERİZ!

HER BİR SORUYU DİKKATLE OKUDUKTAN SONRA SİZE UYGUN OLAN SEÇENEĞİ İŞARETLEYİNİZ.

Her Zaman	Sıklıkla	Bazen	Nadiren	Hiçbir Zaman
5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1-İngilizce derslerinde konuşurken kendimden emin olamıyorum.

5 4 3 2 1

2-İngilizce derslerinde hata yapmaktan korkuyorum.

5 4 3 2 1

3- İngilizce derslerinde sıranın bana geldiğini bildiğim zaman heyecandan ölüyorum.

5 4 3 2 1

4- İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.

5 4 3 2 1

5- Haftada daha fazla İngilizce ders saatimin olmasını isterdim.

5 4 3 2 1

6- İngilizce dersi sırasında kendimi dersle hiç ilgisi olmayan başka şeyleri düşünürken buluyorum.

5 4 3 2 1

8- İngilizce derslerinin sınavlarında kendim endişeli hissediyorum.

5 4 3 2

9- İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılıyorum.

5 4 3 2

10- İngilizce derslerinde başarısız olmak beni endişelendiriyor.

5 4 3 2

11- Yabancı dil dersleri konusunda bazılarımmı niye endişe duyduklarımı anlayabiliyorum.

5 4 3 2

12- İngilizce derslerinde bazen öyle heyecanlanıyorum ki, bildiğim şeyleri bile unutuyorum.

5 4 3 2

Her Zaman	Sıklıkla	Bazen	Nadiren	Hiçbir Zaman
5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14- İngilizce'yi, ana dili İngilizce olan insanlarla konuşmak beni heyecanlandırıyor.

5 4 3 2 1

15- Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.

5 4 3 2 1

16- İngilizce derslerinde, önceden çok iyi hazırlanmış olsam bile derste heyecanlanıyorum.

5 4 3 2 1

17- İngilizce derslerine girmek istemiyorum.

5 4 3 2 1

18- İngilizce derslerinde konuştuğum zaman kendime güvenmiyorum.

5 4 3 2 1

19- İngilizce öğretmenim yaptığım her hatayı düzeltmeye çalışıyor.

5 4 3 2 1

20- İngilizce dersinde sıra bana geldiği zaman kalbimin hızlı hızlı attığını hissediyorum.

5 4 3 2 1

21- İngilizce sınavlarına ne kadar çok çalışırsam kafam o kadar çok karışıyor.

5 4 3 2 1

22- Kendimi İngilizce derslerine çok iyi hazırlanıp gitmek zorunda hissediyorum.

5 4 3 2 1

24- Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum.

5 4 3 2 1

25- İngilizce dersleri o kadar hızlı akıp gidiyor ki sınıfa ayak uyduramamaktan korkuyorum.

5 4 3 2 1

26- İngilizce derslerinde konuştuğum zaman kafam karışıyor hem de kafam karışıyor.

5 4 3 2 1

27- İngilizce derslerine girerken kendimi çok rahatsız ve güvensiz hissediyorum.

5 4 3 2 1

28- İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman paniğe kapılıyorum.

5 4 3 2 1

29- İngilizce konuşabilmek için öğrenmek zorunda olduğum kuralların sayısının çok fazla olması beni kaygılandırıyor.

5 4 3 2 1

30- İngilizce konuştuğum zaman diğer öğrencilerin bana güleceğinden endişe duyuyorum.

5 4 3 2 1

31- İngilizce'yi, ana dili İngilizce olan insanların yanında kullanırken rahatsız oluyorum.

5 4 3 2 1

APPENDIX B1

Foreign Language Reading Anxiety Scale

FLRAS

Statements 1 through 20 refer to how you feel about reading, English. For each statement, please indicate whether you (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, (5) strongly disagree by circling the appropriate number on the line following each statement. Please give your first reaction to each statement and mark an answer for every statement.

1= strongly agree 2= agree 3= neither agree nor disagree 4= disagree 5= strongly disagree

1. I get upset when I am not sure whether I understand what I am reading in English. 1 2 3 4 5
2. When reading English, I often understand the words but still can't quite understand what the author is saying. 1 2 3 4 5
3. When I am reading English, I get so confused I can't remember what I am reading. 1 2 3 4 5
4. I feel intimidated whenever I see a whole page of English in front of me. 1 2 3 4 5
5. I am nervous when I am reading a passage in English when I am not familiar with the topic. 1 2 3 4 5
6. I get upset whenever I encounter unknown grammar when reading English. 1 2 3 4 5
7. When reading English, I get nervous and confused when I don't understand every word. 1 2 3 4 5
8. It bothers me to encounter words I can't pronounce while reading English. 1 2 3 4 5
9. I usually end up translating word by word when I am reading English. 1 2 3 4 5
10. By the time you get past the funny letters and symbols in English, it's hard to remember what you are reading about. 1 2 3 4 5
11. I am worried about all the new symbols you have to learn in order to read English. 1 2 3 4 5
12. I enjoy reading English. 1 2 3 4 5
13. I feel confident when I am reading in English. 1 2 3 4 5
14. Once you get used to it, reading English is not so difficult. 1 2 3 4 5
15. The hardest part of learning English is learning to read. 1 2 3 4 5
16. I would be happy just to learn to speak English rather than having to learn to read as well. 1 2 3 4 5
17. I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud. 1 2 3 4 5
18. I am satisfied with the level of reading ability in English that I have achieved so far. 1 2 3 4 5
19. English culture and ideas seem very foreign to me. 1 2 3 4 5
20. You have to know so much about English history and culture in order to read English. 1 2 3 4 5

APPENDIX B2

ANKET

Sevgili Öğrenci,

Bu anket sizin İngilizce okuma ile ilgili görüşlerinizi öğrenmek için hazırlanmıştır. İngilizce okuma ile ilgili yaşadığınız durumları düşünerek aşağıdaki ifadelerin her birinin size uygunluk derecesini belirleyiniz. Anketi yanıtlarken her bir ifadeyi dikkatle okuyarak yaşadığınız sıklık derecesine göre "Hiçbir Zaman", "Nadiren", "Bazen", "Sıklıkla" veya "Her Zaman" seçeneklerinden birini seçerek o sütundaki paranteze (X) işareti koyunuz. Tüm ifadeleri okuyup eksik işaretleme yapmamaya özen gösteriniz. Zaman ayırdığınız için teşekkürler.

Ad-Soyad:.....

Sınıf:.....

	Hiçbir Zaman	Nadiren	Bazen	Sıklıkla	Her Zaman
1. İngilizce okuduğum bir parçayı anlayıp anlamadığımı düşünmek beni endişelendiriyor.....	()	()	()	()	()
2. İngilizce bir şey okurken parçadaki kelimeleri biliyorum ama yine de yazarın ne dediğini anlayamıyorum.....	()	()	()	()	()
3. İngilizce bir şey okurken kafam öyle karışıyor ki ben ne okuyordum diye düşünüyorum.....	()	()	()	()	()
4. Önümde koca bir sayfa İngilizce yazı görmek beni ürkütüyor.....	()	()	()	()	()
5. Bilmediğim bir konuda İngilizce yazı görmek beni endişelendiriyor.....	()	()	()	()	()
6. İngilizce okurken bilmediğim gramer yapıları ile karşılaşınca endişeleniyorum.....	()	()	()	()	()
7. İngilizce okurken her bir kelimeyi anlayamadığım zaman hem kafam karışıyor hem de sinirleniyorum.....	()	()	()	()	()
8. İngilizce okurken telaffuz edemediğim kelimelerle karşılaşmak beni endişelendiriyor.....	()	()	()	()	()

	Hiçbir Zaman	Nadiren	Bazen	Sıklıkla	Her Zaman
9. İngilizce bir şey okurken bakıyorum kelime kelime Türkçe'ye çevirmeye başlamışım.....	()	()	()	()	()
10. İngilizce'deki harfleri ve sembolleri anlamaya çalışırken ne okuduğumu unutuyorum.....	()	()	()	()	()
11. İngilizce okumak için öğrenmek zorunda olduğum bir sürü yeni sembol beni endişelendiriyor.....	()	()	()	()	()
12. Ben İngilizce okumayı seviyorum.....	()	()	()	()	()
13. İngilizce okurken kendime güveniyorum.....	()	()	()	()	()
14. Bir kere alıştıktan sonra İngilizce okumak o kadar da zor değil.....	()	()	()	()	()
15. İngilizce öğrenmenin en zor yanı okumayı öğrenmek.....	()	()	()	()	()
16. Kendi kendime okurken sorun yok ama sesli İngilizce okumak zorunda olmak çok rahatsız edici bir durum.....	()	()	()	()	()
17. İngilizce okuma seviyemden memnunum.....	()	()	()	()	()
18. İngilizce okuyabilmek için İngiliz/Amerikan tarihi ve kültüründen haberdar olmak gerekiyor.....	()	()	()	()	()

APPENDIX C

Guided Interview Questions (Turkish)

1. Dönem başında cevapladığınız ölçekte“İngilizce okumak için öğrenmek zorunda olduğum bir sürü yeni sembol beni endişelendiriyor” diye bir madde vardı, bundan ne anlıyorsun?
2. İngilizce okurken duyduğun kaygı ile genel İngilizce öğrenirken duyduğun kaygı arasında sence bir fark var mı? Bunu nasıl ayırt edersin?
3. Okumanın zorunlu bir ders olması seni nasıl etkiliyor?
4. Okuma dersinde hocanın yaklaşımı, kitabın içeriği ve sınıf ortamı seni ne yönde etkiler?
5. Okuma dersinde, hiç derste ne olup bittiğini anlayamadığın oluyor mu? Oluyorsa sence bu neden kaynaklanıyor?
6. İngilizce okurken, okumanı engelleyen ve senden kaynaklanan sebepler nelerdir? (Geçmiş deneyimler, motivasyon seviyen, beklentilerin, genel kültür seviyen,vs). Bunlar seni nasıl etkiliyor?
7. Okuma sürecinde anadilin, anlayamama korkun, sözlük kullanmak, detaylara takılıp kalmak seni olumsuz yönde etkiler mi? Etkilerse, nasıl? Okuma sürecini engelleyen neler var?
8. İngilizce herhangi bir şey okurken, okuduğun metinden kaynaklanan ve seni okuduğun şeyden soğutan sebepler nelerdir?
9. Bütün bu konuştuklarımızın dışında İngilizce okurken yaşadığın olumsuzluklara dair eklemek istediğin başka şeyler var mı?

Guided Interview Questions (English)

1. There was an item as “I am worried about all the new symbols you have to learn in order to read English” in the scale you filled at the beginning of the term. What do you understand from this item?
2. Do you think there is a difference between general foreign language learning anxiety and foreign language reading anxiety? How can you differentiate it?
3. How does reading’s being a compulsory course affect you?
4. How does the teacher’s attitude, the content of the book and the classroom atmosphere affect you?
5. In the reading course, have you ever felt like you could not understand what was going on? If yes, what do you think is the reason of it?
6. While reading in English, are there any reasons caused by yourself that hinder your reading? (Background experiences, motivation level, expectations, general knowledge level, etc.). How do these affect you?
7. In the reading process, does your native language, fear of comprehension, using dictionary, focusing on details affect you in a negative way? If yes, how? Are there any obstacles hinder the reading process?
8. While reading something in English, what are the reasons caused by the text that distracts you from reading it?
9. Apart from all the things we discussed, is there any other thing you want to mention about the negative experiences while reading in English?

18 Kasım 2005
Salı

Bu günkü ders arkadaşları birisi siliyordu, benim için - ama bu ne demekti ne de herhangi birle ilgili bir şeyler vardı benim. Yani konuyla pek ilgim olmadı için ve hatırlamıyorum bir şeyler bir arkadaşım için birisi sildiğim. Umarım ilerde abim gibi konuşur da ha zeki! dersler işleri diye düşünüyorum. Bir sonraki hafta laboratuvar dersleri var ve perçemler sindirilen çok merak ediyorum. Umarım zeki! olur. İlk gün bu dersin güzel geçeceğini düşünüyordum ama umarım böyle olur.

Derslerde aktif siliyorum, başlıyorum siliyorum. Okuduğumuz parçalarda bir şey değil değil var. Bu yüzden okuduğumuzda zorluk çekiyorum. Anlamadığım siliyorum, derslerde aktif oluyorum, çok rahatlıyorum ediyorum. Bu siliyorum dediğim işleri değil. Genelde bu şekilde her ders değişiyor sınıfta aktif olmaktan önce diğer yollarla göre daha ağır. Zaten notlarımız yeterince yüksek, derslerde anlamadığımız imkansız oluyor. Kaliteli öğretmen, anlamadığımız siliyoruz. Bu çok siliyorum değil ama yine de siliyoruz.

APPENDIX D

Sample Student Diary Entries

Genel olarak iyi bir ders almakla birlikte alışılmadık katılar içinde yetence almışlardım "düşünüyorum Belki de zamanın hızlı ve kendim için olmasından kaynaklanıyor ama tam anlamıyla diğer konulara pesmek dersin bitiminden önce benim için büyük ve derin edemiyorum. Bu konuda çok sık oluyor. Herdeyse her ders! Ben arkadaşlarımdan bildiği bir şeyi, olanda öğrenmez bilmiyorum ama son cevaplarım da ders bitiminde kiense itiraz etmiyorum. Bunu anlamadım mı? diye kiime sonson "Hayır" yaptım, alıyorum ama o konuyu işlemez ve bitirmis oluyoruz! Belki herkes sonra salkıp anlamayı planlıyor ama ben derste anlamadığımı sonra lis anlamıyorum. Janım sınıfın sergesi bulunduranak sonaki derslere gonsitirsanız iyi olacaktır düşünüyorum. Bunu dışındai çok iyiderseniz teşekkür ederim!

2 hafta işladığımız parçalar benim ilginç bana pek çok faydası oldu; yeni kelime öğrenmek için düşünce kullanan stratejiler ve Ayrica kitabın alıştırmaları da çok faydalı. Alıştırmaları yaparken kelime hazinesi artırıyor yatim geliştirebilir, kavramları kolaylaştırıyor ve kültür sahibi oluyorum. Alıştırmaları yaparken sıkılmıyorum. Kısacası bu kitabı ve derisi se

20

Yazı benim ilüvi hafta reading deisi hakkında bilgilerimi isteriyor also bile su bir gerektir ki bu görümler bütün yıl içinde aynı olacaktir. Doni için, dördüncü ve diğer haftalar da yazılacak. İmin farklı olmayacaktır. Belki diğer haftaların kendilerine has bazı nader halleri olacaktır.

Özellikle suyu söyleyeyim ki deise giren hocamla his bir sorum yok ve ondan gayet memnunuz. O bir tam ideal öğretilen Hıfı.

İlinci sınıfta okuyorum ve birinci sınıfta reading de dahil olmak üzere hiçbir deise sorumun olmadı ve hepisi de yüksek dereceyle geçtim. İlüvi sınıfta geçim için gıbel için ilüvi sınıfta da doğrudan geçeceğime inanıyorum. Belki bu sene kitapta öğrenen konuların birer birini sadece farklı olarak güzel konularla ilgili aldığımı görürüm, bu ben de birazcık negetif elektrik forattı. Bu durum kitapları için zeuli olabilir ama ben kendi adımıa kavuşuyorum. Sahen güncelle aram pek yok, arası alanlara da sayım sonsuz. Bu da benim deise karşı olan ilüvi mi bir nebeze azaltıyor. Kısacası zeul almıyorum. E-class uygulamayı hiç de kına olmaz salına bakılırsa. Ama suyu biliyorum ki çok azimliyim, çalışıyorum ve başaracağım. Mümkün olmayacak hiçe bir şey yok.

According to me, this less a little boring. Because, the of unknown words in the paragraphs. Almost everyword stranger to me. I didn't understand reading paragraph, complete of this, I couldn't do the correctly. Of course, I tried but, I couldn't be successful. In addition, that paragraph was than others. It was difficult for connect the knowledges. To the out of these things, everything

11th

The

her zaman ki gibi yeni kelimeler öğrendim. Ayrıca
 İngilizce (sonun benzetme) öğrendim. Biraz şikâldim sonunda.
 Çünkü şiir işledi perspektiften çok zor, ayrıca kültürünü
 bilmekt gerekiyor yorum yapılmak için. Konusook bir
 sömür olmasına şikâldim. Çok derin düşünmek gerekiyor
 anlayabilmek için: 'Dördüncü parça şifreli ama çok yeni
 geldi ama. Anada kabul edilmiş olursa, bu yerler
 unuttum falan. Ama yaptığımız sıralama güzeldir (a, b, c, d, e
) Böylece bir nebre olsun konuyu kavramak kolaylaştı.
 Neşe! Benden bu kadar. Teşekkürler!

TEKİRİ DERSİ AYRILINDA

Bu derse vaktimden dolayı aldığım
 çok kötü bir durum ama...) viz ders
 Sana da dediğim gibi başlatıyor olur.
 benim gibiler hangi paragraftan okuyup
 çalışıyorlardı. Dersi kendi kendime de
 öğrendim. Üzgünüm. Sizin ders işleyiş
 beğeniyorum. Bunu sizin bir ittifak
 alıyacağım. Bu bir ittifak!..
 Gülmeğin olsun

APPENDIX E

Sample Student Diaries from the Study

Bir İngilizce metinde genel fikre ulaşma-
dığım zaman kaygılanıyorum. Çok karmaşık
cümlelerin olduğu, cümlelerin yapılarını
anlamadığım metinleri, okumaya devam
etmek çok zor oluyor. Çünkü böyle bir du-
runda her bildiğim kelimeyi sırtından
bakarak geçiriyorum. Çok zaman böyle bir durum-
da bu da benim oluyor. Çünkü genelde
anlamadığım yapılar özel bir yapı olabilir.
Bir deyim, bir özel kullanım olabilir,
veya daha başka anlamını bildiğim bir
kelimeyi, bir metin içinde, bir bağlamda
çok farklı bir anlamda kullanılmış olabil-
diğinde dolayı öğreniyorum. Yani sözün
anlamını öğrenmek beni yavaşta yavaş
dinebiliyorum. Bildiğim anlamdan yola çıkarak
mantıklı bir bağlama ulaşabiliyorum.
İngilizcede bir sözün anlamı bağlama
göre değişebilir. Bu nedenle ben de sözün
anlamını öğrenmek için öğrenmek için
zorlanıyorum. İngilizcede yazılan bir
metin için anlamı öğrenmek için

Parçada bildiğim kelimelerin ol-
duğu korkuyorum. Hatta zaman zaman
karamadığım kelimeler olduğunda okun-
muyor bile.

Bazen de okuduğumu anlayamayaca-
ğım korkusu kaplıyor içimi ve konsantrasyon-
um, özellikle anlamıyorum da.

Sesli okurken sanırım heyecanlanıyor-
sam oluyor. Kelimeler birbirine giriyor
bildiğim kelimeleri bile yanlış telaffuz
etmek de bu çok fazla protığım olma-
kaynaktan geliyor. Bu, öncelikle olarak
düşün bir problem gerçektir.

Acaba Reading Dersi sizin dediginiz gibi ne ~~tevki'li olarak~~ ~~mi?~~ Berim his umidim yok birim Reading Dersini daha gılcaneli, gırcetici, şiki olacağını zannetmiyorum.

Din ada 2-3 derslerim (2. ve 3. sınıf) ders-
inde genel kültür olarak gırcetdiklerini şğı-
liktir ve benzer sorular, son ne gırcetdik-
yan diye ve tabii benim cevabımı "

ubirsey. " Daha çok Reading Dersinde birseyler
retilecek ama bizim siper (1) kitabımız
raklıdır gıllor ve gırcetdik 2, 2, 5
dir bu konuyu işliyoruz ama neredeyse

birsey gırcetmedim. Aklı bu konuda
şinin hele geldim. Hiçbir şey gırcetmemesi?
cubası. Bundan sonraki konuyu da unu-
mak gelir "Love", ne gırcetceksin,
abz bu kitap 2004'te bir sehnil-
işlene bilir mi, kitap tevki'li hale getire-
liir mi? (ders her zaman ki gibi
k çok şikiydik.)

Reading dersi adı owa ci
geçiyor. Bence bu hem bizde
de hocamızdan kaynaklanıyor
çok pozitif yani uyumuyor
Dor tutuyorum. Kitabı bopli
icin olabilir bu. Tabii ben de
Var. Buna bizim üretmeleştire
hoca böyleyken uyumak da
şeliyo. Umum haftaya daha
oluruz.

padding benim için büyük sorun yaratılabiliyor. Zellikle bilmediğim kelimeler çoğunlukla ya da hemen pa-
- alabiliyorum ve gerçekten çok sık kullanıyorum. Context
- alırken ya da bu her zaman kolay olmu-
- ve her ne kadar yanlış olsa da böyle bir durumda
- tılların elime bir saatlik olup bütün kelimeleri
- ılıyorum. Ama bazı parçalar öyle okuduktan sonra
- oluyor ki bütün kelimeyi bulsam da bazı cümle-
- i öğrenmede çokla geçtiğim zamanlar da alabiliyorum.
- , yüzden basit şeyler düşünüyorum. Ama
- sfer de o basit şeylerin bazı çok fazla fayda
- ağılanacağını hissediyorum. Anlayacağınız böyle
- yilem arasında kalmış durumdayım.

Her şeyden önce, bize doğru ve düşüncel
rel yolla ifade etmemize olanak sağ
teşekkürü burda bilir ve bu asil dav
delayı kendilerini kutlarım.

İnsan bir şeyi okuması için o şeyden e
alması veya ondan etkilenmesi gere
abesliğin darıskası olsa gerek. Diysek ki,
dersinden bize verilen herşeye kitap
semedik. Kendi notelerimize uygun olup o
bakılmadan verilir. Dolayısıyla, bir m
sal veya düşünsel bir haz almada ki
okuma aydınlatıcı bir halini alıyor. E
şeye güvlenmeden o şey nasıl y

Okuma dersinin neden bir ders olduğunu
değitim. Habi olsa hadi neyse! Aynı
okunmayı dallandırıp budaklandıran
okuma stratejileri adını koymuşlar
geliyor. Aman ne strateji! Hadimi
istemem fakat bunlar zaten farkli
bildiğimiz şeyler. Herhangi bir ap
bir metinde ne okuduğunu bilme
sahip olduğuna göre, bize neyi
kazan dırılmaya çalışılıyor bilme

Biraz daha derinlere inersak, bu bilgin
üzerinde çalışmadığımızla beraber
meditasyon de onlar. Çünkü hep
taba bağlıyız ve genelde tavrile
tılıyor. Uygulamaya ne kadar yol g
sadece sınırlarda oluyor mad

Buğünkü Reading Dersi Fero
değildi.

Theromiz bana verilen vemi-
yo. Ona herhangi bir şey
sormay' istemiyorum. Sen sor-
duğunda rastgele cevaplar
veriyorum. Theromiz Sinek
Tanı, aslında ama yuvarken
style bir noktamız var ki; ben
oçeyip aktif bir insana, hocamın
çok pasif sanki zarks ders
anlatıyormuş gibi geliyor. Bütün
keşiflerin de ise tatlimin usup
gidiyor. Yani performans
Af1417 altında. Bu kadar

Bu dersin uzun saatler boyunca
dikkatimi dağıtıyor. Konuya ko-
lanmıyorum. Geçtiğimiz ders ço-
sürde ve sadece bir ara verdi-
Sikilince dersin süzöğürüm ve
anlaya mıyorum. Ama sonunda
lardan kurtuldük yeni bir ön-
ve bundan dolayı mutlu olum.
Yeni konuya daha ilgili olaca-
Deste neden sikildi, İma gelin
her hafta aynı konuyu, aynı
işlemde beni sikiyor. Mesela
değişik materyallerle işlese
olabilir ve bizi sikmeyebilir.

in içinde çok fazla bildiğim kelime olduğun-
 bo kesinlikle konsantre olamıyorum. Türkçe
 kitap okunmaya başladığımda en az 20 sayfa
 nadan kitabı elimden bırakmam ama İngilizce
 bir kitabı başladığımda 5-6 sayfa okuyup bira-
 orum ve yeniden elime aldığımda bütün her-
 i unutmuş olurum ve en başından başlamak
 under kalıyorum. Bundan çok sıkılıyorum ve o
 abı bıraktıkça elimde almak istemiyorum. Kita-
 rinde çok fazla bildiğim kelime olduğun-
 wa birkaç öğrendiğim için çoktık kaybolmuş
 . geliyor. Bu yüzden daha çok kısa pasajlar
 mayı seviyorum. Aslında kitap okunmayı çok sevir-
 im ama olmuyor işte :-)) Genellikle çok zoru
 at okuduğum İngilizce kitaplar var ama klasikler
 maye katkıda kalıyorum diyece. Ayrıca bir
 ita başladığımda hemen bitirmek istiyorum ama
 ize de bu asla olmuyor.

İngilizce kitap okumasını çok fazla
 seviyorum. Ama başladığımda bir kit
 ılı paragrafını anlamazsam, di
~~okuyorum.~~ Kitabı anlamam d
 uyorum. Zaten okuma isteği kalı
 rana, kitabı okunmaya başlıyorum
 sayfasını okuduktan sonra bilme
 neler geliyor. Birişine bakıyorum
 gildir diye, daha sonra da bil
 kelimeler alıyor. Sözlüğe bakma
 oluyum, bakarsam da kitabı
 şundan uzaklaşıyorum.
 Ben ise deyecek çok fazla ki
 myordum, çünkü lise sıratma
 zorlamak için test çözme
 yordum. Allkaye kitaplarından öner
 konusu beni ceznlıyordu, sonra
 oluştuktan sağdım. Ama şimdi
 daha okunmaya çalışıyorum, fak
 sine sonra sıkılıyorum ve kit
 layorum. Bir kitabı sonuna ka
 oluyum. En arından ist
 okunuyorum.

İşe kitap okurken çok sıkılıyorum. Çabuk okudğum anlamıyorum ve okudğumu anlamadığımı hissederek okumak işe çok sarmam geliyor. Bazen gece uyanık horcukmuşum gibi geliyor. Bilmediğim kelimeler, kolipler gözümün korktuğu ve kendime güvenim sarsılıyor.

Çok fazla bilmediğim kelime kısmına çıkıyorum. Bazen bir tek sözcükten bakarak çok sıkılır. Bir kelimeye bakınca okuyduğumda işe ne de kaldığını unutuyorum. Ve bazen basit örnek sorularında kalıyorum. Anladığımda okuyucu çok şaşırıyorum. Çünkü başka derslerin konularını okuyuyorum.

İki anlamdan okumak hiç hoşuma gitmiyor. Bazen okuyan günde okumak için şabalıyorum ve okuyorum ki o an ne kadar basit olduğunu ben de bilmiyorum. Kelimeleri kopyalardan çıkarmaya çalışıyorum olmuyor.

Bazen ~~okuyorum~~ okurken gözümün ediyorum. Bazen anlamıyorum.

Korktu, gerdim, oksijen, macera timsi sevgiler hoşuma geliyor. Çabuk bulanda oluyo kendimi koparmak için bu epeyleri okuyuyorum. Anlamıyorum bir kitabın konusunu bile anlamıyorum.

Bazen bedeki ~~okuyorum~~ ^{okuyorum} kelimeler. Bilinmeyen kelimeler.

İngilizce bir pasaport veya

benim sıklıkla o eylemi bırakmam.

Sevdiğim kelimelerin olması

Kitap okurken göstermediğim o cümle

İngilizce kitap okurken göstermem

Yani "Reading Closely" beni sıkıyor

İngilizce kitap okurken bazı der

Terrar başa dönmem gerekiyor. B

tiş bi etki tabii. İngilizce yada Türk

okurken yazıda öğnesini unuttuğum

sık cümlelerin ve yorumlayamadığım ba

olması benim okuma isteğimi azaltır.

Çok da basit değil - ama yalın an

ve birbirini takip eden değişiklikler bi

çermesi gerektir. Terchen daha çok

başından tahmin edemediğim içinde

biran macera kitapları içimi çeker.

Genel olarak bir bilgiye sahip olma

penis bir panel kültür parçalarını n

Kitapları okumam.

Kısacası okuyacağım kitap beni

sel nam duygusalardan etkilenemem

manda yalın olmalıdır.

ye okurken ben engellegen ilk etken.
 n konusunu bel etkilenevemi. Jand
 ick konular sagutur beni. Dersle ilgili okudu-
 muft kisa konular gada uocarin eude okuma-
 idn uedig'i ukye idulerinde de gym sorular
 sileripen malsefi. Diger bir etken uendi' i'nde
 a arkipatik d'ymda. Deyusun de'lenek gerkise
 lise de ekumull ukyankly' kopyandm. D'ud'ym
 ne titabi 5' gemen'ly'n. Ayrica se'lye'ler y'lyset
 3ye 6. se'lye'geydi. O'ida 7 kitap. Si bana okuma
 ne ne koyand'm' de'eni'; tabi t' u'la b'ly'g'. Juan
 d'ym u'kyelerde (9 yane okudm) 3. jand'inde p'rl'ndm.
 ladm b'ly'k ana; ne de'ee, s'ig' tabu'n edisiny'
 m'm. adua g'vez g'vez bu d'ly'k'ly' koyand'ym
 sed'ym. Ve jand'm okun'ya de'een et'ilece
 ko de'iy' ol'icat

Dersle j'apt'g'm'a d'umalarda eger ka
 j'orsu, y'inde yet fazla bilmed'gm kelime j'ol
 n'ndaki sorular' ce'aplayab'leek k'ada konuyu
 o parca'dan b'ly'k t'eyif ol'uyorum. G'nt'is
 mel kendime olan g'uvenimi art'iriyor. Ders
 bo'sen kendimi z'ah'm'a ar'aly'p o d'aha kar'
 ar parca'da okun'ya cal'uyorum. ileled'isi
 ist'iyorum ama eger kelime'lerin aras'nda
 cam'ek'ti t'm kelime'leri bulup j'ine de o
 ma'sam o parca'y' f'rl'at'p o'nat ist'iyorum
 da br adm bile ilele'ened'is'm'i hissed'iy'um
 de'ee kendimi as'mat ist'iyorum. Belli de b'ly'ce
 d'uyorum.

III Öğr. 1. Sınıf - B Sınıfı

Eslında, herhangi bir metinde bilme-
diğim kelimelerden ziyade o metindeki
onlatım tarzı veya benim o metinden
belediğim şeyler, bir metni okuyup
okunamamda etkili oluyor.

Okunan şeylerde kendince aradığım
şeyler bulamıyorsam yani; "İçim"
yeterince çekemiyorsa, ister istemez
soğuyorum o metinden.

Ayrıca daha önce de sözünü ettiğim,
etkileyseniz, sanat salık veya düşün-
sellik faktörleri etkilese bu
durumu iyice pekiştirmeye haddinden
fazla yetiyor.

- READING DERİSİ -

Aslında ders olması gerektiği
işlevdi. Ama diğer sorulara göre,
vermede yaşadığımı isteksizlik derisi
siliciler gibi. Gerçek veya gerçek se
bu siktin, gidermeye çalışıyor. Kita-
ları okunmada fazla alınmama bu
faktörlerden biri olarak kavrayan
soğuk bir neden. (Reading)

Kitap okurken tereddüdümü, güvene
okuma eğilimimi soğumamı için e
okuyuyor. Bunu önce bile bilsek ki
niç okuma istegini etkiliyor. Konu s
okunak zor geliyor. Ama konu öğlece
grammer olarak zor gelin bir kitap bir

ste isledigine konunun benim için dışında
 veri o dersler az da olsa öğretiyor ama ben-
 sereci okuduğum bir kitap. several oluyor
 bu kitapta da fazla bilmediğim kelime ve olma-
 kazen bazı şeyler burada kelimesine sebep oluyor
 rakı belki bir kelime sayesinde öğrenmiş kitaplar.
 ki de mümkün olduğunu biliyorum. Bu konuda da
 den geldiğinde onun çalışıyorum, derken konu
 i anlatıyor kelimeyi bilmediğim kelimeler oluyor
 u kelimeler edip öğrenen çalışıyorum fakat bu sevil-
 de öğrenince sadece benim gibi duyuyorum
 da öğrenen okusun böylece.

Normal olarak genel bir problemimin
 yok ama derslerde biraz sorun ya-
 şıyordum. Kelime veya gramer problemi
 ama okuma istegimde yok. Sadece bir
 okuyorum. Her bir ingilizce derisi beni ce-
 üstüne üstelik hocaların verdiği dersler
 soruyorum. Bu yüzden okuma istegi
 belimiyor. Kimi zaman okuma istegim
 engellenen biri de hocamın tuttu-
 az sert bir tavırda davranması yada ki-
 başında nufuz atması dersin başında
 kaybetmesine neden oluyor.

113
 ece birseye okumak aslında hoşuma gider
 şartları da eğer okuduklarımı net bir şekilde
 yu som, Okurken arada bir mediyim kelimeler
 olsa iste o zaman okumadığı sağuyorum. Eger
 zimler, o yeri için anahar kelimelerle çok sey
 irdiğimi düşünür bu seferde, sözleri konuştığı
 işi binden yapmaya başlıyorum. Bu da benim için
 sikici birsey. Bu yüzden okuyamıyorum kelime
 Reading derslerimde gelince, okuduktan sonra parça
 eger ilgim. gelmiyorsa. o ders benim için çok
 ağır, Bunun için parçaların biraz ilgi. gelin
 olması gerekir (BANA GÖRE)

Bu gün dekte kendim için hissediyordum
 bir şeylerim oldu için parmat kaldırımdan, 353
 Maltem yine geliyorudim. Yaptığım şeyin yanlıs
 dğinden emin olamamakt korktumdu, bu yüzden
 yonuyordum. Hocanın kitap dışından soru sor
 ölmek kopuyordum, baten soruyordu da. Bu d
 karar aldım: işleyeceğimiz konuyu başka bir
 çalışmam yoksa bu yıl cesaretsizliğim beni
 sğutacak. Belki bu şekilde aktif olabilirim
 rum. Ayrıca baten hocanın parmat kaldırımdan
 soruları beni etkiler de. Beni o şekilde k
 on heyecandan mı ayıyordum ama b'i
 unuyordum.

Bir parçayı okurken bilmediğim bir şey kelimeyle karşılaştırdım ve onları anlamadığımda parçanın genelinde neyi anlattığını da anlayamadım.

Teknik terimlerin ya da tip terimlerin kullanıldığı parçaları anlamam da uzun zaman alıyor. Bunu bil-
dipim için bazen böyle parçalara hiç basılmadık işle-
miyorum.

Bazen de okurken kapandı cümlelerimden deyimlerin anlamını istiyorum. Eğer reşim yavaş ya da okunmazsa okuyamıyorum. Genel olarak kelime ve cümlelerin anlamını bilmediğim için Parçayı ya da biratıyorum. Yani okunmaz okuyamıyorum.

• Ben daha bir yazıyı okuduğum kaygılanıyorum, böyle ki heyere orca da anlayabileceğim miyim? di
Bunu sorabilişim ne çıktı bana.
Sonra gerisi geliyor. Birde bazı
rafı hatte bir sayfayı hiç oku-
ya yine endişeleniyorum ~~ya~~ b
düşünce veya olayın kilit nokta
sayfada ya da nappam diye. Ne
süretili baka da düşünme isteği var
ve sonum buda yoğunlaşma
kaynaklanıyor.

Tesekkürler

gjn Boetius Inguilvae orationem refert edigorum. Boetius de
- u hitoye litopiriu. Neden seamediginais de herza kaitirebilus
glim. Melime etigim got foala. Neden bu olakilir. Fakat
me etiginais de okupak kopatnt sarunda oldigim
yom.

Gerçekten got siknt dugugum hitayedeli bir cimbeyi.
ayrodigim sanon, Salsige ~~ta~~ sveli; bakmaton de
ret edigum.

Aslında Ervise okuyuy, got seveim ana... sikler iste!

Berim için Torkce ve i

okumo evinde cde fode var
okumay, cat sevirigum ama
okurken ogri zalki olamrya
geveli okuyisi saglayomiyorum
Bilimneren kelimeler, karmatik
Dunde etlisi baryoz, Roma
gredde onlam sikca; laballigay
fext tipi seylerece agrinfilo
Agrico istedigim kedar huz
dligim iginde siklyorum.

gjn boetigē Ingiilææ okunæton nefret edigjrum. ðæelli: lte
 - u hitoye litopbrin. Næden seumediðiginað de herða kærtræðilunys
 žilim. Kælime etsigim got faala. Nædeni bu oðakilin. Rokot
 me etsiginað de okupak kopatrat þarunda oðdigim
 jorum.

Geræketes got sibntu dugjorum hitagedeli: þir cimbogj.
 agrodigim sanonur Sðalige ~~þa~~ sðelli: baknæton de
 ret edigjrum.

Aslinda Geræke okupogj got seumim ana... silku iske!

Benim için Türkçe ve İ
 oluno evinde cde fode var
 okunoy: lot sevigorum ana
 okurken ogri zalki olamrya
 qeteli okuyuşu soğloyumyrum
 bilimneren kelimeler, karmatik
 Dunde etlisi beryoz, Roma
 qrelden onlam silkar laballigya
 fext tipi saylerede agrinfilo
 Agrico istedifim kedar huz
 olfim iqinde silkyorum.

zordiy dersi bina göre not kelay

in ders logal. Difer nota derslerimni. jama

asil blingiyim ama belki de ben den

syaklanar. Sebeplerden dolayı reading

ona göre sikici bir ders olark

televizyonda bili. Garbi ben ekemay

amoyon kisiyini bir bi da ben ce

asabliktan beri gazla kitap okumadi.

zindan dolay alabilir. Sadece ingilizce

ogul tutuce kitap okunmayi da sevdiyim.

dingin bir ingilizce kitap okunmaya basla-

gunda eger okudiyim anlatimdan zor-

ingizim bir baa karsi o kitabi okunay

teki hake galibim ve okumak istemiyim.

Senas olark kitap okunmayi istemiyor

ama azellekle te ingilizce kitap okunmayi dersi

Soon baa göre pek sikici degil dog sik

Ukula belki ceke hake getirebilir.

Diklatini toplamada cde fark

ceyirim. Baa farkina vornada 2

okunuy oluyim ama dancip

hikar sey hatirlanuyim. Agni.

okunma neranda xaluyim. In

ders sikici oluyor. Art. eger

okuduysem ve ben- ile ilg

anlamdiysem okunmaya devam

asla istemiyim. Okunuy, old

acaba emrli bisey kacirdim n

disin sey hikayenin amktor ol

cih: catise lirin de oluyor.

Yon aslında bir galiba

gavar gatas asnaga balyadin

hala sorularim var ama t

bir ilerlene var. Mevle du

jeysi Ortarda okumak benim

denemiyim. Sorularimi kend

gorebiliyim galibn...

üçün ki Reading dersini benim için vermişlerdir. Öğretimden kaynaklanan bir sorun yoktu. Sorun ben deydik. Bilkalkimi dersine veremeyeceğim pek katılmadım. Konuşmaktan yarım öğretmen sekizim, nota yapıldıktan korktum. İncece bu hafta ki Reading dersi benim için çok iyi ve toketide vermişlerdi. Aşlında konu ve el bir konuyu ^{konu} yabarı değildim ama günde 150 ödev için konuşmadım, kendimi kısıtladım. Bu anlamda ki kendimi derssten sayıtladığımda 15 bir işleme haline döndüğü.

Sahsen sözlük karıştırmayı hiç bir para okurken, bilmediğim kelimelerin okumamın sık sık bölümüne neden oluyor okumaktan soğutuyor Ayrıca bazen öğle 12.00'de biten kelimelerin anlamını kelimelerin anlamını çıkarıyorum. Bunlarda genelde İngilizce gazete oluyor.

Birde okudum parçanın ana konusunu ilgisini almamla bence. Böyle ilginç ve zor oluyor.

kumaya başladığım zaman çok sıkıydım.
 işi bitiren bilim için kelimeleri
 düşünce okuyuyordum. Gevce çok
 zeki kişiler-konsantre olabilmem için
 hiçbir sesin olmaması, 102 km ama
 bu da mümkün değil toki ti =
 Oturma tetiklerini fak Ağzla
 İmediğim için uyuştu yamıyordum.
 kurken aklım farklı şeylere
 öneliyor. Otusom bile bu dilinde
 alıyor yani anlayamıyordum. -- --
 bir de kendini okumaya zorunlu,
 sessizliğim zamanlar anlamıyordum.
 esek / duduyum? hikayeleri, otusom
 :Drunda aldudum için okuyordum.

-Safhanın rengi çok önemli!
 Kitabın konusu beni ilgilendiriyorsa
 devamıyorsa okumak istemiyordum
 -Aklım başka yere gidiyor -Layla o
 orada, okuyordum 5-6 sayfa
 okumada kalıyordum baka baka
 Türkçe kitap okurken böyle oluy
 -Bir daha söylüyordum; Konunun b
 celmesi lazım yarı giris çok önem
 -Genelde müzik dinlerken okuyordum
 5 yada 10 sayfa) parkı yabanı olu
 oluyor parkta o kelimeleri de anlam
 Ama ilisini de birden anlayamıy
 Üniversite sınavlarında paragraflar
 kendine güveniyordum bu konuda. An
 genelde işine oluydu okudukca ok
 du ondan anlayabiliyordum.

un atıcı olması benim için çok önemli.
 modığım tarzlık cümleler okuma hevesimi
 ıygar ve kıbbı oturtan tarzlaştığım bildiğim
 lineelere ~~kat~~ sâiliken batmak beni cileden
 ıygar ve ortalık okumama devam etme isteği
 ıygar. Bazen tahmin etmeye çalışıyorum,
 meleri devrimin ana telimenin gazet
 kamını da öğrenmek istiyorum. Yılların
 ıls okuyorum ab formlarım, dışarı
 elinden geleni yapıyorum bu oralar
 zaka ve daha sonrasında hep roman
 ı okuyorum için su an gazete, dergi, vs.
 ımat zor geliyor.

İngilizce bir derliği, gereyeği ge
 bir vitaptan almış bir parça elim
 onu okumak için sabırsızlanıyorum. İlk
 paragrafı okumak çok zevkli geliyo
 ile ilgili olursa olsun... Ama ilerleyen
 eğer konu hakkında bilgim yetersiz ve
 kullandığı terimler hem de kurlan
 çok girerse anında ordan kurtulmak işi
 dinde onunla mücadele edecek gibiyim
 ama son bir ayda kendimdeki değişimi
 fark ediyorum da elim geçse her şey
 kodini kasımağa çalışıyorum evet be
 onlanıyorum ama bir şeyler okuyorum
 için tabii ki biliyorum...
 kısaca sorun kendimle ilgili...

m sikilir. Dilmedigim kelimelerin çok olması benim için fazla bir problem değil. Bir okuma parçasını ödev için yada not için okuyorsam o nitkeyi şu şekilde sikilip bırakmak istiyorum. Benim için farklı yerel olarak ne almakta istediğini öğrenmem yeteli. Zaten sınavla harflerle parçaları detaylara çok dikkat ediyorluk. Şimdi rahat bir şekilde, hiç bir kaygım olmasın ve okumak istiyorum. Bunun dışında bir problemim yok.

30.11.2004.

Şimdi okuduğum zaman da mesela sınavlarda veya başka bir zaman içerisinde okunan her bir şekilde okuyacağım. Çok fazla bilmediğim kelime varsa istediğim okuyorum. Her kelime için okuyacağım ve gözetim için de denemek istediğimi. Eğer hep o bilmediğim kelime yok. Mesela ingilizce gazete gibi bir şeyden çok fazla parçaları okuyacağım ve okuyacağım. Eğer ilginç bir konu varsa da okuma il-

Bence gine reading dersinin sikelligi kitaplar
 niyer. Mesela byun 'Love' konusunu isliyan ve
 'adversitevent' kadar sikici. Hicbiriy grammya
 . Tak ben degil herkes byle diyeniyer. Mesela,
 ik sgratin okyan bir arkadasin da reading dersin-
 i nafet ediyer. Onlarn hocasi Ali Marc ve bence
 ocaun dersinde sikilmaz bunu z.s.m.f arkadasi-
 12 aylyga zura zark sgratin okyan arkadasin
 dlyg dersinde nafet etyini aylyga bu da byyle
 ni? Kitabin kymaklanyer. Seceen bil reading dersine
 bir hocaz gile bu kitabin, beynmediyisi aylyanis.
 ien yil harurlilteki reading dersini zekuli jeci-
 lu cinhs kitabinin cok goral bi- sere day
 dlygdy yabanci sikeleren kshlarny sekilari, onlari...
 kitabi zaza zekuli hale gultez bilir mi? belli
 or

trabirly. Belli lu sikellik hocadan kymaklan-
 dun am bilimyanymy

Reading 'teki paragraf got uzun
 man ya da konuyu kegenmediyim
 reading derslendenden okuliyorum.
 hoca t da ders maadan anlatyoc
 da ders anlatmaya islegi. yoker
 o darsi islenel istemeler. Her seyin
 baten Nitce dunayi da sumiyorum.
 kisililigimden bati kama gelan LSTH
 ligim. Bunu amak im got ypost
 modi. ~~Shetler~~ sgrc Ilkolulda, ortaduu
 hocalar herhang bir roman okuyu
 deatilerinde got simir oluyordum. Ne
 odevlerimi yaparken, o odevimi yapmed
 Garsi dunam simdi o koadis koadis
 Siff bunu yanmek Tim ishune g
 salteyordum.

123 işeyleyken hikaye kitabı okuyorduk bazen. Çok yazarın diti benim ilgini dağıtıyor. Arzen ayrıntılar içinde kaybolduğum ve gerçeğe aktığımda hiçbir şey anlamadığımı görüyorum. Şu sene okuduğum kitaplarda da oluyor. Şir hikayeyi 3 defa okuduğum zamanlar oluyor. Biliyorum ya bende bir problem var ama yazor ldti.

Ben böyle çok, anlamlı, sürükleyici hikayeleri deneyi seviyorum.

Yazarın edebiyat yapacağını kendini iralaması ve aralarında benim anlamayacağım hikayeye binalması, benim o yazıyı okuyup atmama neden oluyor.

Kısacası hikayelerde ayrıntı istemiyorum. Az sözle çok şey anlatan hikayeler okumak istiyorum.

İngilizce bir şeyi okurken gırtlık kısmı çok etkiliyorsa Eğer görürseniz sonunu rahatlıkla görebilirsiniz. Anlamıyorsanız o zaman da anlam sızda bilimeyen kelimeler veya grupları getiriyor. Daha fazla eğer okurken rahatlık ediliyorsa. O Parçayla olan tüm boşluklarını Ben hafiften müzik olan bir okumasını severim. Bu da bu e

Ben de amaç çok önemli.

Zarlıyormuşum gibi hissediyorum

ders kitapları, ders hikayeleri vb

Beni an çok antipattırın şey bilimciğim
 bir kelimenin parçanın genelini kapaması,
 şuni' bir kelime var biliyorum ama paragrafın
 o kelimenin etrafında dâkinip dâkırıyor.
 kesin bir tenarici atıyorum onu. Pöflerler
 ancak antipatik olduğum diye budur.
 Bir şey ~~antipattırın~~ familliyatık
 lar beş yış kelime kullandımlar. Bu
 beni çok sıkıyor. Ve şöğün kalitesi
 olduğumu düşünüyorum. Şöğörden bile
 şöğörüm, Parçaların uşun olması
 beni ürkütüyor. Hep şite şine uşun
 tasvirler bağırsak "dişirum kendine
 ve bogen o parçaya başlanıyorum
 Bile.

Bu bölümü çok severek seçtiğim
 met. İstiyorum öncelikle. Ama herhar
 kitap okurken onu anlayamamak
 bir şekilde düşünmek bile beni o
 zaman zaman şöğüt biliyor. Lise Haz
 mında (öğretmenimi de sevdiğimden
 sayısız kitap okuduğumu hatırlıyor
 mi anımsat bana inanılmaz bir
 kendimi İngilizce bildiğimden dolayı
 hissedirdim. Sonuçta sokakta dola
 bu insanlardan kasi İngilizce biliyen
 düşünürdüm.

Ödev olarak bir şeyler okurken bütün parçayı kelimesi kelimesine anlamak zorundayım. Bence hissediyorum kendimi ve bu yüzden ha bence şöyle bakıyorum. Bu da teneke stress yapıyor. O parçayı, okumak istemiyorum. Ama genel olarak bir şeyler okurken parçaları, parçalarını anlamaya çalışıyorum ve sadece okuyorum, kelime demi ki kısıtlı değil! Bir şeyler okurken bilemedim bir yer kaldı ki bir şeyler okurken veya sigilik, beslenme ile ilgili bir şeyler okurken veya bir kitap, gazete hakkında yorum, bir şeyler okurken sanki okuyorum. Beni ilgili olmuyor, ilgili değilim, bence sadece konular okurken mesela politika, bence spor, ekonomideki zihniyet okuyorum, ama yine de okumak kolay, tamam bu in yorum, ama aynı zaman da - sivilizasyon okuyorum. Çok fazla bilim değilim. Uzun okunur parçada, his okumak istemiyorum. Böyle bak bak kelime kelime ve parçalar parçayı okuyorum. Bu şekilde okurken de ilgili değilim, sadece okuyorum. Bu şekilde okurken

Bir şeyi anlamadığımda, bilme kelimesinin çok oldığında, ilgili değilim şeklinde okunmuş çok sıkıyorum. Parçada olsa ben ilgilenen, diyetten bir şey arıyorum, parçanın dışında ve ilgili gibi hissediyorum, daha önce metinlerden hoşlanıyordum. Eğer bir şeyi zorlukla değil, hiçbir şey anlamıyorum, yani koordünasyon gerektiyor.

zilele olumununun ilgiliyle veya Türkiye'nin ilgiliyle alakası yok. Benim olumunun asıl sebebi benim oluma binden nefret etmem. Ben hareketli, ilimi almışım, fotoğrafıma abartılmamış abla aziz hale getirilmemiş hiçbir şey düşünmüyorum. Ama animasyonlu fotoğrafı, ve fotoğrafların yatacağı daha çok şey olacağı, yatacağı belli az çok irkeldi, oluyorum. Ayrica abula bi kopyanın üzerine sadece kopyaları kullanarak yatacağı yatacağı olumulu dahi isteniyor. Yani bastır istek - size basılıyor. Olumulu madunyatında olumulu inanın ne bu kitabı nede kopya kopyaları, olumulu cum. İnanılmaz bilgilerin benim hayatımı sinav koru - cünde canda etkilenecek şeyler olmadıkça inancım. Ama speaking kütüphanesi güzel bulunuyor. O kitapta bizim kitabı, konsilasyonun beşim nedemeli fotoğrafını çok daha iyi orijinaliz. Ben çok otomobil ve mediyate deyimleri ni olumulu suluyorum. Çiruk bunlarda

bu tarz şeyleri olumulu suluyorum. Ayrica şu anemikon edebiyatı, edebiyatının eserleri çok ilham verince şifre yani abula isim kopyayorum. Allah'taki. Füre edebiyatında ilhamı şeylerde varda. az çok olumulu. Çiruk ve şifrelerde bilmediklerim. Ama, tabii yinede ilgizim. Tabii isim bu aldığım isim an yagınca çalışıyorum ama isimde şifreleri bir ben birde Allah b. Herşeyin daha güzel ve olumulu sevmem şifrelerim

Alında bugün golla tozlar silici geçmi.
ding dersi. Eğleneli' sayılındı, ama birde
ocaman biraz abha canı ve eğleneli olmasın,
stiyorum. Bu denel degil tabii! Sıfta
fond-up show gerçekleştiren ama biraz
aha hareketli! Olursa sıfta olador ha.
eti' olur ve dersleriniz de ha
i.İşel geçeri. Sıfta hilye işlenilerde
işleniyorum bu orador sağma geliyor
= canımı sıkıyor bu durum ama
eyse ben bugün got mutlugum ve
oziti balmaya çalışıyorum hayata

HOSÇAKALIR



Mesela ödev yapmadığım zaman
öğretmenin bana ödev hakkında da
sorması beni kızdırıyor. Genel
da derste öğretmenin bana bir
sormasından ve cevap veremem
beni en düşelerdiriyor. Bu yüzden
reading dersine gelirken isteklerim
Bu benim reading dersine
istegini çok orada indiriyor. Haft
de istegini bitiriyor. Yani sadece
yazdan inanın reading dersim
istemiyorum. Ödev ve derste
güne hile bilecek sorular. Sorular
bana konusunda da ben dince
az. Böyle işte bu durumda benim
ama nasıl? Tam olarak bil
Nasıl? Tasarlar e dersim

Şunu aşkardığı edimemektir biri
 şale bu dersi ismi daha ile bakır
 a biri kendinden sağınaya yetiyor.
 Ayrıca der kitabında benim ilginç
 olarak başka konuyla karıştırdım.
 jira rehberi mi olucak bir diye
 ile düşünülüm oldu. Harlas gite
 arde ders denen şeyi sunmem
 ma buna binaolar sebep bulma-
 netim, çok erken saatte ki ders
 : sabah kalkınca ile isim neating
 kisine . . . , tebingemi bozmate iste-
 niyorum
 L. i. Bakın Bye Bye =>

hızlıca bir metin okuyan, ile
 lastikim kelimelerin nasıl t
 cesmi bilmemem, beni ediselerdir
 ile defa karıştırdım bir kelimen
 nu kestireniyorum.
 Deste okudunuz metinler
 daha karışık olsa, otuma b
 gelişebilir. Bence karışık zor
 öğrencilerin otuma stratejilerini
 fazla kullanması gerektirir. Bu
 karışık konuşma gelinde
 Sonuçta konuşma, otuma karışık
 aynı şeyler değil ama, oku
 rını geliştirecek. daha zor m
 fongali olabilir. Örneğin okud
 cak jorll zor lallıplar var. O
 derisik kullanımlar üzerinde
 bir şekilde durulabilir.

Okunagi sewmigorun dedigim ana
 ysh water galler wakinda yada bishin kippin
 kunda degili. Ciƙarullu saikin kaular yad
 yalalar beini ilgimi. ciekniyor, ifimi ceten
 r kow obugunda 500 saƙallit kitabi 2 ginda
 Hebilim ana ifimi cetenyar kaularda 11c
 10 saƙallit kitabi 1 ayta okuyamun akusanda
 lamun ista bu da beini reading kausanda
 siwisiƙe hale pethiya.

Reading dersinde genelde sik
 ya sikici oluyar ya da istinde
 sikiligorun. Bu sanirim kaularin
 mesinden kaynatlanigor, Baƙa bir n
 aƙima belki de haccamiz biraz s
 den de kaynatlanigor olabiyir. Son
 pek eƙeneceli gameƙi aƙtaasi.
 hertes sikiligor zaka.

Her tulument edale yapypyru. Berce
 lre, (mole) reaktiv, kengstaryu.
 Siretilak iem pekle ganyelgyz. Reovly
 e her gusi weklyer. Fenar eol erag
 nek ana emua ganyelgyru. dealede
 or.
 H
 Bil seni d'gremim? Agsimi wsi adabilmir?
 H. Pamunda cehban s'gyle wadilmir.
 ganyelgyz g'sell h'kewer cheli. Kalyda a'kewer
 yor koweban h'w. Kelli? g'kewer g'ewer
 h'w. we'ed. H'w e kanyu d'gremigz
 adabilmir. g'gyle. d'gremigz kanyu d'gyl. Kanyu
 el chelir...

Gemelde sevdigim bir ders olmasina ne
 bu derslerde got s'kilyorum. fazla okitil degil
 got etdilyorum. Sodece k'rtaptaki saylar o
 g'ncel konularla ilgili saylar de oluyor.
 Gezen g'il g'yle yaporok, beyo yaradi ge
 bah bi oktu biras. Ama bu g'il sodece
 sinardo cibecok diye h'keweler var.
 K'rtap da g'yle d'lygsn bir sey degil
 olmayagcym ki g'ya da love-maker g'g
 g'sell. h'g'lytze Egitim olan bir d'gremu
 d'lygo g'ndewim konu edinen, g'ncel pa
 Sonra g'lyr de olmasini umyorum. or
 Zaten dil, g'ncellik, hoyot, h'wrele
 degilmi? Sistem ANCAHIRTUM

Kitap, gazete, dergi gibi şeyler okuyan ben en çok edidim kelimeler oluyor. Sözlüğe bakmak çoktu zaman zaman. Diğer bir engel pardon bu en önemli okudum şeyim ilqimi öğrenmekti gerekli mesela politika, spor, dinsel haberler, ne kadar çok bildim edidim kelime olsada bitirmiyordukleri kitapları da okuyordum. Yurt dışında çalışırken gazete, dergilerdeki Türkçe haberlerdeki haberlere bayılırdım. Matkaplı bir dergisini sevdim, çünkü ilqimi öğrenmek için bir yerde okuyordum.

Önce kütüphane ve ben okumaktan olan bir şeyde incedeki sinav gibi bazı teorik bilgilerin (örneğin grammer) indaki konulara çalışmak gibi çalışılması gerektiği için ilqimi öğrenmek sanki vakti kaybetmiş gibi geliyor, çünkü ilqimi öğrenmek zaman bulamıyorum. Vaktim bol fakat boş vaktim değil ve harzlanmak daha iyi değerlendirileceğini düşünüyorum ve vakti silkiyorum okurken. 15-20 sayfa okuduktan sonra bide in okuyamıyorum tamamen boşum, vaktim olmadığında düşünüyorum. Fakat bütün bunları rağmen dedim gibi alimler dışında hiçbir şeyden ilqimim çoktan yayılmaya başlamış.

Her zaman ki gibi yine divit olacağım. Her gün pek çok okumada ama kısa parçaları, bel kütüphane, heren, ve ilqim öğrenme için parçaları okuyacağım. Her gün deken parçaları, ilqimim çoktan yayılmaya başlar. Birer uyarı, ilqimim çoktan yayılmaya başlar. İlqimim çoktan yayılmaya başlar. İlqimim çoktan yayılmaya başlar.

Daha önceki okumamda okumaya daha az istediğim yeni kelimeleri öğrenmek zorlanmam beni ilqimim çoktan yayılmaya başlar.

Diğer bir konuda kelimeler ilqimim ve Türkçe aynı oluyor. Türkçe de bir deyişle okuyabildiğim okumamda çok zamanımı alıyor çünkü okumamda okuyacağım ilqimim deken istediğim ilqimimdir. Herken de aynı soruları yayılmaya başlar.

Yine Tezlikler

raen haffi olumu dísingjardum. Artile
 soisuga dek dísingjæggum. Þá sadæce
 þir-ctyigni gíbr oturdugmurðu 3
 soctm þir íslene öldugunu sadæce
 ve sadæce yekloma íam burædo olu-
 gumu forlættm, Artile dyle síkvei
 þir olumæygimk! æggim brile vírete-
 mygnum. Ben ísædgyken cæc ækurdum
 Unu. geldim cæc sogudum. Litap
 gírsem midem bulungur þu durumu
 Teodng desine boglyerum. Æu
 nokradon semo kendum telror
 ækumok íam Þorlamom gæcekygine
 nonyoun. Bilmypnum zuders hoyotmde
 ækeli þir keq olacæc omæ ækumok
 hep var. Bírægjer íngæ ædlímæye calíq-
 írken bendekr ístæk þamæmæn
 þle oldu. Hep þu ders gjúgundæmm!

Þess er kægysin kálidil
 æslæslæder þiri. En þoyt
 ædelæslæter. Veíle kílæygel
 þer cæc síkvei. Þu "An
 love" ækeli kílæygel þæ
 Dígær, fæno æþfíl. Þæ
 ínsæleum psíkólgyk æs
 artile fævællæ gældi. Þægg
 þata. yei þir kægysin
 Artile "advertisements" þæ
 Hocæmizlo þet sæmæn
 æs cæc mæstæn gæ
 Litap íslæ, sæs sæs hep
 Þænce desin íslævísi hól
 Þírþer gjúllmæll. Þæro æf
 hól gæfíllmæll.

Beni neadig' ten zoal alamamat
 kajilandrinyor. Bu bersten' zoal airmat
 ain otungyi seumet penekinyor, ve
 ren de cat seuyorum. Feli' oaramen
 dyan na? Ben pitilikke usuyorum bu
 us gandin ten. Nedeni' de dars titapla-
 nin ten be reelit gandinan ilpi'
 Lici' oimamasi alye asininyorum. Ana
 alan ben de anlami' sgg'lim. Ben reading
 usinden sikimat isteminyorum

Reading dersinde sikilyorum - cun
 koda hic reading darsi isleme
 asinda seuyorum. Ama penekide
 kitaplar okuyorum. Ingilizce okum
 ama anbamaktan korkuyorum
 reading kitabimda kor sikil
 zevilli' ne oqretili' oabillirdiy

APPENDIX F

Sample Interview Transcriptions

(1)

T- Geldiğin için teşekkür ederim.

S- Hiç önemli değil.

T- Dönem başında ben size anketler vermiştim (...) Hatırlıyor musun?

S- Evet.

T- O anketlerde şöyle bir madde vardı (...) “İngilizce okumak için öğrenmek zorunda olduğum bir sürü yeni sembol beni endişelendiriyor.” Sen bu maddeden ne anlıyorsun?

S- Hmmm. Fonetik semboller (...) Zorluk çekeceğimi (...)

T- Tamam, peki okuma dersinde duyduğun kaygı, endişeyle, genel İngilizce öğrenirken duyduğun kaygı, endişe arasında bir fark var mı sence?

S- Tabii ki var (...) genel İngilizce öğrenirken (...) genel olduğu için çok fazla endişelenmiyorum. Genel bir bilgimin olduğunu düşünüyorum yani idare edebiliyorum (..) fakat okumada ayrı bir bölüm olduğu için orada kaygılarım artıyor. Bilmediğim şeyler olunca kopuyorum, başını sonunu unutuyorum. (...) Başarısız olacağımı düşünüyorum.

T- Neden, sence?

S- Okumak bir sürü şeyi bir bir arada yapmayı gerektiriyor. Hem kelime bileceksin, hem yapıları bileceksin, üstüne bir de anlayacaksın. (...) Yani burada idare edemiyorsun. (...) Bir İngilizce parçayı okumaya başladığım zaman (...) özellikle başlarda genellikle anlamıyorum (..) konuya yabancı kalıyorum, devamında bu parçadan hiçbir şey anlamayacağım diye korkuyorum.

T- Peki, Reading in zorunlu bir ders olması seni nasıl etkiliyor?

S- Olması gerektiğine inanıyorum. Çok önemli bir şey (...) İngilizce, okumayla başlar bence (...) Önemli, olması gereken bir ders ama bazen sırf ders diye okuyorum yani içimden gelmeden (...) yine de reading olmalı, belki seçmeli olabilir.

T- İçerik hakkında neler söyleyebilirsin?

S- Çoğu zaman (..) zorla okuyormuşum gibi hissediyorum ama bu hocamızdan kaynaklanıyor. (...) Ders çok pasif geçiyor, yeteri kadar verimli olduğuna inanmıyorum.

T- Hmmm, hocadan etkileniyorum diyorsun?

S- Evet. Hem de çok (...)o pasif, isteksiz oldukça ben daha çok kopuyorum. Okuyacağım varsa da okumuyorum.

T- Peki, Reading dersinde kitabın içeriği ve sınıf ortamı seni ne yönde etkiliyor?

S- Kitabımız aslında (..) fena bir kitap değil, her ne kadar okuma parçaları aşırı derecede uzun (...) sayfalarca sürse de, bunu bir şekilde güzelleştirebiliriz.(...) Hocamızın pasifliği bizi bezdiriyor (..) biz de kendimizi saklıyoruz.

T- Peki (..) kitabın içeriği?

S- Kitap (...) dediğim gibi (..) aslında güzel ama çoğu okuma parçası çok ama çok uzun (...) Hepsini okumaya kalkınca kopuyorum, sonradan herhangi bir soru sorulunca geriye dönüp tekrar okumak zorunda kalıyorum. Hatta bazen sırf bu yüzden dersten sonra bir süre İngilizce bir şey görmek istemiyorum.

T- Okuduğun şeyin uzunluğu seni etkiliyor mu?

S- Evet, çok etkiliyor. (..) Uzunsu görür görmez bir isteksizlik oluşuyor bende.

T- Sınıf ortamından nasıl etkileniyorsun?

S- Sınıf ortamında çok rahatım, herhangi bir sorun yaşamıyorum.

T- Hiç derste neler olup bittiğini anlayamadığın oluyor mu?

S- (...) Hocanın beni (...) derse adapte edememesi ve o günkü içinde bulunduğum psikolojik durum (..) beni etkiliyor ve dersten çoğu zaman kopuyorum (...) evet, anlamadığım zamanlar oluyor. Kopuyorum ve geri döndüğümde biz ne yapıyorduk oluyor. (...) işte o an hoca soru sormasın diye dua ediyorum.

T- İngilizce okurken (..) okumayı engelleyen ve senden kaynaklanan kişisel sebepler nelerdir?

- S-** Genel kültür (..) mesela hiç bilmediğim bir konuyu okurken çok zorlanıyorum (..) anlamak istiyorum (..) ama bir taraftan da anlamak istemiyorum (...) zaten bilmediğim bir konu deyip, derinlemesine inmeden okuyorum.
- T-** Okuma sürecinde anadilin seni etkiliyor mu? Nasıl etkiliyor?
- S-** Yani bazen oluyor. Yine Türkçe düşünüyorum diyorum kendi kendime (...) ama ne yapayım bu alışkanlık herhalde, kafamın içinde çevirmen var sanki sürekli Türkçe' ye çeviriyorum. E hal böyle olunca da bir bakmışım okuduğum şeyin neyle ilgili olduğunu unutmuşum.
- T-** Peki (..) bunlardan başka okuma sürecine etki eden faktörler var mı?
- S-** Bende okuma alışkanlığı çok az (...) Bu taa ortaokuldan kalma bir şey. İngilizce okumam için hocanın beni adapte etmesi gerekiyor (..) Biraz daha fazla okuyarak bu sorunu aşabileceğime inanıyorum.
- T-** İngilizce herhangi bir şey okurken onu elinden fırlatıp atmana sebep olan şeyler nelerdir?
- S-** Hep aynı şeyleri söylüyorum ama (..) anlamadıysam (..) dili çok ağırsa (...) çok büyük rahatsızlık duyuyorum. (...) Ayrıca cümleler çok uzunsa ve konuya yabancıysam fırlatıp atıyorum.
- T-** Kelimeler, peki?
- S-** Ben kelimeleri çok fazla önemsemem, (..) takılmam(..) cümlenin tamamından anlamını çıkarırım.
- T-** Bunların dışında söylemek istediğin başka bir şey var mı?
- S-** Çok fazla yok(...) bu kadar. Özellikle hoca beni çok etkiliyor.
- T-** Teşekkür ederim.

(2)

- T-** Geldiğin için çok teşekkür ederim.
- S-** Rica ederim.
- T-** Dönem başında ben size anketler vermiştim (...) Orada şöyle bir madde vardı: “İngilizce okumak içi öğrenmek zorunda olduğum bir sürü yeni sembol beni endişelendiriyor.” Sen bu maddeden ne anlıyorsun.
- S-** Sembol derken (..) farklı harfler, fonetik olarak. (...) evet beni zorluyor (...) fonetik alfabesi.
- T-** Peki (..) Okuma dersinde duyduğun kaygı, endişe ile, gene İngilizce öğrenirken duyduğun kaygı, endişe arasında bir fark var mı?
- S-** Ben kendimi herhangi bir şekilde İngilizce ifade ederken pek bir kaygı duymuyorum (...) Orada bilmediğim bir şeyler olsa bile (...) ya da aklıma gelmese başka bir şey kullanarak durumu kurtarabilirsin(...) ama İngilizce okurken çok farklı. Mesela hikaye okurken bilmediğim kelime olunca ve o kelime çok önemliyse orda sözlüğe bakma ihtiyacı duyuyorum (..) bu da acıcılığı bozuyor ve pek istemiyorum bunu (...) Genel İngilizce öğrenirken, konuşurken daha istekliyim.
- T-** Tamam, Reding'in bir ders olması seni nasıl etkiliyor?
- S-** Aslında okuma zorla olacak bir şey değil (...) ders olunca zorlandığımı hissediyorum. Bende öyle bir şey var (...) birisi bana okuyacaksın dediğinde hiç içimden gelmiyor. (...) okuyacağım varsa da okumuyorum. Aslında okumak insanın kendi geliştireceği ve içinden gelerek yapacağı bir şey. Bunu ders haline getirince doğal olmuyor (...) yani ben bunu hep hissetmişimdir hele bir de sonunda sınav varsa iyice isteğim kaçıyor. Böyle bir ders olmasa inanım şimdikinin üç katı falan okurum herhalde.
- T-** pekala, tamam. Sen bu konuda oldukça dolusun anlaşılın (...) Peki, Reading dersinde hocanın yaklaşımı, kitabın içeriği ve sınıf ortamı seni nasıl etkiliyor?
- S-** Hoca aktif değil, dersler maalesef zevkli geçmiyor (...) Bizi motive edemiyor (...) o yüzden biraz kopmuş durumdayım (...) ayrıca konular önemli (...) kitap konuları güzel şu anda, (...) sınıf ortamı beni negatif etkiler (...) bocalıyorum çoğu zaman, sınıf ne der diye (...) diyorum ya ders olunca her şey farklı oluyor, sanki herkes her şeyi aynı anda anlamak zorundaymış gibi bir hava doğuyor.

- T-** Hiç derste ne olup bittiğini anlayamadığın oluyor mu?
- S-** Bazen dalıp gidiyorum (..) Bazen sıkılıyorum (..) kendimi veremiyorum.
- T-** İngilizce okurken, okumanı engelleyen ve senden kaynaklanan kişisel sebepler nelerdir?
- S-** Kişisel olarak (..) Bazen ilham gelmiyor (..) okumak istemiyorum (..) istiyorsam güzel okuyorum. Yani içimden gelirse hiç sorun yok (..) Genel kültür etkiliyor biraz sanıyorum, kültürü bilmek önemli ve anlamamı bazen zorlaştırıyor. Sözlüğe baksam bile kültürle ilgili bir şeyse kafamda oturtmam çok zor oluyor.
- T-** Peki okuma sürecinde anadilin, anlayıp anlayamama korkun, sözlük kullanman, detaylara takılıp kalman seni nasıl etkiliyor?
- S-** Beni negatif etkiler (..) zaman kaybediyorum sözlüğe bakarken, bağlantıları kaçıyorum(..) o yüzden de okuma isteğim azalıyor (..) çünkü ben hemen okuyup bitirmek isterim. (..) Akıcılık bozuluyor (..) Türkçe düşünmek beni çok fazla etkilemiyor, eskiden daha fazla olurdu hep çevirmeye çalışırdım (..) ama şimdi pek yapmıyorum (..)ama seviyenin zorluğu bazen beni etkiliyor.
- T-** İngilizce herhangi bir şey okurken onu elinden fırlatıp atmana sebep olan şeyler nelerdir?
- S-** Psikolojik isteksizlik (..) bazen bıkkınlık geliyor ama sonradan düzeliyor. (..) Bıkkınlık olunca bırakıyorum. Ayrıca ilgimi çekmeyen konularda okumayı sevmiyorum.
- T-** İngilizce okumaya dair bunların haricinde söylemek istediğin bir şey var mı?
- S-** Sınavlara hazırlanırken paragraf soruları vardı (..) şimdi tamamen teknik bakıyorum (..) yorum yapamıyorum (..) üniversite sınavları yüzünden (..) Bu biraz da sınav kaygısı benim için. Ayrıca direk olarak ezberle gidiyoruz (..) Hocanın söylediği şeyleri anlamasak bile (..) hoca dedi diye direk olarak yapıyoruz. (..) Ezberle gidiyoruz yani. Bu da bir alışkanlık, böyle alıştırdılar bizi.
- T-** Teşekkür ederim.
- S-** Ben teşekkür ederim.

(3)

- T-** Geldiğin için teşekkür ederim.
- S-** Rica ederim.
- T-** Dönem başında ben size anketler vermiştim, hatırlıyor musun?
- S-** Evet.
- T-** Orada bir madde vardı. “İngilizce okumak için öğrenmek zorunda olduğum semboller beni endişelendiriyor.” Bu maddeden sen ne anlıyorsun?
- S-** Hani fonetik harfler var ya onları anlıyorum (..) Ne bileyim (..) öyle şeyler işte. En çok da onlarda zorlanıyorum zaten. O tip semboller görünce Çince okuyormuşum gibi oluyor (..) görünce biraz endişeleniyorum.
- T-** Tamam , peki okuma dersinde duyduğun, hissettiğin kaygı, endişe ile, genel İngilizce öğrenirken duyduğun kaygı, endişe arasında bir fark var mı?
- S-** Var (..) okumada daha az endişe ediyorum çünkü parça hep elimin altında oluyor (..) ama bir listening onun gibi değil mesela (..) bir anlamadığımız zaman tamamı gidiyor (..) yani fark ediyor.
- T-** Peki, reading'in bir ders olması seni nasıl etkiliyor?
- S-** Daha iyi etkiliyor tabi (..) yani normalde parça çözerken (..) üniversiteye hazırlanırken sıkılıyordum (..) okumak istemiyordum (..) ama şimdi reading dersi olduğu için mecburen okuyoruz. Aslında mecburen okumak iyi mi bilmiyorum ama öyle olmasa hiç okumam mesela (..) benim için böyle iyi oluyor.
- T-** Peki, okuduğun şeylerin sınavda çıkacak olması senin endişeni artırıyor mu?
- S-** Hocanın sormayacağını biliyorum kitaptaki parçaları, onun için pek kaygı duymuyorum. Ama soracağını bilsem kötü olurum (..) ezberlerim o zaman da her şeyi.
- T-** Reading dersinde hocanın yaklaşımı, kitabın içeriği ve sınıf ortamı seni nasıl etkiliyor?

- S-** Hoca fena değil, objektif bir hoca (...) notları değerlendirirken falan baya iyi değerlendiriyor (...) Sınıf da baya iyi (..) sınıfla bir sorunum yok.
- T-** Yani (..) şey demek istiyorum(...)mesela bazı soruları cevaplamak için sınıf ne der diye düşünüp, çekinip parmak kaldırmadığın falan oluyor mu?
- S-** Sınıf etkilemiyor (..) ama bazen kendi içimde bir yetersizlik hissedip (...) acaba kaldırırsam mı dediğim oluyor. Bu da sırf kendime güvensizliğimden kaynaklanıyor (...) ben zaten hiçbir zaman İngilizceyi yeterli bulmam.
- T-** Peki kitap (...) kitabın içeriği?
- S-** Kitabın içeriği (..) bazı parçalar dışında pek ilgi çekici değil. (...) Aynı konu hakkında aylarca okuyoruz resmen (...). Bir de kitapta birtakım stratejiler falan var, onlar pek ilgimi çekmiyor (...) ne işime yarayacaklar daha kestiremedim.
- T-** Tamam, Hiç derste ne olup bittiğini anlamadığın oluyor mu?
- S-** Ara sıra (..) özel sorunlarım olduğu zaman oluyor ama (...) dersle bir alakası olmuyor (...) çoğunlukla motivasyon eksikliğinden. Ne bileyim bazen bir türlü konsantre olamıyorum (...) aynı şeyi üç kere de okusam yararı olmuyor.
- T-** Peki, İngilizce okurken okumayı engelleyen ve senden kaynaklanan sebepler var mı?
- S-** Kitap okumayı seviyorum İngilizce ama ilgimi çekmeyen kitap tarzları var (..) mesela, savaşla ilgili olanlar, çok terimi olanlar falan (...) onları okurken sıkılıyorum. Konu mutlaka ilgimi çekmeli.
- T-** Kişisel bir şeyler var mı?
- S-** Yok.
- T-** Peki, okuma sürecinde, okuduğun şeyi anlayamaman, sözlük kullanman seni nasıl etkiliyor?
- S-** Pek detaylara takılmam zaten (..) bir kez okuduğum zaman genelde anlarım. Sözlük kullanmam (..) anlamı parçadan çıkarmaya çalışırım (...) anlamadıysam da geçerim alttaki cümlelerden üstte ne demek istediği çıkıyor. Yalnız bazen detaylarla çok uğraşıyorum. Anlayamadığım bir yer kalmasın istiyorum (...) o zaman bazen sıkılıyorum ya da okuduğum şey neyle ilgiliydi onu unutabiliyorum.
- T-** Bunlardan başka söylemek istediğin bir şey var mı okuma sürecine etki eden?
- S-** Sınavlar var. (..) Sınavdan önceki hafta mesela (...) sınavlara çalıştığım için okuyamıyorum. (...) Sınav haftası zaten okumuyorum. Sonraki hafta da zaten sınavlardan sıkıldığım için okuyasım gelmiyor.
- T-** İngilizce herhangi bir şey okurken okuduğun şeyi elinden fırlatıp atmana sebep ne olur?
- S-** Çok zorsa, bilmediğim çok kelime varsa (...) terimler varsa ve konu da ilgimi çekmiyorsa fırlatır atarım (...) savaş, tarih, tasvirler falan (...). Çok detaylı şeyler okumak istemiyorum.
- T-** Bu konuştuklarımızın dışında eklemek istediğin başka bir şey var mı?
- S-** Yok, herhalde.
- T-** Teşekkür ederim.
- S-** Önemli değil.

(4)

- T-** Geldiğin teşekkür ederim.
- S-** Ben teşekkür ederim.
- T-** Dönem başında ben size anketler vermiştim hatırlıyor musun?
- S-** Evet.
- T-** Orada bir madde vardı, “İngilizce okumak için öğrenmek zorunda olduğum semboller beni endişelendiriyor.” Bu maddeden ne anlıyorsun?
- S-** Hatırladığım kadarıyla (...) fonetik semboller vardı, yani anlaması zor olan şeyler.
- T-** Peki, okuma dersinde duyduğun kaygı, endişe ile, genel İngilizce de hissettiğin, duyduğun kaygı, endişe arasında fark var mı?

- S-** Evet var. Genel olarak, İngilizce de zorlanmıyorum, kendimi ifade edebiliyorum ama okuma için (..) diğerlerinden farklı bir kaygı duyuyorum, yani (...) biraz daha farklı herkes kendisinden sorumlu. (...) her şeyi iyice oturtmak gerekli, sanki daha çok beceri gerektiriyor, bu yüzden de reading dersi diğer her şeyden daha farklı.
- T-** Reading'in bir ders olması seni nasıl etkiliyor?
- S-** Reading (...) genelde derse hazırlanıyoruz (...) ekstra çalışma yoğunlukla yapmadığımız için ders olarak okutulması bence güzel, ama sınavlara hazırlanırken sıkıntı çekiyorum, (...) yani o parçaları yeniden analiz etmek sıkıcı geliyor, (..) kelimeler falan (..) zor. O zamanlar sırf sınav için okuyormuşum gibi geliyor (...) tabii önemli olan sınav falan olmadan sürekli okuyabilmek. Keşke reading ders değil de hayatımızın bir parçası olsa (..) Zorunda olmadan okumak her şeyden güzel.
- T-** Reading dersinde hocanın yaklaşımı, kitabın içeriği ve sınıf ortamı seni nasıl etkiliyor?
- S-** Hepsinden pozitif enerji gelirse ders iyi akıyor (..) arkadaşlar derse katılmayınca, dersi asınca falan (...) hocanın da isteği kaçıyor, bizim de isteğimiz kaçıyor, sıkıcı oluyor o zaman.
- T-** Peki kitap?
- S-** Kitap (...) yani daha eğlenceli olabilir diye düşünüyorum (..) konular da biraz farklı olabilir. Çoğu ilgimi çekmeyen konular var. Bazen fırlatıp atasım geliyor (...) yani bazı konular çok sıkıcı.
- T-** Peki, hiç derste ne olup bittiğini anlamadığın, kaybolup gittiğin oluyor mu?
- S-** Oluyor (...) bilmiyorum (..) fazla farkına varmıyorum ama bazen koptuğumu fark ediyorum (...) hoca soru soruyor falan (..) birden başka şeyler düşündüğümü fark ediyorum.
- T-** Sebebi ne olabilir sence?
- S-** İşte ilgimi çekmeyen şeyler olduğunda ben de kopuyorum (...) genelde o zamanlar oluyor. Derse kendimi veremediğim zamanlarda oluyor.
- T-** Peki, hiç şu an biz ne yapıyoruz dediğin oldu mu?
- S-** Evet (...) hoca soru soruyor, ama anlamıyoruz (..) basit sorulara falan cevap vermek istemiyorum, (...) başkaları bir şey der korkusuyla cevap vermek istemiyorum. Bazı arkadaşlar her şeyi hemen anlıyor, ben de durum biraz farklı, böyle olunca bir (...) cesaretsizlik geliyor, sus pus oluyorum hemen.
- T-** İngilizce bir şey okurken okumanı engelleyen ve tamamen senden kaynaklanan kişisel sebepler nelerdir?
- S-** Heyecanlanma (...) bir de tanımadığım kelimelerle karşılaşma. Kelimelere bir takılırsam her şey kopuyor bir anda. Ben de bir de şey sorunu var (...) kelime anlamını cümleden çıkaramıyorum, olmuyor işte.
- T-** Başka?
- S-** Bir de (...) genel kültür seviyem falan (..) okumayı etkiliyor. Okumada eğer belli bir seviyeye gelmişsem bu sorunlar azalır ama henüz o seviyeye ulaşmadım.
- T-** Genel kültür seviyen seni nasıl etkiliyor mesela?
- S-** Genel kültür (...) mesela genellikle parçalarda güncel olaylar (...) yani (...) genel kültürle falan ilgili şeyler çıkıyor (...) eğer onu bilmiyorsam sorunlarla karşılaşıyorum. Alışkanlığım çok olmadığı için çok kültürlü olduğumu söyleyemem. O konu hakkında fazla yorum yapamıyorum.
- T-** Okuma sürecinde anadilin, anlayıp anlayamama korkun, sözlük kullanman, detaylara takılıp kalman seni etkiler mi?
- S-** Olumsuz yönde etkiliyor (...) mesela hikaye birden başka bir yere geçiyor, ya da bilmediğim kelimelerle karşılaşınca (..) bir kopma oluyor ister istemez. Bazen konu akıcı olursa eğer önemsemiyorum o kopmaları (..) ama düşünsel olunca zor oluyor.
- T-** Türkçe düşünmenin seni engellediği zamanlar oluyor mu okurken?
- S-** Oluyor (...) yani, mesela parçanın ana fikrini çıkarmaya çalışırken, İngilizce mi çıkarsam diye düşünüyorum (...) ikilemde kalıyorum.
- T-** Peki, İngilizce her hangi bir şey okurken o okuduğun şeyi elinden fırlatıp atmana neler sebep oluyor?

- S-** Konu ilgimi çekmiyorsa (..) bilmediğim kelimeler varsa (..) konuyu bilmiyorsam (..)edebi kullanımlar çok fazlaysa okumak istemiyorum. Tekstin uzunluğu beni korkutuyor bazen.
- T-** Bu konuştuklarımızın dışında eklemek istediğin başka bir şey var mı?
- S-** Şu an aklıma gelen bir şey yok.
- T-** Teşekkür ederim.
- S-** Rica ederim.

(5)

- T-** Geldiğin için teşekkür ederim öncelikle.
- S-** Rica ederim.
- T-** Hatırlıyorsan, dönem başında ben size anket vermiştim. Orada şöyle bir madde vardı. “İngilizce okumak için öğrenmek zorunda olduğum bir sürü yeni sembol beni endişelendiriyor.” Sen bundan ne anlıyorsun?
- S-** Semboller beni endişelendirmiyor.
- T-** Peki, bu madde sence ne demek istiyor? Sembol denilen şeyler neler olabilir?
- S-** Dilbilgisiyle ilgili(...) Şu fonetik harfler, semboller var ya (...) o tip şeyler olabilir.
- T-** Peki okuma dersinde duyduğun kaygı, endişe ile genel İngilizce öğrenirken duyduğun kaygı, endişe arasında bir fark var mı?
- S-** Okuma bana daha kolay geliyor (..) biraz hazırlanıp geldiğim zaman hiçbir sorun olmuyor. Genel olarak yazma, gramer daha zor (...) daha fazla hazırlık ve birikim gerektiriyor. Okuma için o kadar birikime ihtiyaç yok bence.
- T-** Reading’in bir ders olması seni nasıl etkiliyor?
- S-** Okumak güzel ama zorlama olmasa daha güzel olur (...) daha isteyerek okuruz bence. Böyle birisi oku dedi diye okuyoruz (...) hiçbir işe yaramıyor, yani her şey çok suni oluyor bence.
- T-** Seni etkiliyor yani?
- S-** Evet.
- T-** Nasıl etkiliyor?
- S-** Okurken belli bir kaygı hissediyorum (...) sınavlarda çıkacak olması gibi. (...) Değişik yöntemler kullanmaya çalışıyorum. Hangi soru çıkabilir falan diye düşünüyorum. Böyle olmasını istemezdim (...) zevk aldığım için okumayı tercih ederim.
- T-** Tamam. Reading dersinde hocanın yaklaşımı, kitabın içeriği ve sınıf ortamı seni ne yönde etkiliyor?
- S-** Kitap güzel değil (...) parçalar konular güzel seçilmemiş (..) yani sıkıcı. Hocanın dersteki tutumu, öğrenciye yaklaşımı bence çok olumlu değil (...) hayattan bezmiş gibi, onu öyle görünce benim de içimden hiçbir şey okumak gelmiyor. Sınıf ortamından bir sıkıntım yok, sadece bazen herkes birbirini eleştirmek için her söylediği sözü takip ediyor gibi geliyor ama (...) benim için çok da sorun değil .
- T-** Yani, her hangi bir soruyu cevaplamak istediğinde sınıftan çekinip vazgeçtiğin oluyor mu?
- S-** Sınıf zaten alışıktır buna (...) gülseler bile etkilenmiyorum.
- T-** Peki, hiç derste neler olup bittiğini anlayamadığın oluyor mu?
- S-** Oluyor (...) Belki aile içindeki durum (...) belki sınavlardaki durum veya ders notlarındaki düşüklükler olabilir. Ha bir de dediğim gibi hoca çok durgun olunca bana da bir miskinlik geliyor, bir anda kayboluyorum.
- T-** İngilizce okurken okumanı engelleyen ve tamamen senden kaynaklanan kişisel sebepler nelerdir?
- S-** Genel kültür etkiliyor (...) mesela İngiliz kültürü (..) kitapta değişik yorumlar var açıklamalar (..) fakat bunları bilmediğimiz için anlamıyoruz. O zamanlar kendimi çok yetersiz hissediyorum.
- T-** Peki, okuma sürecinde anadilin yani Türkçe düşünmen, anlayıp anlayamama korkun, sözlük kullanman, detaylar takılıp kalman seni nasıl etkiler?

- S-** Baya etkiliyor (...) Bilmediğim kelimeler olduğu zaman sıkılıyorum (..) okumak istemiyorum (..) ayrıca ödevler var, ödevler yorucu olduğu için okumak sıkıcı oluyor. (...) Bazen Türkçe ye çevirmeye çalışıyorum ama İngilizce düşünmemi engellediği için hiç faydası olmuyor. Ama alışkanlık işte (...) bunu bir türlü yenemiyorum.
- T-** İngilizce her hangi bir şey okurken, okuduğun şeyi elinden fırlatıp atmak isteği duyuyor musun?
- S-** Anlamadığım zaman (...) ya da konu beni sıktığı zaman (...) olabilir. Konu çok önemli yani kitabın başlangıcı benim için çok önemli (...) eğer sıkılırsam kesinlikle okumam. Bir de uzun, küçücük yazılı, içinde resim falan olmayan parçalar ya da kitaplar olduğu zaman hiç okumak istemiyorum (...) okuyacağım varsa da vazgeçiyorum.
- T-** Peki, bütün bu konuştuklarımızın dışında İngilizce okurken yaşadığın negatif şeyler, eklemek istediğin başka bir şey var mı?
- S-** Bilinmeyen kelimelerin bir parça içerisinde çok bulunması (...) ve çok fazla sözlük kullanmak zorunda olmak beni çok sıkıyor. Birkaç kere sözlüksüz okumaya çalıştım ama olmuyor (...) aklım hep o kelimeye takılıyor. (...) bundan başka aklıma gelen bir şey yok.
- T-** Çok teşekkür ederim.
- S-** Rica ederim.

APPENDIX G

Turkish Versions of Diary and Interview Entries

Differences between General FL Anxiety and FL Reading Anxiety

a. *“Bence, okuma kaygısı dediğimiz şey çok farklı. Mesela, bir parçanın ne anlattığını kavramanız ve anlamanız gerekir; yoksa, hiç bir şansınız kalmaz. Ayrıca, yeterince kelime ve kültür hakkında da bir şeyler bilmeniz gerekir. Yani... iyi bir genel kültürünüzün olması şart.”*

b. *“Genel olarak, İngilizce de zorlanmıyorum, kendimi ifade edebiliyorum ama okuma için diğerlerinden farklı bir kaygı duyuyorum, yani biraz daha farklı herkes kendisinden sorumlu. Her şeyi iyice oturtmak gerekli, sanki daha çok beceri gerektiriyor, bu yüzden de reading diğer her şeyden daha farklı.”*

Anxieties Caused by the Personal Factors

a. *“Nasıl okumam gerektiğini bilmiyorum. Tamam bildiğim bazı stratejiler var ama iş okumaya gelince onları bir türlü kullanamıyorum. Tek yaptığım kitaptaki stratejileri ezberlemek ama pratiğe gelince de öyle şeyler hiç yokmuş gibi davranıyorum.”*

b. *“Okuduğunu tam olarak anlamak neredeyse imkansız gibi bir şey. Kelimeleri anlamadın mı, sözlük olayı seni tamamen parçadan koparıyor. İşte o anda sorduğum soru: Bu kelimeyi sözlükten bakacak mıyım yoksa okumaya devam mı edeceğim? O dakikadan itibaren de okumak için bütün isteğim tamamen yok oluyor ve işte yine sözlüğe yeniliyorum.”*

c. *“Bazen detayların içinde kaybolduğumu hissediyorum ve geriye döndüğümde aslında okuduğum şeyden tek kelime bile anlamadığımı görüyorum. Hal böyle olunca da detaylara takılmaya başladığım anda bütün dikkatim dağılıyor.”*

d. *“Neyle ilgili olduğunu anlayamayacağım diye daha parçayı okumadan endişelenmeye başlıyorum. Sınıfta okurken de böyle. Sürekli okuduğum parçayı kavrayamamaktan ve parçayla ilgili soruları cevaplayamamaktan korkuyorum.”*

e. *“Benim korkum parçayı anlayamamakla ilgili. Bazen öyle birşey oluyor ki, tek kelime okumadan ben bunu nasıl olsa anlamam diye okumaktan vazgeçiyorum. Bunu çok kereler*

yenmeye çalıştım ama olmuyor işte, tamam bu sefer yapacağım dediğim zamanlarda bile bir bakmışım okuduğum şeyi çoktan bir kenara bırakmışım.”

f. “Bir türlü okumaya konsantre olamıyorum. Bir şeyi okumaya başlamadan önce gayet hevesli oluyorum ama parçayı görür görmez okumaktan soğuyuveriyorum. O andan itibaren de kendimi ya başka birşey düşünürken ya da yaparken buluyorum, bildiğim tek şey bunun kesinlikle okuma olmadığı.”

g. “Ben de motivasyon sıfır. Canım istemiyor işte. Türkçe okumayı seviyorum ama iş İngilizce’ye gelince canım istemiyor, istesem de kendimi veremiyorum.”

h. “Okuma becerimin hayatımın sonuna kadar asla gelişmeyeceğine inanıyorum. Ne kadar denersem deneyeyim doğru dürüst İngilizce okuyamayacağımı biliyorum. Artık uğraşmanın da bir anlamı yok zaten.”

i. “Çok iyi İngilizce okuyabileceğime inanmıyorum, bazı şeyler için artık çok geç diye düşünüyorum. Sorun tamamen ben de. Zaten biraz içine kapanık birisiyim.”

j. “Okumayı sevmiyorum. Çocukluğumdan beri öyle çok okumadığımdan olsa gerek. Hatta sırf İngilizce için değil, Türkçe bile okumayı sevmem. Bu ben ortaokuldayken de böyleydi, lisedeyken de... Bu saatten sonra da bu alışkanlığı edinebileceğimi hiç sanmıyorum.”

k. “Önceden İngilizce okuma ile çok bir problemim yoktu. Ama lisede çok soğudum. Özellikle de üniversiteye hazırlanırken. Paragraf sorusu çözmekten nefret etmişim. Şimdi de bunu üzerimden atamıyorum. İngilizce kitaplara karşı bir fobi oluştu ben de. Bilmiyorum bunu yenebilecekmiyim ama bu sene anladığım kadarıyla yensem iyi olacak.”

l. “Çok çok iyi okumam lazım. O yüzden, sözlükteki her kelimeyi ezberlemeye çalışıyorum. Bence bu çok yararlı çünkü bu dersi en yüksek notlarla geçmeliyim ve bir parça önüme geldiğinde herşeyi anlayabilmeliyim. Başka yolu yok.”

m. “Hatasız ve iyi anlayarak okumak çok önemli. İlerideki planlarımı gerçekleştirmek için daha iyi olmalıyım. Şu an okuma için konuşacak olursak çok iyi değilim ama olmam lazım. Bu yüzden kendimi çok zorluyorum.”

n. “Readingi bir türlü sevedim. Düşünüyorum da ne hocanın sınıfta bahsettiği stratejileri kullanabiliyorum, ne de birçok parçayı anlamak için gerekli genel kültürüm var. Zaten bu readingi oldum olası sevmem. İçimden gelmiyor. Söylemeye utanıyorum ama ilk İngilizce öğrenmeye başladığımdan beri kaç tane kitap okudun diye sorsanız bir elin beş parmağını geçmez heralde. Ama bunda hocalarımın suçu yok, sorun bende. Daha birşey okumaya başlamadan olan oluyor, isteksiz başlayınca da sonunu bir türlü getiremiyorum.”

Anxieties Caused by the Reading Text

a. “İlgimi çekmeyen konular hakkında okumayı sevmiyorum, mesela politika ya da böyle akademik şeyler içeren textleri görürsem...tüylerim havaya kalkıyor resmen. Öyle bir okuma parçasını okumaya başlar başlamaz bütün ilgim dağılıyor, yani okumak için birisinin boynuma ip atması gerek.”

b. “Eğer okuduğum şey ilgimi çekiyorsa nasıl okuduğumu anlamam bile, böyle durumlarda bir bakmışım kendimi İngilizceye kaptırmışım, zamanın bile nasıl geçtiğini farketmem. Ama eğer hiç alakam olmayan konu hakkında birşeyse o zaman okumak işkenceye dönüşüyor kendimi bir türlü veremiyorum.”

c. “İngilizce birşeyler okurken, bilmediğim kelimelere rastlarsam bütün hevesim kaçıyor. Devam etmek istesem bile kafam hep o kelimelerde oluyor, böyle olunca da ne okuduğumu unutuyorum”

d. “Beni en çok endişelendiren şey bilmediğim bir kelimenin parçanın genelini kapsamaması. Yani bir kelime var ve bilmiyorum ama paragrafta o kelimenin etrafında dönüp duruyor. Kesin bir kenara atıyorum o parçayı.”

e. “Böyle acayip karmaşık yapıların olduğu ve uzun uzun dallı budaklı cümlelerin olduğu parçalarla karşılaşınca okumaya devam etmek çok zor oluyor. Sonra kendi kendime acaba İngilizcem çok mu yetersiz diye sorduğum oluyor, haliyle çok üzülüyorum.”

f. “İngilizce okurken bazen öyle yapılarla karşılaşıyorum ki resmen bir cümle bir paragraph. Başını anlasam sonunu kaçırıyorum. Hatta öznesini bile bulamıyorum. Bazen biz anlamayalım diye böyle yazdıklarını düşünüyorum.”

g. “Bazı parçalar çok fazla kültürle ilgili şeyler içeriyorlar. Bilmediğim bir kelimeyle karşılaştığıma düşünüp sözlüğe açıp baktığımda çok böyle nasıl desem kültürle alakalı bir anlamı olduğunu görüyorum. Ne olduğunu kafamda canlandıramıyorum bile...Açıkçası bana hiçbirşey ifade etmiyor. Bana sorsanız ben daha kendi kültürümü bile doğru dürüst bilmiyorum ki İngilizlerin kültürünü nasıl bileyim?. Bence çok saçma, böyle parçaları hiç canım okumak istemiyor işte.”

h. “İngilizce birşey okurken bazen öyle şeylerle karşılaşıyorum ki hayatım boyunca duymamışım. Örneğin bir keresinde şükran günüyle ilgili bir şey okumuştum ne demek istediğini anlayamamıştım hatta onun şükran günüyle ilgili olduğu bir arkadaşımınla konuşurken ortaya çıkmıştı. Biraz daha Amerikan filmi seyretmem gerek galiba.”

i. “Uzun okuma parçaları gözümü korkutuyor. O anda kendime “İşte yine bayılıcı betimlemeler başlayacak” dediğim çok olmuştur. Hal böyle olunca da özellikle küçük yazılı o uzun parçaları okumaya başlamıyorum bile.”

j. “Uzun parçalarla karşılaştığımda ben de anlayamayacakmışım gibi bir his doğuyor. Daha baştan sıkılıyorum. ...Herhangi bir kitabı elime aldım da ise ilk baktığım şey içinde resim var mı yok mu. Eğer yoksa sıkılacakmışım ya da okuyamayacakmışım gibi geliyor hele bir de minik minik yazılmışsa çoğu zaman okumaya kalkmıyorum bile.”

Anxieties Caused by the Reading Course

a. “Bence şimdi okuğumuz kitap acayip sıkıcı. Hiçbir amaca hizmet etmediğini düşünüyorum. Okuduğumuz bütün o parçalar ve stratejiler yeni hiçbir şey öğretmiyor. Hatta bu kitap yüzünden okumaktan tamamen soğuduğumu bile söyleyebilirim.”

b. “Dün üst sınıflardan arkadaşlarım bana sen reading dersinden neler öğrendin diye sordular. Tabii ki benim cevabım ‘hiçbir şey’. Dha çok reading dersinde birşeyler öğrenilecek ama bizim super (!) kitabımız bir reklam konusudur gidiyor...artık tiksindir hale geldim. Kitabın hiçbirşey öğretmemesi de cabası.”

c. “Bu sınıfta ağızından yanlış birşeyler çıkması fikri bile beni korkutuyor, yani sınıftaki bazı arkadaşlar çok hızlı okuyorlar ve diğerlerini beklemek istemiyorlar. Böyle bir ortamda içimden hiç okumak gelmiyor.”

d. “Sınıftaki havayı hiç sevmiyorum. Lisedeyken ben İngilizce ile ilgili herşeye katılan biriydim, bu sınıfta resmen pasif birisi oldum. Evet onlar gibi çok hızlı okuyamıyorum ama benim gibi birçok kişiye yazık oluyor.”

e. “Okumayı severim ama birinin beni okumak için zorlaması hiç hoşuma gitmiyor. Kendi istediğim bir dergiyi ya da kitabı okurken tamam da iş reading dersine gelince tek bir satır bile okuyasım gelmiyor. Bence okumak zorunlu birşey olmamalı.”

f. “Başımızda bir hoca var ve sürekli hadi bunu okuyun şimdi şunu okuyun diyor. Artık çok sıkılmaya başladım. Sırf kendim istediğim için kendi istediğim şeyleri okuyamaz mıyım?”

g. “Bana kalırsa öğretmenin istekli olması çok önemli. Bizim hocamızda ise hiçbir istek yada şevk görmüyorum doğrusu, bu da beni inanılmaz etkiliyor. Ben niye kendimi okumak için kasayım ki?”

h. “Hocamız bana güven vermiyor. Ona herhangi birşey sormayı istemiyorum. Soru sorduğunda da rastgele cevaplar veriyorum. Hocamız sıcak kanlı aslında ama uyuşmayan öyle bir noktamız var ki; ben acayip aktif bir insanken, hocamız sanki zorla ders anlatıyormuş gibi geliyor. Bütün heyecanım uçup gidiyor yani performans sıfırın altında.”

i. “Sürekli sınavı düşünmeden duramıyorum. Sınıfta falan bilmediğim bir kelimeye ya da kavrama rastladığımda kendime acaba sınavda çıkarmı ki diye mutlaka soruyorum. Tek takıntım resmen bu.”

j. “Haftaya sınav var ve ben ne yapacağımı bilmiyorum. İlk sınavım çok düşük. Sınavı düşünmekten ilk vizeden beri dersi hiç takip edemedim, çok korkuyorum. Canım birşey okumak istemiyor.”

k. “Öğretmenimin olumsuz tavrı beni çok etkiliyor. O kadar bezmiş duruyor ki onu görünce benim de içimden okumak gelmiyor. Dersler inanılmaz sıkıcı ve monoton geçiyor. Bir de sınıf içinde bir grup var diğerlerini hep eleştiriyorlar parçayla ilgili sorular cevaplanırken biri yanlış söylese ya da yanlış okusa hemen üstüne gidiyorlar hatta bazen dalga geçiyorlar. Artık ağızımı bile açmıyorum derste.”