

**EXAMINING THE EFFECTS OF AFFECTIVE
VARIABLES ON VOCATIONAL HIGH SCHOOL
FOREIGN LANGUAGE LEARNERS**

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EXAMINING THE EFFECTS OF AFFECTIVE VARIABLES ON VOCATIONAL
HIGH SCHOOL FOREIGN LANGUAGE LEARNERS
(Dil Öğreniminde Meslek Yüksekokulu Öğrencilerini Etkileyen Duygusal Faktörlerin
Etkilerinin İncelenmesi)

YÜKSEK LİSANS TEZİ

Volkan MUTLU

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ÖZET

YÜKSEK LİSANS TEZİ

DİL ÖĞRENİMİNDE MESLEK YÜKSEK OKULU ÖĞRENCİLERİN ETKİLEYEN DUYGUSAL FAKTÖRLERİN ETKİLERİNİN İNCELENMESİ

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Bu araştırmanın amacı motivasyon, endişe ve benlik algısı gibi duygusal faktörlerin meslek yüksek okulu öğrencilerinin dil öğrenimi üzerindeki etkilerini incelemektir. Bu amaca uygun olarak betimsel yöntem kullanılmıştır. Araştırmanın örneklemini Recep Tayyip Erdoğan Üniversitesi Sosyal Bilimler Meslek Yüksek Okulunda Okuyan farklı bölümlerden 170 öğrenci oluşturulmuştur. Bu öğrenciler rasgele seçilmiştir ve kullanılan anketler de daha önce benzer bir grup üzerinde denenmiştir. Veri toplama aracı olarak toplam 51 sorudan oluşan 3 ayrı anket kullanılmıştır. Motivasyon anketinde 18 soru, endişe anketinde 20 soru ve kişisel benlik anketinde 13 soru bulunmaktadır. Bu veriler SPSS 15.0 programı ile değerlendirilmiştir. Bulgular göstermektedir ki öğrenciler dil öğrenimi esnasındaki duygusal faktörlerden oldukça etkilenmektedirler. Anket sonuçlarına göre öğrenciler en çok motivasyon dan etkileniyor ve motivasyonu dil öğreniminde ilk madde olarak görüyorlar. Motivasyonun ardından endişe gelmektedir. Bu üç etmen arasında öğrencileri en az etkileyenin ise benlik algısı olduğu gözlemlenmiştir. Cinsiyetler arasında çok fazla fark olmasa da bayanların duygusal etmenlerden daha yüksek oranda etkilendiği gözlemlendi. Endişe ve motivasyon konularında bayanlar daha fazla etkilenirken, benlik algısında erkekler daha çok etkilenmiştir. Özellikle motivasyonun öğrenciler üzerinde çok yüksek oranda etkili olduğu gözlemlenmiştir. 170 öğrenciden sadece bir tanesi motivasyonun etkisini kabul etmemiştir. Bayanlar derse daha kolay motive olurken yine bayanlarda motivasyon bozukluğunun daha erken yaşta başladığı gözlemlenmiştir. Özellikle derse hazırlıksız geldiklerinde yada hazırlık yapmadan kendilerinden bir aktivite istendiğinde, bayanların oldukça endişelendiği gözlemlenmiştir. Yine bayanların endişelerinden dolayı dil öğreniminden uzaklaştığı saptanmıştır. Erkeklerin ise kişisel benliklerinden dolayı tedirgin oldukları bulunmuştur.

Anahtar sözcükler: Motivasyon, endişe, benlik algısı, dil öğrenimi.

ABSTRACT

POSTGRADUATE THESIS

**EXAMINING THE EFFECTS OF AFFECTIVE VARIABLES ON
VOCATIONAL HIGH SCHOOL FOREIGN LANGUAGE LEARNERS**

Volkan MUTLU

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The purpose of this study is to examine the effects of affective variables such as motivation, anxiety and self esteem amongst vocational high school English learners. For this reason, a descriptive model is used in this study. The sample group is formed from 170 students who study in Recep Tayyip Erdo an University Social Sciences Vocational High School. These students were chosen randomly and the surveys which were used in this study had been tested with a similar group of students in the same school. This research has got 18 questions in motivation survey, 20 questions in anxiety survey and 13 questions in self esteem survey. Namely these surveys are formed by 51 questions in total. Gathered data is analyzed by SPSS 15.00 for windows. Findings indicated that students are really affected by affective variables of the learning process. According to the survey results, students are mostly affected by motivational factors. They accept the motivation as the most important factor in language learning. They are affected by anxiety more than self esteem. So self esteem is the last factor that effects the learner least. However there is no real difference between genders, it is seen that female students are affected by affective variables more than male students. It is mentioned something on anxiety and motivation female students are affected more than males, but when the subject is self esteem male students are affected more. It is seen that especially motivation has a big effect on students. Among 170 students, only one student does not accept the effects of motivation on language learning. It is found out that female students can easily get motivated but they also lose their motivation easier than male students. Female students start to feel anxious, especially if they come to lesson unprepared or they are asked to do something that they have not done before. It is detected that female students do not want to learn the language because of their anxiety. On the contrary male students are afraid of learning because of their low self esteem.

Key words: Motivation, self esteem, anxiety, affective filter, language learning.

ACKNOWLEDGMENT

Education, especially language education is very important in order to communicate with other countries and to catch the steps of this developing world. In Turkey, language education is a problem which has not been solved up to now. I hope this study will help the solution of this problem and it will be useful for language learners and teachers.

I want to express my thanks to my supervisor Yrd. Doç. Dr. Suna AKALIN and other academicians of Atatürk University for their help, ideas and supports for this study.

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ABRIDGEMENTS AND SYMBOLS

DA	: Debilitating Anxiety
ELT	: English Language Teaching
FA	: Facilitating Anxiety
FL	: Foreign Language
FLA	: Foreign Language Acquisition
FLA	: Foreign Language Anxiety
FLCAS	: Foreign Language Classroom Anxiety Scale
FLL	: Foreign Language Learning
GTM	: Grammar Translation Method
LAD	: Language Acquisition Device
L2	: Language 2
SLA	: Second Language Acquisition
SPSS	: Statistical Package for Social Sciences
TPR	: Total Physical Response

CHAPTER ONE

1. INTRODUCTION

This part composed the problem situation, the aim of the research, the importance of the research, suppositions, restrictions and definitions.

1.1. Problem Situation

There are so many studies about language learning in different countries. These studies were only investigating the cognitive side of the learning. Although these cognitive features have been investigated in different perspectives and studied deeply, these studies were not sufficient for language learning. Especially with the development of humanistic period, researchers also began to investigate the emotional aspects of the learning.

The first research on emotional sides of learning started with the researchers Dulay and Ryan who have studies on the subject of affective variables. After that, these studies were done by so many researchers like Krashen. Stephen Krashen composed affective filter studies into a hypothesis and called it as affective filter hypothesis.

Affective filter studies were generally carried out separately with regard to motivation, anxiety and self esteem. These three variables were studied one by one and in depth. Although these three variables namely motivation, anxiety and self esteem were investigated in depth, they have not been combined and studied by comparing the three of them. Researchers have carried out investigation on this subject, compared them but these studies were insufficient. In this study, these three variables will be examined in comparison and interconnecting and even they will be investigated according to gender. It is hoped to find out the relations and oppositions among them. So the problem statement has been developed like that “How does affective filter variables affect the vocational high school students and does this effect make difference according to gender.”

With this purpose in mind, the main questions of the study are;

1. Does Motivation affect the learners and does it vary between genders?

2. Does anxiety affect the learners and does it vary between genders?
3. Does self esteem affect the learners and does it vary between genders?
4. Does affective filter affect the language learners and which variable affects the learners most?

1.2. Aim of the Research

The aim of this research is to discover the attitudes of Recep Tayyip Erdo an University Vocational High school students regarding to motivation, anxiety and self esteem and also investigate them according to gender.

1.3. Importance of the Research

The research is thought to make a contribution to the language learning as it studies self esteem, motivation and anxiety separately and in comparison. It also suggests solutions on motivation, self esteem and anxiety problems. As this study investigates the general English lessons which are not given importance by teachers, and addresses a big group, it is thought to be very useful. Besides this issue is very useful because it investigates the boys and girls separately.

1.4. Suppositions

It is supposed that;

1. As research questions were applied before, they are appropriate for this research,
2. Participant students answered the questions with sincerity,
3. The sample group and the participants in the sample group are appropriate for the research,
4. Target population of the study represents the related groups.

1.5. Restrictions

As the target population of the research comprises The Recep Tayyip Erdo an University Social Sciences Vocational High School, and addresses the general English lessons. The research is composed of 51 questions from 3 different surveys, and only applied to the vocational high school students.

1.6. Definitions

Affective Filter: “The affective filter is defined as a screen of emotions that can block language acquisition or learning if it keeps the users from being too self-conscious or too embarrassed to take risks when they speak” (Syrja 2011, pp.73).

Motivation: “Motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised and (successfully or unsuccessfully) acted out” (Dornyei&Ushioda 2011, pp. 6).

Anxiety: Anxiety can be explained as an emotional factor such as fear, worry, uneasiness, and self-doubt that generally affects a person in a negative way and results in physical discomfort if it is felt in high portion.

Self esteem: “Self-esteem is the individual’s evaluation of the discrepancy between self-image and ideal self” (Lawrence 2006 pp.5).

Self concept: “Our self-concept is the overall view that we have of ourselves. Positive self esteem or self regard is about feeling competent and feeling lovable or approved of. It involves the evaluation of the self concept and is often unrelated to our true abilities”(Plummer&Kingsley 2005 pp.13-14).

Language Learning: Language learning is to acquire, understand and be able to use a foreign language.

Learning environment: Learning environment is the place, or special classroom in which the learning takes place.

CHAPTER TWO

2. LITERATURE REVIEW

In this part of the study, former research on this subject is examined, also the affective filter and its variables are examined in depth.

2.1. Affective Filter

Language learning is a complex notion which does not have any formula to apply in order to learn. It is the combination of a great number of different factors. The learning is related to the cognitive side of the life but it is not enough. As human being is not a machine, the process also needs something else.

“Krashen points out that in second language acquisition, many key factors of learners’ success in language learning should be associated to the student’s emotional condition. A language learner’s passion of participating the class and confidence from teacher’s encouragements can decide the accomplishment of their SLA” (as mentioned by Grace Hui Chin Lin 2008, pp.115). Just as Krashen explains, language learning is definitely related to the emotional aspects of the learners because when the learner feels confident and ready to learn, the learning process becomes easier. Language acquisition is effected by the atmosphere, emotions, material, and teachers’ behaviour. All of these can not be classified as the cognitive side of the language learning.

With his studies and the conclusions of these studies Lozanov supports the importance of emotional aspects of the language learning. Lozanov (cited in Freeman, 1986:72) asserts that; “the reason for our inefficiency is that we set up psychological barriers to learning. We fear that we will be unable to perform, that we will be limited in our ability to learn, that we will fail”. Linguists agree with Lozanov; Krashen(1982) explains and defends the emotional sides of the language learning. These emotions generally affect the FLA (Foreign Language Acquisition) in a negative way so they are known as “affective barriers”.

Kuru investigated this subject and noted the results as “FL educators pinpointed that complex process of foreign language acquisition can not 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”(Kuru Gönen 2005, pp.2). Kuru examines this subject easily and gives clues in respect of inside characters of affective barriers, notably motivation, anxiety and risk taking namely self esteem.

In this paper these affective filters are defined and investigated in detail. In order to give just a fore knowledge the ideas of Grunert are given: “The filter appears to be the first main hurdle that incoming language data must encounter before it is processed any further it determines:

1= Which target language models the learner will select.

2= Which parts of the language will be attended to first.

3= When language acquisition efforts should cease

4= How fast a language learner acquire the language” (Grünert 2009, pp.5)

Grünert gives the whole process of FLL (Foreign Language Learning) and suggests that this process is affected by affective barriers awakening the idea that emotional factors affect FLL completely.

The affective filter hypothesis was first proposed by Dulay and Burt, and is incorporated by Krashen as one of his five input hypotheses in 1985. Krashen argued that “people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input in” (as mentioned by Xiaoyan Du 2009, pp.162). The language teaching community links the Affective filter with Krashen who studied on this subject extensively and developed it as a complete theory. As Krashen(1982) argues, language learning is not only a cognitive process. In order to acquire the input, the emotional barrier namely affective filter should let the learner in.

The affective filter is a barrier that controls the learning border and if the barrier is high it is difficult to pass that border line. On the other hand, if the barrier is low it is easy to pass the border line. The affective filter hypothesis claims that comprehensible input, although necessary, is not sufficient for second language acquisition. Input can be understood by the acquirers but this does not mean that this input will recure the language acquisition device. “Dulay and Burt have posited the existence of an affective filter, a barrier that can prevent input from reaching the language acquisition

device”(Krashen 1989, pp.10). As Krashen explains, to acquire the correct knowledge and use the knowledge it is not enough to achieve the information. This information should reach the LAD (Language Acquisition Device), but the affective barriers can hinder the knowledge from reaching the LAD.

The Affective Filter hypothesis indicates the relationship between affective variables and the process of second language acquisition by intimating that acquirers vary with respect to the strength or level of their Affective Filters. “Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter--even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. These learners will be more open to the input, and it will strike deeper” (Krashen 1982, pp.31). In this paragraph Krashen explains the importance of desire in language learning. So if the learner is not learning voluntarily, he/she does not have sufficient motivation, he/she does not believe in learning and worries about the process. The learning becomes more difficult, because these affective filters hinder the knowledge from reaching LAD (Language Acquisition Device) and by this way blocks the learning. Xiaoyan Du supports this by saying “The affective filter acts as a barrier to acquisition. The filter is up when the acquirer is unmotivated, lacking in confidence, or concerned with failure. The filter is down when the acquirer is not anxious and is trying to become a member of the group speaking”(Xiaoyan Du 2009, pp.162).

Syrja touches on the emotional side of the affective filter hypothesis, and the investigator defines the concept as an emotional barrier. “The affective filter is defined as a screen of emotion that can block language acquisition or learning if it keeps the users from being too self- conscious or too embarrassed to take risks when they speak” (Syrja 2011, pp.73). Krashen explains the variables of the filter and says that “a number of affective variables play a facilitative, but non-casual, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition” (as mentioned by Schütz 2005, pp.4).

As, the affective filter hypothesis is the emotional aspect of the language. Affective filters such as motivation, anxiety and self esteem are the emotional barriers

in front of the language learning. If the barrier is high, knowledge can not pass through it but if the barrier is low, knowledge easily reaches the aim.

In one of the research, Slevick notes that “many language students are ‘on the defensive’ in language classes; they consider the class to be a place where their weaknesses will be exposed, not a place where they will grow in competence. In terms of the theory, this causes a high effective filter” (cited in Krashen 1989, pp.10). The learner is not ready to learn because of emotional factors. The learner does not feel comfortable and relaxed. Becoming the main way that an affective filter can affect language learning. These emotions are called filters since they are negative emotions which block the learning.

According to MacIntyre (1995:94) “affective variables are considered as mere side effects of having difficulties in coding the native language.” In this coding difficulty, the emotions of the learner effect the information while going through LAD. M.Gass and Selinker describe this process like that “If the filter is up, input is prevented from passing through: If input is prevented from passing through, there can be no acquisition” (cited in Yerli 2009, pp.16). There is a converse balance between the level of barrier and language learning. The high barrier keeps the knowledge of learning river while the knowledge can pass above the low barrier easily.

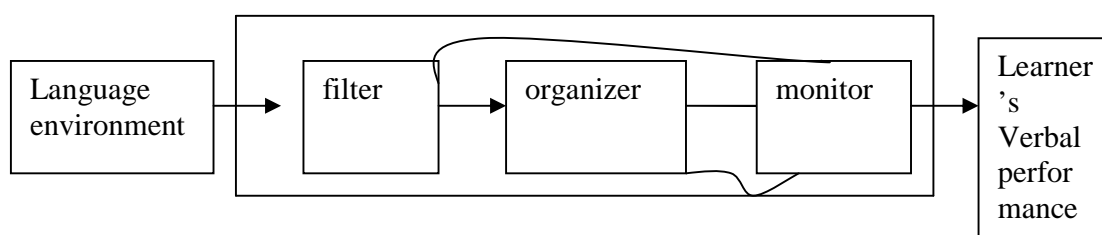


Figure 2.1. Filter and language environment

Language learning consists of three components such as acquiring, learning and using. As seen in the table above, the affective filter is situated between the environment and LAD. So, before reaching the using part, filter affects the input. The input does not reach the LAD and the incomplete process affects the learning in a bad way. Similar to an electricity cycle, the incomplete cycle makes the process useless. The learner who has a high affective filter feels difficult to obtain the knowledge from the environment and send it to LAD.

The affective filter hypothesis highlights the relationship between affective variables and the process of second language acquisition by suggesting that acquirers vary with respect to the strength or level of their Affective Filters. Those learners whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong affective filter- even if they understand the message, the input will not reach that part of the brain responsible for language acquisition, or the language acquisition device. Those with more a conducive attitude to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. Therefore they will be more open to the input, it will strike deeper.

The affective filter is the emotional aspect of the person and a difficult process to understand as the affective filter hypothesis requires so many different variables that hinder the learning. The researchers explain this in a different way. For instance, Knibbeler says “The affective filter hypothesis states that certain affective variables are related to second language achievement” (Knibbeler 1989, pp.17). These variables maybe the learner’s socio cultural backgrounds, personality and attitude towards the target language. Kuru examined this in her master’s thesis and combined all these findings. According to her, “The affective domain is the emotional side of human behaviors and it involves a variety of personality factors, feelings about our selves and about others with whom we come in contact”(Kuru Gönen 2005, pp.1-2).

According to Stephen Krashen(1981), negative emotions are formed through the passive moods, including low motivation, low self esteem, and debilitating anxiety. Similarly, Rebecca Oxford(1996) also argues that the affective aspect of the learner is probably one of the biggest influences on language learning success or failure. Accordingly, in order to reduce learners’ pessimistic mood and improve their learning motivation, “Stephen Krashen a distinguished professor at university of Southern California, implies that language teachers should create a comfortable, lower affective filter and motivation stimulating study environments, where learners can develop higher self-esteem and greater sense of confidence and fulfillment” (Grace Hui Chin Lin 2008, pp.115). Grace Hui Chin Lin explains the inner characteristics of affective filter. As seen in her research, the emotional factors are generally negative ones; low motivation, low self esteem and harmful anxiety.

There are so many researches on this subject. For example, a research in Thailand 98 individuals were settled in an atmosphere where they were said that they would be taught in a new method, and games, songs, films and music would be used in the learning process. The lessons started in a more reliable way. There were two groups that one of these was taught in a classical way and the other one with this new way. At the same time students filled in the surveys for these methods and these surveys were evaluated according to Krashen's theory. The learning changes of these students were analyzed via quizzes. According to this survey students agree that, this relaxing atmosphere is very important in learning and students learn better in this relaxed atmosphere.

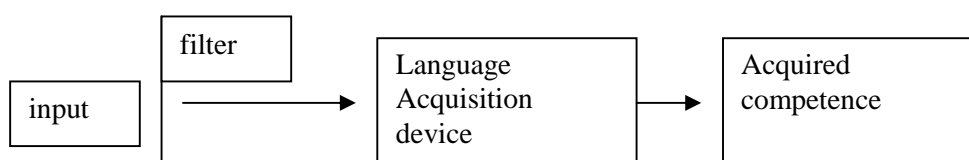


Figure 2.2. The affective filter and learning period

The filter cuts the connection between LAD and environment so the input can not reach LAD and the process can not be completed. If you imagine the filter as a colander, the small notes can pass across the colander and reach LAD. But it is not sufficient for learning. The learning process requires to have a complete version of input. Because of not having a complete input, the learning can not occur or only a small portion of learning can occur.

Understanding of the affective filter is very important for understanding the language learning process. In order to solve a problem or cure an illness, the person should understand it. Understanding the affective filter gives you a way for developing a strategy to fight against it. According to Xiaoyan Du the affective filter hypothesis can be used in second language learning like that:

1. "Analyze students learning motivation, motivate them, and help them possess a positive attitude.
 2. Boost up students' learning confidence and lower their language anxiety"
- (Xiaoyan Du 2009, pp.164)

To do this, the first step is to understand the affective filter and its effects on language learning process. In this study, before giving the solutions, the affective filter process will be investigated in deep.

2.2. Motivation, Anxiety and Self Esteem

As mentioned before, affective filter is a broad psychological concept. It is related to people's emotional factors which are motivation, anxiety and self esteem. To understand the affective filter and find it a solution, one should investigate these variables profoundly.

Krashen emphasizes the significance of motivation, anxiety and self esteem in his Affective Filter Hypothesis by claiming that "increase in negative emotions and lack of positive ones may build a filter which inhibits learning" (as cited in Denkci 2008, pp.8). Denkci gives the importance of these variables by taking assistance from Krashen. And Krashen himself explains the situation like that:

"Research over the last decade has confirmed that a variety of affective variables relate to success in second language acquisition. Most of those studies can be placed into one of these three categories:

(1) Motivation. Performers with high motivation generally do better in second language acquisition

(2) Self-confidence. Performers with self-confidence and a good self-image tend to do better in second language acquisition.

(3) Anxiety. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety"(Krashen 1982, pp.31).

2.2.1. Anxiety

With the globalization of the world, language learning has become a much more important factor in today's life. In order to be in touch with the world, a foreign language behaves as an extension cord. Language learning is an easy process under the certain conditions and with the correct materials or techniques. However there are some obstacles between language learning and the learner. One of these obstacles is anxiety.

Anxiety usually affects the learner's learning capacity and lowers his/her cognition. Today, there are so many studies about foreign language anxiety and emotional side of the language learning. After understanding the importance of affective

side of the learning process, scientists who study on the acquisition of language learning started to study emotional factors such as anxiety.

2.2.1.1. Meaning and former research about anxiety

Defining anxiety in a narrow scale is not possible because anxiety is a complex structure and has been the subject of studies since the emotional factors in language learning were understood. In order to give the correct meaning, the concept should be explained deeply. It is not only an emotional response against a special situation it is a wide concept and includes so many small scales. “It is often associated with fear, frustration, apprehension, uneasiness, insecurity, self-doubt or worry”(Brown 2000 pp.35), and it is a human emotion, signaling uncertainty or a possible threat in the environment. Also “it has figured prominently in the literature as one of the most pervasive and important reactions to stress experienced by man” (Zeidner 1998, pp 14)

As understood from Brown and Zeidner(1998), anxiety is the combination of many emotions such as fear and hesitation. The high anxious learner has the fear of learning and does not feel comfortable in the classroom, so worries about the next subject. The learner is not sure about the knowledge and interrogates the knowledge. This process ends with stress.

This anxiety can be seen in very different perspectives which can not only be explained as worry or fear that ends with stress. For instance, Kılıç(2007) explains anxiety in his masters thesis like that “ As a pathological emotion, anxiety refers to a complex combination of negative emotions that includes fear, apprehension and worry, and is often accompanied by physical sensations such as palpitations, nausea, chest pain and/or shortness of breath”(pp.12). Kılıç looks anxiety in a pathological way and explains the physical aspects of anxiety. In this definition, anxiety is seen as the combination of emotional and physical dimensions. Normally anxiety is the emotional array of human but according to Kılıç’s definition if the anxiety rises up a definite level, it may manifest in physical symptoms.

In this extended perspective, understanding and explaining the anxiety is not possible. In order to give its expansive meaning, its emotional and physical aspects should be taken into consideration. Anxiety is the combination of affective factors and if it rises too much, it can end with different physical terminations.

Spielberger(1972) defines anxiety as a subjective anxiety, a subjective feelings of tension, apprehension nervousness and worry. As explained above anxiety has many different definitions and these definitions can be emotional and physical. By combining these definitions, one can reach a certain definition of anxiety. Anxiety can be explained as an emotional factor such as fear, worry, uneasiness, and self-doubt that generally affects a person in a negative manner and results in physical discomfort if it is felt in a high degree. Therefore it gives rise to physical manifestations mentioned previously.

Anxiety has been the subject of research along the history. It can be said that in the humanistic period, the emotional part of the man started to be given importance so this increasing importance of emotions leads the scientist to the subjects which consist of anxiety.

According to Zeidner(1998), anxiety research started in 1900_s and can be divided into 5 categories.

- Early studies of examination stress and anxiety: (1900-1950)
- Initiation of programmatic research on test anxiety construct: (1950s)
- Conceptual distinctions and advances: 1960s (facilitating, debilitating and state versus trait personality anxiety)
- Advances in model construction, research and applications 1970s
- Research proliferation, dissemination, and integration 1980s
- Recent advances in research and assessment methodology 1990-to present

In the early term of anxiety research, anxiety was basically inferred from physiological reactions that examinees experienced during ego-threatening exams administered under evaluative conditions. “Anxiety was implicitly viewed as equivalent to the physiological arousal associated with the activation of the autonomic nervous system” (Zeidner 1998, pp.7). During this period, anxiety was both seen as a simple emotion related to exams or something similar, and the activation of the nervous system in a condition that the learner does not want to be in or worries when he enters in. Only this psychological issue was researched in this early period.

“The study of anxiety was officially launched in the early 1950s by Seymour Sarason and George Mandler, who are credited with being pioneering researchers in the field” (Zeidner 1998, pp.8). This was the period in which programmatic research on

anxiety was conducted, and researchers began to give greater importance to anxiety research and made these more a systematic work. This programmatic research period became the initiator of other findings over the next periods.

1960s are also the period of Sarason and Mandler, who discovered the interfering response hypothesis. Zeidner(1998) retells this period “According to Seymour Sarason and George Mandler’s “interfering response hypothesis” evaluative situations elicit higher levels of the anxiety drive from test –anxious individuals than from non-test-anxious individuals, as a result higher levels of worry and autonomic arousal in the former group. Because anxiety-mediated task irrelevant responses emitted in test situations were viewed to be incompatible with good performance, individuals high in test anxiety were hypothesized to show decrements on learning and ability task performance relative to their low-test anxious counterparts”(pp.9). According to their hypothesis, anxiety results in worry especially in test anxious people. Because of this worry, learner can not give full attention to the subject so he/she can not learn. This period is also described as the rising period of facilitating, debilitating, state and trait anxiety, and will be explained in the later pages.

In the early 1970s, Wine formulated an influential cognitive model, the “cognitive-attentional” or “interference” model, to accent for the impact of the test anxiety upon performance. According to this model, test anxious people divide their attention during exams between task-relevant activities and task irrelevant cognitive activities. “These worry cognitions distract anxious students from the requirements of the task at hand and interfere with the effective use of their time” (cited in Zeidner 1998, pp. 10). In cognitive attentional model the learner divides his capacity into two different parts. In the first part, he tries to solve the test whereas in the second part he struggles with anxiety. Anxiety hinders him from paying attention to the subject and blocks learning, so the learner loses time because of doing two jobs at the same time. This period is also the time of advancing model constructions and applications.

A major advance in anxiety research in the early 1980s was the publications of the first comprehensive text on test anxiety, *Test Anxiety: Theory, Research and Applications*. “This compendium consisted of original contributions from some of the key authorities in the field and assimilated and integrated what was known at the time about the conceptual distinctions, manifestations, measures, correlates, consequences, and treatments of test anxiety” (Zeidner 1998, pp. 12). This study correlates different perspectives and concepts about anxiety. It is the first step of a holistic anxiety research. In this period,

studies increased and different kinds of studies were made about emotional and physical sides of the anxiety.

The last period is between 1900s and present. As Zeidner(1998) says “Recent years have witnessed considerable progress in applying sophisticated psychometric and data analytic methods to test anxiety data. Some of the notable advances in measurements issues include the development of new test anxiety scales, cross-cultural adaptation and validation of existing scales, testing for cross-cultural scale equivalence at both the item and scale levels, and systematic investigation of the psychometric properties and dimensionality of existing scales through sophisticated multivariate statistical procedures”(pp.13)

2.2.1.2. The effects and sources of FLA

Anxiety has so many effects on language learning. These effects can be either positive or negative but they certainly affect the language learning process. “Anxiety is a normal reaction to stressful occasions in one’s life. It helps one deal with a tense situation in the office, study harder for an exam, and keep focused on an important speech. In general, it helps one cope” (Yerli 2009, pp.9). This is the positive effect of anxiety on language learning. Only a small amount of anxiety is thought to have positive effects on learning. This anxiety sets the learner into action and it conditions the learner about learning task. When the learner comes across the learning process, anxiety catches him and this gives him the thought of learning the language. This type of FLA (Foreign Language Anxiety) can be called as desire since it makes the learning process to be wanted.

Positive anxiety not only helps the learner to start the learning process it is also active in the process. It makes the learner not daunt against difficulties of learning process such as atmosphere, material and hard subjects.

However, anxiety also has negative effects and its negative effects are many more than positive ones. Low anxiety is helpful while high anxiety is harmful. So it can be said that negative effects of anxiety come out because of high anxiety level. “When anxiety becomes an excessive, irrational dread of everyday situations, it has a debilitating effect” (Yerli 2009, pp.9). Yerli explains the negative effects of anxiety in that way.

Some psychological effects of anxiety are put forward by Hodapp, et al. (1995: 48) who state that “people with high anxiety are expected to respond with excessive worry,

self-deprecatory thoughts, and intense affective and physiological arousal when exposed to examination situations” and further add that “emotional reactions as well as worry responses are assumed to contribute to the performance decrements of high anxious people” (cited by Zerey 2008, pp. 21). According to him, a person with high anxiety worries too much about the learning and this worry hinders him from learning. Worry, stress, and uneasiness are the barriers of FL learning.

pek(2007) combining much data regarding the effects of anxiety. These are her categorization of anxiety effects:

- Difficulty in concentrating
- Skipping class or postponing homework to avoid the language
- Avoiding studying
- Avoiding speaking in class, therefore, avoiding being evaluated by the teacher or peers.
- Avoiding difficult or personal messages in the target language
- “Fretting” in a role- play situations or when speaking in front of the class.
- Performing poorly on tests
- Careless errors in spelling or syntax during tests
- Avoiding structures that contrast the most with the target language
- Writing shorter paragraphs.

pek explained the situations of anxiety one by one and generally started with the word “avoid”, since most learners do not want to do something in order to learn the language, but avoid most of the things in order not to have worse endings. For example, the learner does not want to do homework because he/she thinks that he/she will do it wrong and as a result his/her teacher will get angry. Or the learner does not want to speak in the classroom because of the fear of being laughed in the classroom by his/her friends.

pek also mentioned some errors that results from the high anxiety. Some of these are making careless mistakes that he/she does not do in normal times. They also make their homework or writings shorter in order not to make mistake. For instance before an exam a student in Recep Tayyip Erdo an university explained his situation like that “I know I will do this test, but in the interview I will get excited and say nothing. I know what I can do but I can not stop my excitement. I get anxious.” It is

understood that anxiety has either positive or negative effects but its negative effects are many more than positive ones.

“FL learners might feel anxiety due to several reasons such as personal reasons, students’ beliefs about language learning and teaching, comprehension, apprehension, and language testing and many more” (Pek 2007, pp.3). These are only a small portion of sources of language anxiety.

In this part of the study the previous investigations will be examined and analyzed. Then a combination of these sources will be given.

According to Pekrun et al. “Anxiety is triggered when students envision a possible failure. Students with a learned helplessness belief experience anxiety and do not have a sense of control in the situation” (cited in Alderman 2004, pp.98). Failure in an evaluation or failure while doing a pair work and group work is the main reason of anxiety according to Pekrun. The learner hesitates to enter the new learning process because of the fear of a new failure. Failure is a source of embarrassment. Because of wanting to escape from embarrassment and shame, learners become exited and stay away from learning.

From another research we understood that “foreign language anxiety most probably stems from students’ lack of self-confidence, risk-taking ability and reductions in self-esteem which, in turn provokes greater anxiety in students towards the language tasks” (Burden, 2004; Crookall, Oxford, 1991). The learner does not believe the inner ability of learning. He/she thinks negative about learning. This low self-confidence affects the learner and learning becomes harder. Also the learner chooses the easy ways of learning such as not participating activities, writing shorter paragraphs and avoiding to participate in speaking activities. He/she misses the chance of being successful because of not taking risks in the process. As mentioned before anxiety is a self-emotion so self-esteem plays major role in language learning anxiety.

A review of the literature suggests that “ability grouping is an important source of anxiety in students, particularly for those placed in lower tracks or streams children in lower tracks or low-status academic programs would be expected to perceive themselves as inferior compared to their upper-track counterparts and consequently evidence less positive self-concept and higher levels of anxiety” (Zeidner 1998, pp.163). These children perceive themselves as unable to be successful in learning process because they are grouped as “bad”

learners. This affects their psychology and makes them become anxious. These students find themselves in inferiority complex.

“A highly competitive and evaluative classroom environment may foster an unhealthy orientation among students, in which trying to outperform other students becomes more important than mastery of the school material”(Zeidner 1998, pp.161). In this type of school environment, the only way to have good friends or to be respected is to be successful. His/her teacher and family compare the learner with more successful ones. In this situation the learner feels depressed and wants to be successful every time. If the learner fails or can not reach the desired aim, he/she feels bad and the anxiety starts to catch the learner.

“If there are individual differences in preference of rule presentation, if some people prefer rules first and others prefer to figure things out for themselves, insistence on the "wrong" approach for the grammar portion of the language teaching program may raise anxieties and strengthen the affective filter” (Krashen 1982, pp.114). With this ideas, Krashen goes into the deeper sources of anxiety and explains it as insisting on the wrong approach. All human beings have different learning styles. Choosing the wrong one and insisting on it makes the learner feel bored. The learner can not learn the subject so starts to fear of failing. At the end of this process anxiety controls the learner.

Kitano (2001) investigated two potential sources of the anxiety of college learners of Japanese in oral practice:

- (a) Fear of negative evaluation and
- (b) His or her self-perceived speaking ability.

The study illustrated that “(a) An individual student’s anxiety was higher as his or her fear of negative evaluation was stronger, and the strength of this tendency depended on the instructional level and the experience of going to Japan; (b) an individual student’s anxiety was higher as he or she perceived his or her ability as lower than that of peers and native speakers; (c) the anxiety level of a male student became higher as he perceived himself less competent; and (d) the fear of negative evaluation and the self-perceived speaking ability did not interact to influence the anxiety level of an individual student”(Kitano 2001 pp.549). Kitano at the first stage thinks the process according to evaluation. If one is evaluated and becomes unsuccessful, he or she feels worse because the thought of being unsuccessful does not leave the student. In this way the inner anxiety of the learner emerges.

According to Kitano (2001) the students also evaluate himself or herself against his or her peers. The unsuccessful student quarantines himself or herself. This lonely situation increases his or her anxiety.

Young puts the sources of anxiety into six categories:

- 1: "Personal reasons (competitiveness)
- 2: Learner beliefs about language learning (perfect pronunciation)
- 3: Beliefs about language teaching (constant student correction)
- 4: Instructor- learner interactions (manner of error correction)
- 5: Classroom procedures (requiring oral production)
- 6: Language testing (unfamiliar and ambiguous test tasks)" (pek 2007, pp.19).

Students' previous experiences concerning language learning are one of the personal reasons for the anxiety. Former failures or embarrassments affect the learner's anxiety level and if the learner has a kind of perfectionist personality and wants to do everything correctly, this also affects the anxiety level at the time of a small failure. What the learner thinks about target language and target culture also affects the learning anxiety. Even the thoughts regarding the target language's native people affect the learner.

One of the most important reasons is the instructor-learner interactions. The positive relationship makes the learning process easier to enter. On the other hand, the poor relationship between two sides makes the process anxious for the student. In the classroom procedures, category, methods of learning, methods of error correction can be exemplified.

Aydın (2001) identified three main sources of FL (Foreign Language) anxiety experienced by Turkish students. These are: "personal reasons, the teacher's manner and the teaching procedures." Aydın comes to the same thing by following the Young's pattern. Aydın agrees with Young and divides the reasons of anxiety into 3 categories instead of Young's five categories. Aydın does not think that the classroom procedures and language testing are the reasons of anxiety experienced by Turkish students.

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 first attempt is written down, many of them find writing a potential source to cause anxiety (cited by Kuru Gönen 2005, pp9). Leki inspected the writing anxiety and found that although there is time for thinking and finding the correct expressions or

words, the learner feels anxious in the learning process. The skills which necessitate instant decisions like speaking or listening also cause anxiety.

As a recent study, Von Wörde (2003) investigated the concept of FL (Foreign Language) 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 concerning 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.

This is not the only research that Von Wörde did. In his research carried out in 1998, he summarized the reasons of anxiety in 7 different matters. These are:

a) It can be caused by the factors related to learners such as their low level of self-esteem or their prejudice concerning language learning process.

b) It can also be related with teachers especially if they do not prefer having friendly relationships with their learners or if they favor correcting mistakes all the time.

c) Learners may be anxious because of their poor preparation for their task or their deficit in studying and test taking skills.

d) Teachers who are themselves anxious may reflect this anxiety to their learners causing them to feel under pressure as well.

e) Speaking activities are the greatest source of anxiety for learners.

f) Negative experiences resulting from inappropriate instruction can also lead learners to be anxious.

g) Too frequent testing is seen as a cause of worry and anxiety in language learning. Considered as test anxiety, it is believed to be much more severe if the test is given orally as it leads to communication apprehension as well.

h) It is also argued that testing learners on discrete grammar items is also the source of frustration and annoyance for learners.

Previous studies about sources of anxiety are transferred up to know. To get a complete knowledge these studies should be analyzed. There are many reasons for anxiety and they can be listed like that:

- A highly competitive and evaluative classrooms cause anxiety.
- Negative classroom experiences like failure or being laughed make the learner feel anxious.
- Unprepared students get anxious because they do not feel themselves skillful to do the task.
- If the teacher makes frequent tests, the students always wait for the next exam and feel anxious.
- Student's beliefs about target language, culture and people affect his/her thoughts. The negative thoughts make the learner judge the language and feel anxious.
- If the learner can not understand the subject, he / she can not feel well. Lack of comprehension makes the student feel anxious.
- Being afraid of learning the language or having fear in the learning process cause anxiety.
- Teachers' wrong teaching approach makes the learner afraid of failure. This is one of the reasons of anxiety.
- If the learner has low- self esteem or if some reductions happen in his/her self esteem, student feels anxious.
- Lack of confidence or not having the ability of taking risks are causes of anxiety.
- Grouping the students according to their ability makes the students who are in lower group feel insufficient and this makes them feel anxious.
- Some personal reasons like old happenings in students' life, the students' or families' special problems cause anxiety.
- The interaction between the learner and teacher. Teacher behaviors in the classroom can make the students have anxiety.

2.2.1.3. Types of FLA

Different studies categorized the anxiety in different ways. The researchers looked at the anxiety in different perspectives and categorized them accordingly. For

example, if the anxiety is categorized according to its benefit, it is known as facilitative or debilitating anxiety, whereas if it is categorized according to its process, it's stable or trait anxiety.

2.2.1.3.1. Debilitating and facilitating anxiety

“An important relevant aspect of the research on anxiety lies in the distinction between debilitating and facilitating anxiety or harmful and helpful anxiety” (Kuru Gönen 2005, pp.4). As understood from Gönen's description, facilitative anxiety is helpful, as it helps the learning process, and stimulates the learner to learn the language. In order to learn the language the learner needs to have movement and facilitative anxiety gives the learner this movement, conversely debilitating anxiety is harmful. The level of anxiety is too much for the learner and because of this reason it has side effects. These side effects are the harmful sides of anxiety. The learner gets anxious because of debilitating anxiety.

“The “good” or “mild” type of anxiety is called “facilitating” anxiety which assists performance, keeps students alert and aware of the process of learning. As Scovel(1999) states, facilitating anxiety motivates the learner to “fight” the new learning task; it gears the learner emotionally for approach behavior”(Kılıç 2007, pp.17). Giving the learner the soul of learning, in this way attracts the learner's attention and helps the learning process. The language learner should be motivated to learning and facilitative anxiety gives this motivation to the learner. It attracts the learner's attention and helps the learning process.

Krashen(1982) indicates that “facilitative anxiety may have a positive effect on tasks that require conscious learning”. Omaggio and Hadley support Krashen's view and add that “a little anxiety is necessary to learn, to motivate and to make people realize they need to work more”(cited by pek 2007, pp.15). With this statement Krashen supports the idea of good anxiety. Omaggio and Hadley support Krashen and they draw attention to an important concept. This concept is realization. In order to start the learning the person should realize the need of learning. FA(Facilitative Anxiety) gives the learner this realization and warns the learner in order to make him/her start and continue the learning.

“FA (Facilitative Anxiety) gears the learner emotionally for approach behavior” (Knibbeler 1989, pp.27-28). It helps the learner to carry out the learning task. Albert and Haber support all these studies about Facilitative Anxiety. They say that “facilitating anxiety may enhance performance” (cited in Ipek 2007, pp.11).

As these researchers suggest, facilitative anxiety is a small quantity of anxiety, which helps the learner become aware of the learning and gives the learner the realization of the learning process. In this way, it helps the learning process as a motivational factor.

Of course this helpful anxiety is only a small kind of anxiety. The most important and most inspected anxiety is debilitating anxiety (DA). Debilitating anxiety is a harmful type of anxiety, which harms the learning process. This anxiety can be defined as surplus anxiety. Excessive anxiety hinders the learning process and it is described as a debilitating anxiety. What the anxiety researchers such as Zeidner, Knibbeler mention is initially only the debilitating one not the FA. As Scovel says “Debilitating anxiety motivates the learner to ‘flee’ the new learning task” (cited in Knibbeler 1989, pp.27-28).

“Indeed many students have the ability to do well in exams, but perform poorly because of their debilitating levels of anxiety” (Zeidner 1998, pp.4). Zeidner supports the idea that debilitating anxiety is harmful and uses the word debilitating as expressing high levels of anxiety. Also Albert and Haber say that “debilitating anxiety may hinder performance” (Ipek 2007, pp.11). The debilitating anxiety is the word used for high anxiety.

To sum up, “facilitative anxiety helps the learner to be more alert, which is considered to be a positive factor in order to accomplish a task; in contrast, debilitating anxiety has negative effects on learners” (akrak 2009, pp.29-30).

2.2.1.3.2. State, trait and situation specific anxiety

This category is made according to the process of the anxiety itself. This heading will begin with describing the kinds of anxieties.

Trait anxiety: This is a permanent disposition to be anxious, and it appears to be related to upbringing, and indeed may be closely linked to self image. People having this kind of anxiety feel depressed and anxious most times. These people can not stop

themselves so while learning a foreign language this anxiety catches them too. Since, they are anxious all time.

“Trait anxiety may be defined as an individual’s likelihood of becoming anxious in any situation”(Spielberger 1972, pp.248). A person with a high trait anxiety is likely to become anxious in a number of situations. “Trait anxiety is not situation-specific and is shown to impair cognitive functioning, to disrupt memory, to lead to avoidance behaviors, and to have several other effects” (Eysenck 1979, pp.365). As Eysenck describes, trait anxieties functions like a barrier against the person, because the person happens to be always in the anxious situation. The learner avoids the hardships of the learning process and thinks about too many possibilities within the process. So the learner divides his/her memory and attention to several different factors and in this way can not reach their aim.

Spielberger (1971) also defines trait anxiety as a probability of being anxious in any situation. The feeling of anxiety can influence the learners all the time. So this affects their life and learning. Spielberger also mentions his ideas like that “The term anxiety is also used to refer to relatively stable individual differences in anxiety proneness as a personality trait. Trait anxiety (A-trait) is not directly manifested in behavior, but may be inferred from the frequency and the intensity of an individual’s elevations in A-state over time. Persons who are high in A-trait... are disposed to perceive the world as more dangerous or threatening than low A-trait individuals” (Spielberger 1972, p.248).

State anxiety: Here the anxiety is linked to a specific moment in time, within a specific situation. This anxiety can be linked to a definite person such as a teacher. In this type of anxiety the learner feels anxious in a specific time and in a specific situation. For instance the learner feels excited when the speaking activities start.

According to Yerli, “state anxiety, refers to the moment-to-moment experience of anxiety; it’s the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity” (Yerli 2009, p. 20). The anxiety does not continue every time. It happens when the students come across with a specific moment or activity. This is a sudden feeling of the learner.

“An anxiety state (A-state) is evoked whenever a person perceives a particular stimulus or situation as potentially harmful, dangerous or threatening to him. A-states vary in intensity and fluctuate over time as a function of the amount of stress that impinges upon an individual” (Spielberger, 1972, p.248).

The last type of anxiety is situational anxiety. This is the anxiety of a particular situation. State anxiety happens only for a situation but it does not happen when the learner comes across this situation on every occasion. On the contrary, the learner becomes excited in a specific situation each time they come across with it. For example, they become excited in every speaking activity.

Situational anxiety: This is aroused by a specific type of situation or event-examinations, public speaking or classroom participation. The learner develops a fear across a specific situation and becomes anxious every time he/she comes across with it.

“Situation-specific anxiety is like trait anxiety, except applied to a single context or situation only...thus it is stable over time but not necessarily consistent across situations” (Yerli 2009, p.21). As Yerli mentions the situation anxiety happens in every occasion. So Yerli puts forward the idea that language anxiety is a situation specific anxiety and the student begins to feel excited in each meeting with the learning process.

“Language anxiety is a situation specific anxiety which comes into play when it is time to speak or fulfill a challenging task in foreign language classes. It is an aspect of state anxiety and after experienced for once, students are expected to live it again” (Yerli 2009, p.23).

2.2.1.3.3. Test, evaluation and communication anxiety

These types of anxieties are categorized according to performance. Maybe these kinds can be seen as types of situational anxiety but researchers generally utilize them as separate kinds. Horwitz et al supports the idea of different kinds. He (1986: 127) approaches foreign language anxiety taking into consideration the parallels between three performance anxieties and categorize it into three components. These are:

- 1) “Communication apprehension.
- 2) Test anxiety.
- 3) Fear of negative evaluation” (Zerey 2008, pp.18).

“Communication apprehension is the abnormally high and debilitating level of fear associated with real or anticipated communication with one or more people” (pek 2007, pp.18). The learner becomes excited each time he/she enters the communication process. The communication skill is an anxiety provoking factor for the learner.

People with communication apprehension are shy when communicating with others and have difficulty in public speaking and listening to spoken messages such as the telephone. “In language classes, students are required to communicate with each other and sometimes are asked to speak in dyads, in groups, or in public. Students with communication apprehension tend to develop language anxiety” (*Hui-Ju-Wu 2011, pp.275*). As Hu-Ju-Wu mentions the communication anxiety does not only comprise speaking, it also comprises the listening and understanding of other students. The students feel excited whenever they come across a communication situation.

Daly (1991) clarifies the possible reasons why the students in foreign language class feel communication apprehension stating that “in the typical classroom, students might avoid talking” since “they are unprepared, uninterested, unwilling to disclose, alienated from the class, lacking confidence in their competence, or because they fear communicating”. Students with communication apprehension are unable to express themselves or comprehend another person and this “leads to frustration and apprehension” (MacIntyre, Gardner, 1991a; 42). As seen from above the reasons are generally frustration and being ashamed of. The unprepared students do not feel confident enough so they feel disruptive.

The second type is fear of negative evaluation. “Fear of negative evaluation is apprehension about others’ evaluations, avoidance of evaluative situations and the expectation that others would evaluate one negatively” (pek 2007, pp.18). Students fear evaluation, and if the peers evaluate them and kid them, they feel ashamed and fear from evaluation on the following occasion. Namely this is not the evaluation of the teacher but it is especially the evaluation of other learners or social environment.

As Hui-Ju-Wu(2011) says “Students’ fear of negative evaluation is similar to test anxiety but more extensive. In language classes, evaluation is not limited to a test-taking situation. It may occur in any evaluative situation, such as group discussions or speaking in front of the classroom. Students who fear negative evaluations from others may also develop language anxiety”(pp.275). For anxious students, every activity can be seen as evaluative. So they can be afraid of every activity. This is supported by Kılıç. “It is similar to test anxiety but differs from it in that it is not restricted to testing situations. Fear of negative evaluation can be experienced anywhere where there is social interaction” (Kılıç 2007, pp. 20-21).

The last performance anxiety is test anxiety. “Test anxiety is the type of performance anxiety resulting from the fear of failure in an academic evaluation setting” (pek 2007, pp.18). This anxiety results from formal evaluation situations. Students feel excited in these situations. They have a fear of failure. Kassim, Rosmaini, Hanafi and Hancock(2009) mention this subject “Test anxiety is an extreme fear of performing poorly on examinations and it is a common form of anxiety among students. Such anxiety arises during evaluation situations or events” (pp.69), and it can be explained as an affect or feeling of apprehension or fear and discomfort together with cognitive difficulties.

“The test anxiety process begins when a person is subjected to a test situation or any situation associated with evaluation. These include immediate events such as a teacher’s remark, “Take out your papers and pencils for a short chemistry quiz,” or they may be related to the future, such as a career decision that has implications for future challenges and assessments” (Zeidner 1998, pp. 20-21). In order to be hindered by this anxiety, the students do not need to have an exam. Even a signal of an exam causes test anxiety. The learner feels anxious from the starting point even the moment the exam was decided.

The test anxiety especially affects the academic career of a person. No matter how good the learner understands the subject, if he/she has test anxiety, they can not express this knowledge, so they fail in the academic field. This is supported by some scientists. Test anxiety has been linked to fears of negative evaluation, dislike of testing, and less effective study skills and has been identified as one of the factors that impairs academic performance. Many empirical studies have shown that test anxiety is a major debilitating factor on all academic levels, from the elementary level to the university level. This view is also supported by the findings of Tobias, who reported that “test anxiety is one of the variables that are most commonly related to poor performance among students” (cited by Kassim, Rosmani, Hanafi and Hancock 2009, pp.69).

Test anxiety has two different models. “The first one is interference model. The Interference Model describes test anxious student who know or sufficiently understand the content of course material but who went blank during the examination. In such a situation, the particular student is unable to recall prior learning or course materials” (Kassim, Rosmaini, Hanafi and Hancock 2009, pp.72-73). These learners are good at learning. They have input, but they are not good at performance, and so they get excited in output process.

The second model is deficit model. “In the Deficit model two types of factors were taken into consideration which caused poor academic performance due to high test anxiety experienced by students: study skills and test taking skills” (Kassim, Rosmaini, Hanafi and Hancock 2009, pp.72-73). In this model, skills are important. According to this model only studying and test taking skills affect the learning anxiety, because if the learner has a good study skill he/ she can learn the language easily and if he/she has a good test taking skill the learner can do better in the exam and avoid anxiety.

2.2.2. Motivation

One of the other participants of Affective Filter Hypothesis is the term motivation. It is as important as materials like books, boards, and computers. Motivation is the starting point of learning process. Because of its importance in learning, language teachers study this aspect thoroughly. Çolak explains “The studies of SLA all reveal the fact that motivation is one of the main factors which affects success of the language learner” (Çolak 2008, pp. 31).

Motivation is the key point of starting to learn any subject on task. This motivation can be an internal or external motivation but in order to start a useful learning practice, the learner should have motivation. It is certain that the learner should motivate themselves or they should be motivated by other people. “One of the major differences between successful and less successful individuals in any field or specialization is that successful individuals know how to motivate themselves even when they do not feel like performing a task, whereas less successful individuals have difficulty controlling their motivation” (Dembo 2004, pp. 11).

In his study Özcan Do an supports this statement. He says that in the same learning process, the effort that a successful student will give and the effort that an unsuccessful student will give is not the same. According to researchers motivation is related to the direction and intensity of human behaviors. The aim, time and effort of a behavior or learning are determined with the help of motivation.

In order to have a good learning environment, the teacher should know the real motivating factors. For instance cooperative classrooms are better than competitive ones or the learners’ aim, desire, way of life are important for learning motivation.

Motivation studies go back to 1950s. Up to know, the researchers have suggested and proved many theories or models. Dornyei combined these theory and models and found 3 stages in motivation studies. These stages are:

1. The Social Psychological Period (1959-1990): This period is generally about Gardner and Lambert. They defend that cognitive factors and good learning environments are not enough for learning. The learning needs some psychological factors and motivation is one of them. “Dating back to 1959, they published a series of studies investigating attitudes and motivation in L2 learning and their impact on L2 achievement, culminating in a seminal publication in 1972 that was to shape L2 motivation theory and research for the next two decades” (Dornyei & Ushioda 2011, pp.41).
2. The Cognitive-Situated Period (during the 1990s): This period is characterized by “the need to bring language motivation research in line with the cognitive revolution in mainstream motivational psychology and the desire to sharpen the focus on a more situated analysis of motivation in specific learning contexts” (Dornyei & Ushioda 2011, pp. 46).
3. The Process-Oriented Period (The turn of the century): This period is characterized at the need for a motivational change in language learning.

Before starting to examine the motivation deeply, some questions should be answered. These questions can be arranged like; what is the meaning of the motivation, where does it come from, why is the motivation important for language learning?

Motivation is important because it is the first step of learning and it gives the learner the first push in order to start the language learning. Motivation is important because it is a really broad concept. Chambers show the importance of the motivation with a chart.

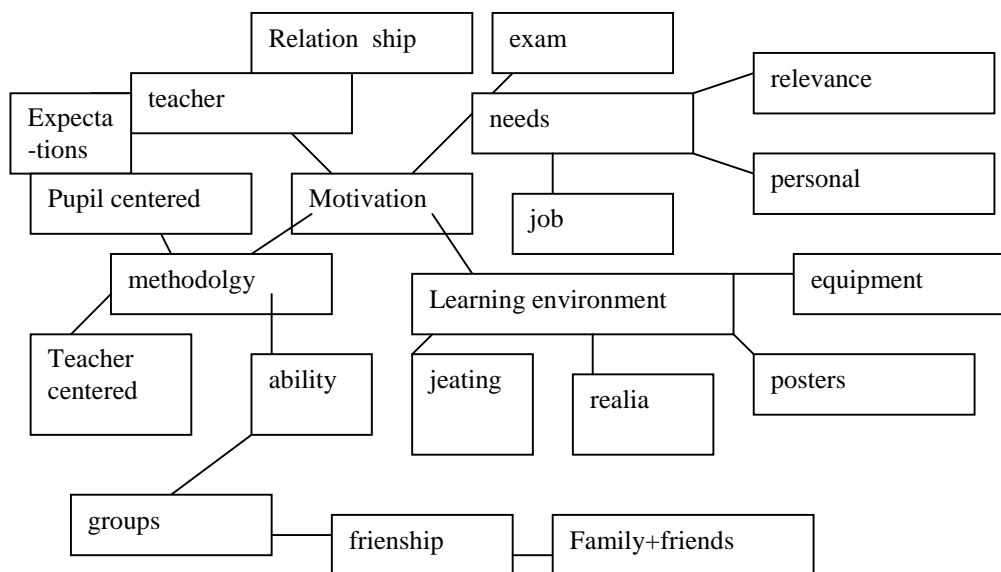


Figure 2.3. Chamber's description of motivation (Chambers 1999, pp. 46)

“Motivation is a key to successful learning in the innovative approaches of learning as a whole. High motivation and engagement in learning have consistently been linked to increased levels of student success” (cited in Emeksiz 2006, pp.2). As Blank explains motivation is the key for a successful language learning. Without motivation, it is very hard to break down the learning door. Students should be motivated correctly at the time of learning.

The word motivation comes from a Latin verb *Movere*. It means to move something or to make something start an action. So it can be said that motivation makes the learner start the language learning, it gives the learner the first action of learning.

As mentioned before, language is a very broad based construct and it has both cultural and educational components. According to Gardner “It has cognitive, affective, and behavioral characteristics, and the motivated individual demonstrates all facets” (Gardner 2010, pp.10). The concept of motivation is also a social character that influenced by peer behaviors and attitudes.

The motivation is formed by three stages. According to Melendy these are “attitude and needs in the beginning stage; stimulation and affective strategies in the middle stage; and competence and reinforcement strategies in the final stage” (Melendy 2008, pp.190).

Defining the motivation is not a short process since the term has been defined differently by different researchers. For instance with regard to Wroom(1966) it is a process that organizes human choices. But one of the first motivation researchers Gardner defines it “many of us want to be millionaires, but if this desire is not associated with a concomitant effort to achieve the goal we are not really motivated to become millionaires. It is a pipe dream, something to think about, but not something that we set out diligently to achieve. When the desire to achieve the goal and favorable attitudes toward the goal are linked with the effort or the drive, then we have a motivated organism”(cited in Yunbao&Nicholas 2008, pp. 148). It is the thing that makes the learner start to struggle for their dreams.

One of the motivation researchers, Dornyei synthesized all the definitions and said that “In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised and (successfully or unsuccessfully) acted out” (Dornyei&Ushioda 2011, pp. 6).

Language learning motivation is multidimensional. This is important because it can be changed in different situations which mean that the teacher has the ability to change it. Nakata says that “Motivation in language learning is a multi-dimensional construct that is dynamically changing by nature, under different environments, and overtime. Learner motivation changes both affectively and cognitively through social interaction, influenced by internal and external variables which may be in a reciprocal relationship” (Nakata 2006, pp.47).

This language learning motivation can be examined in two aspects as language learning motivation and language classroom motivation. Gardner says that “Language learning motivation is the major focus of the socio- educational model in that it is concerned with accounting for the major process underlying individual differences in the success in which the language is acquired. Language classroom motivation is concerned with motivation in the classroom, and is affected by the environment in the class” (Gardner 2010, pp. 9-10).

The motivation of language learner can be changed according to some standards. This motivation can be goal-oriented, norm and reward oriented, group cohesion or classroom goal oriented.

2.2.2.1. Types of motivation

Motivation is divided into different types. For instance there are basic motivations like hunger, thirst and sexuality. They are about learner or person's physical needs. A person can easily be motivated because he/she needs these things in order to continue his/her life. The learner also needs psychological things like getting new information or doing something in the learning process so this kind of information is psychological motivation.

The motivation term initially can be divided into 4 groups; according to its source intrinsic and extrinsic motivations but according to its aim integrative and instrumental motivation. These four types will be examined in depth in this study.

Motivation can be divided into two according to its source.

2.2.2.1.1. Intrinsic motivation

This kind of motivation generally includes the behaviors which are performed for its sake. So the learner enjoys the process and he/she is intrinsically motivated that the teacher or anyone else does not need to motivate the learner. This kind of motivation is based on the innate needs of the learner. Ryan and Deci say that "when activities are engaged in to satisfy intrinsic or "self-determined" motives, these activities are enjoyed for their own sake, and the individual is absorbed in the task and feels a sense of flow" (cited in Tesser et al. 2002, pp.17-18). The learner is intrinsically motivated and this gives the learner enjoyment in the process. When the learner is intrinsically motivated to do something he/she does not need any reward or punishment because the learner knows that being successful in the learning process is necessary. Being successful is the reward and being unsuccessful is the punishment for the learner.

According to Tesser et al. when people are given chance to choose, they are intrinsically motivated and they happen to be more successful. This kind of motivation is everywhere. "It is seen when people are doing a jigsaw puzzle, when they are making love. When we are intrinsically motivated we are fully engaged, pushing the limits of our current abilities" (Sheldon 2008, pp.20).

In short, intrinsic motivation is the kind of motivation that the students feel themselves instead of being motivated from outside. This kind of motivation has

preference for challenge, curiosity, independent mastery, independent judgment and internal criteria for success.

2.2.2.1.2. Extrinsic motivation

“Extrinsic sources of motivation are usually applied by others and involve systems of rewards and punishments”(Melendy 2008, pp190). In this kind of motivation, individuals perform something in order to gain a reward or escape from punishment. Individuals are not motivated intrinsically they are motivated from others speeches. They wait for an external reward.

“Extrinsic motivation bases upon external factors and it involves external regulations, outside pressures and other personally relevant factors” (Thill 2011, pp. 32). So this motivation has properties like preference for only easy works, pleasing the teacher, getting grades, dependence on teacher, reliance on teacher’s judgments and external criteria for success.

Motivation can be divided into two according to learner’s aim.

2.2.2.1.3. Integrative motivation

“Integrative motivation involves obtaining proficiency in the target language in order to integrate within the culture and society” (Grassi & Barker 2010, pp.68). The aim of the learner is to learn the language. Learning the language is the initial aim of the learner. Learner has interested in learning because of a sincere interest not because of gaining something else.

Gardner suggests that integrative motivation "provides the student with the necessary motivation to persist in the second language studies"(cited in Krashen 1981,pp.27) .Integrative motivation also affects actual behavior in the classroom. Gardner et al. found that “those students whose test responses indicated the presence of integrative motivation volunteered to answer questions more often, made more correct answers in class, and received more positive reinforcement from their teacher” (cited in Krashen 1981, pp.27). This kind of motivation contains integrativeness and attitudes toward the learning. These attitudes are positive ones and the learner learns the language in order to learn it. Namely the learner learns the language without any expectancy.

2.2.2.1.4. Instrumental motivation

Instrumental motivation involves obtaining proficiency in the language for instrumental purposes; for instance learning the language in order to acquire a good job or pass the class. In this type of motivation learning the language is only a tool for digging the garden. To reach the aim, the learner uses learning as a ladder. The learner has practical advantages in learning.

2.2.3. Self Esteem

The last component of affective filter hypothesis is self esteem. The learner examines himself/herself just like looking at the mirror and behaves according to his/her image. This psychological image constitutes his/her learning styles and behaviors. The self esteem is the combination of all these psychological images.

2.2.3.1. What self esteem is in detail?

The last concept that affective filter comprises is self esteem. Self esteem is important not only in learning but also in social life. In order to be successful in a work or activity, the first rule is to believe that you will do it. Because of this importance Maslow touched this concept in his hierarchy of needs.

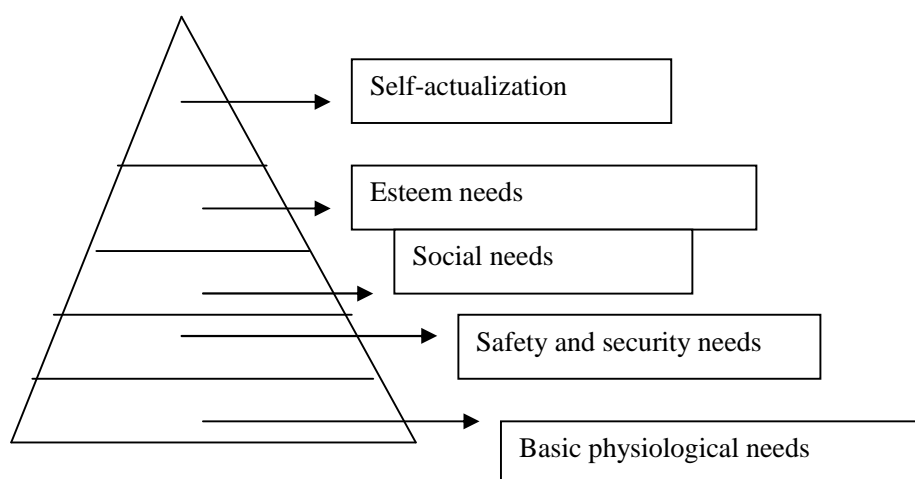


Figure 2.4. Maslow's hierarchy of needs (cited in Plummer&Kingsley 2005, pp.25)

The need for self esteem is in fourth place in this table and after realizing it, the person reaches the last place namely self-actualization.

It is not mentioned full self esteem here. The concept of full self esteem is nearly the last concept that the person can do in life. In order to have good learning, the thing we need is high self esteem.

There are three main concepts here. The first one is how the person is seen by others. The second one is how the person wants to be. And the last one is how the person sees himself. The last one is the learner's self-esteem. The self esteem is how the person sees himself/herself physically, psychologically or what the person thinks about his/her learning capacity.

Plummer and Kingsley explain the situation like that: "Our self-concept is the overall view that we have of ourselves. Positive self esteem or self regard is about feeling competent and feeling lovable or approved of. It involves the evaluation of the self concept and is often unrelated to our true abilities" (Plummer&Kingsley 2005, pp.13-14).

Lawrence touched this concept too and he drew a graphic about self esteem and mentions that "Self-esteem is the individual's evaluation of the discrepancy between self-image and ideal self" (Lawrence 2006 pp.5).

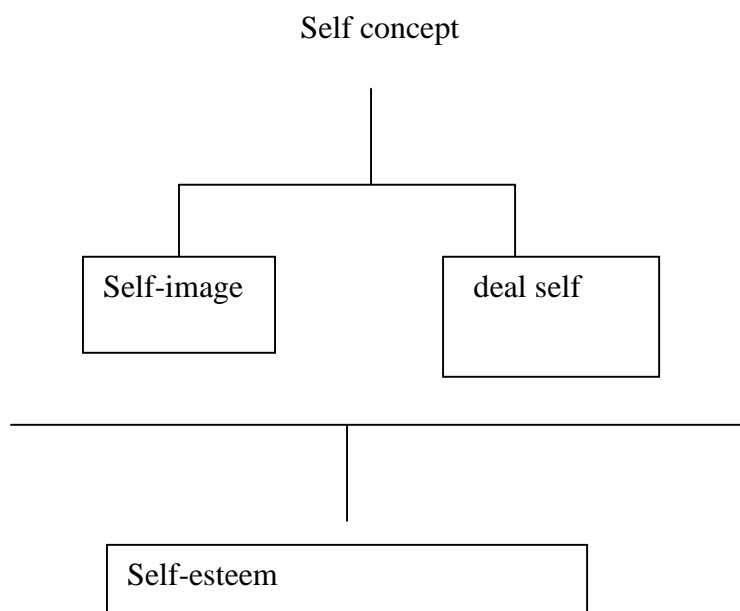


Figure 2.5. Lawrence's self esteem graphic

Shavelson and Marsh found that "among second through fifth graders, self concept is characterized by even interrelated yet distinct dimensions: physical

appearance, physical abilities, peer relations, parent relations, reading, mathematics and school subjects” (cited in Owens, Stryker and Goodman 2006 pp.136).

As Shavelson and Marsh explain, self esteem is the combination of so many concepts. It is affected by everything that the learner comes across. So the learner gives greater importance to the activities that he/she does better and tries not to do the activities that he / she is not able to do better. By this way, the learner gets the chance of developing his/ her self esteem. And the learner with high self esteem is confident in learning and tries to do every activity that he/she is good at. On the other hand the child with low self esteem is not confident and is afraid of doing mistakes. Some children have disruptive behaviors in the classroom. It is thought that they have high self esteem and they try to join every activity. But the truth is that, these students have inner low-self esteem and in order to hide this they behave in a disruptive and too confident way.

In his book Christopher J. Mruk(2006) explains self esteem with the help of four different theories. These are:

1: Jamesian traditional self esteem theory: In talking about self-esteem he began by pointing out that each person was born into a set of possible social roles or identities created by factors such as history, culture, family, interests, and circumstance. “Over time, we find ourselves becoming invested in some of these “selves” more than others, which create certain priorities. Over the same time, we also develop an overall sense of how well or poorly we have lived up to these expectations, which give us our self-esteem and an “average feeling tone” (James, 1890 p. 292). By this way our self esteem comes into being. The learner does activities which he/she does better and the learner does not do activities that he/she does not do better. If the learner is talented about so many things his/her self esteem is high but if the learner is not talented self esteem of him/her is low.

2: Morris Rosenberg’s social self esteem theory: He focused his attention on “the bearing of certain social factors on self-esteem and to indicate the influence of self-esteem on socially significant attitudes and behavior” (Mruk 2006, pp 109). Namely whether self esteem will be high or low depends on the attitudes of other people. If they give the learner positive reactions, self esteem rises. On the contrary if they give negative reactions, the esteem decreases.

3: Stanley Coopersmith’s social self esteem theory: According to Coopersmith “the conceptual analysis posed four major bases of esteem: competence, significance, virtue, and power. That is, people come to evaluate themselves according to how proficient they are in

performing tasks, how well they meet ethical or religious standards, how loved and accepted they are by others, and how much power they exert”(Mruk 2006, pp.112).

4: The Humanistic self esteem theory: In this theory, self esteem emerges naturally in human beings. So every simple happening affects self esteem. The learner is especially very sensitive in younger ages.

Self esteem is not a lonely concept. It can be misunderstood because it is a broad concept and it combines so many different things. Because of society, school, home and social life, students find themselves getting into relationship with others and live new experiences. At the end of these experiences, self concept and finally evaluation comes out. This evaluation creates a specific self esteem in different areas. The combination of this specific self esteem creates global self esteem. The self esteem that generally is talked about is the global one but language learning self esteem is a special type in itself.

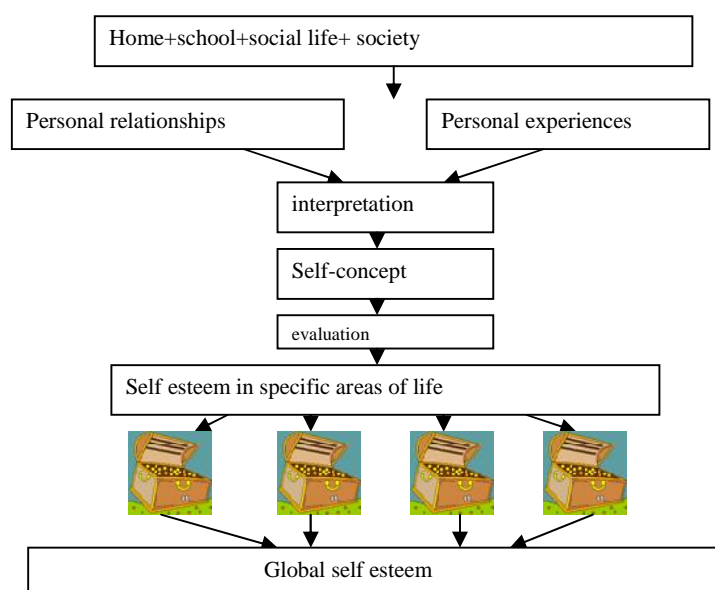


Figure 2.6. Specific and global self esteem(Plummer 2005, p.118)

2.2.3.2. The development of self esteem

On the contrary to motivation and anxiety, self esteem is not a suddenly born effect. It is the effects of student's whole life up to that date. From the birth till his/her death, the learner is affected from so many things and these form his/her self esteem. Family is one of these important factors. It is said that family generally does not affect

their children's self esteem but especially levels of marital and interparental conflicts, families' behaviors across the child make an important effect on his/her self esteem.

Lawrence says that on this subject "Divorces, bereavements, separations, and family relocations, usually result in changes in a family's lifestyle. All these events that may occur in children's life have the potential to affect their self-concepts" (Lawrence 2006, pp.43).

The children look for a model person and because they are the closest ones, the family members are their first model. Whether the family members feel high or low self esteem is very important for their esteem development. 5 or 6 years old children are generally affected by their families. They inspect their parents and do what they do. Also parents' behaviors against children are very important for self esteem development. Studies indicate that "authoritative control, emphasizing inductive reasoning and explanation, parental supervision, monitoring, and restrictiveness are related to more positive self-concepts among children, but authoritarian control, involving coercion, threats, and greater use of physical punishment, has deleterious consequences for children's self-evaluations" (Owens, Stryker and Goodman 2006, pp.144).

When the child reaches the school period, his/her environment starts to change. This makes the child find new models like their teachers, friends. Lawrence explains this like that "Once a child has learned to verbalize and has developed some independence of movement, the influences of siblings and peers appear to be significant factors in the continued formation of their self-esteem. During school years, peers and siblings are often a more significant source of a child's self-esteem than their own parents" (Lawrence 2006, pp.43-44).

Adulthood is the final stage for self esteem development. Children can change their self esteem but they can not develop a new one after adulthood period. This period is a psychological period that desires, fears, beliefs, attitudes and expectations surround adult's mind. If the adult reaches his/her aim, he/she develops positive self esteem. If he/she can not reach the aim and expectations, he/she develops a negative esteem.

2.2.3.3. The effects and sources of Self esteem

Self-esteem is a personal factor and it is affected by so many things such as the society, family, living standards. For instance personal power is very important in learner's self esteem. If the learner has the power of influencing and controlling other people, he /she develops higher self esteem. The idea that I can do and be successful

controls the learner and helps him/her in the learning process. The idea makes the learner have a positive attitude towards the learning. Also significance is very important for learner. According to Coopersmith(cited by Christopher J. Mruk2006, p.115) “being valued by others is very important for the learner. If the learner is valued by other people, this gives him/her the thought of being valuable. The learner feels in comfort and has high self esteem.” Competence is one of the important factors in language learning self esteem. The learner feels comfortable and wants to be active when he/she starts to be successful and when he/she gets competence. Competence in the learning process is the vitamin of the language learning self esteem.

Self esteem in living beings generally is developed in younger ages. As the child is affected by parents in these ages, the parental factors are very important for self esteem development. According to Christopher J. Mruk (2006) “the first factor is genetics. The human being is not only a social factor but also a biological factor. For this reason, genetic factors are very crucial in self esteem development. Whether the child is living with his/her parents or not, he/she has high self esteem if his /her family has high self esteem. But if the parent has low self esteem the child has % 80 percent chance about having low self esteem”(p.120).

The other factor is parental support. The child’s life includes a period in which he/she is affected clearly by their parents. The support of their family makes the child feel comfortable. This is especially true in the case of failure. The support helps the learner to make a new start and be successful. By this way the probability of high self esteem increases. According to Christopher J. Mruk, these four factors are very important for parental support.

- Acceptance versus rejection
- Virtue versus guilt
- Influence versus powerlessness
- Achievements versus failures

The next factors are parental styles and birth order. There are some different parental styles. These can be listed protective, over protective, permissive and over permissive. Especially over protective and over permissive parents are very dangerous for self esteem development. The family should be protective but in the same time permissive. This parent style lets the children be free to develop their own self esteem

but at the same time supports the child in case of failure. As mentioned before birth order is very important. Generally the child who is a first birth has higher self esteem.

Inter-parental relationships and modeling are important too. In self esteem development, social factors are also important. As the children are social factors, their parents' relationship affects them. The mothers and fathers' fights, their relations with other relatives are important for self esteem development. The last factor is economic hardship. The child who is in comfort about economic situation is relaxed and has positive self esteem, since he/she does not think about losing anything and he/she has a huge money road which can reach everything. On the other hand the child who has economical hardships always thinks about the next step of his/her attempt, because economical possibilities delimitate him/her from new attempts. Owens and Goodman support this in their book 'Extending Self Esteem Theory and Research'.

Self esteem has so many effects on language learners. These effects can be both positive and negative. The aim of the learner is to have more positive effects instead of negative ones. William James's self esteem theory supports this. He says that "the initial principle of self esteem is that people want to feel good about themselves. They are motivated to increase their self esteem if it is low and to maintain if it is high" (cited in Owens, Stryker and Goodman 2006, pp. 35). According the researchers of self esteem subject, the effects of self esteem can be mentioned like that:

- "Those with low self-esteem display a higher need for approval from other people, stronger desire for close relationships, greater fear of negative evaluation and rejection, greater dependency on other people, less optimistic view of relationships, higher sensitivity to relationship threats, and more negative emotional reactions to relational problems" (Tesser, Stapel, Wood 2002, pp. 127). These people are depended on other people and they are in need of more positive social environment. They want to be clapped every time, and want to be in a rose garden without any prickle. Their aim is a good family, good relatives and neighbors, good economic standards namely a perfect life.
- "Self esteem safe guards people against the ill effects stemming from many of life's problems. This premise assumes that people with high self esteem will behave in more socially acceptable and responsible ways" (Owens,Stryker and Goodman 2006, pp.1). They believe themselves and they are more

realistic about being accepted by environment so they are more social and relaxed. This gives them power and confidence about being accepted by social environment.

- “Low self esteem is said to open people to an array of social and psychological problems because low self-esteem people are presumed to be more susceptible to negative influences from their social and psychological environments” (Owens, Stryker and Goodman 2006, pp.2). On the contrary of the previous knowledge, these learners do not believe themselves and they do not have power or confidence. So they easily give up struggling and they can not have a good social life.
- “Low self-esteem people utilize self-protective strategies, characterized by unwillingness to take risks, focusing on avoiding their bad qualities, avoidance of strategic ploys, and reluctance to call attention to the self” (Mruk 2006, pp.83-84). These people certainly abstain from entering challenging activities and they are inactive in their life.
- “Baumeister and colleagues (1996) suggested that high self-esteem appears to be associated with certain undesirable forms of behavior, most notably egotism, narcissism, and even violence” (cited in Mruk 2006, p.125). Learners have too much belief about their power and confidence that this belief leads them a high portion of negative behavior.

“Giordano-Beech, Taylor, Michela and Gaus (1994), found that people with low self-esteem use self-handicapping strategies and lower expectations to help protect themselves against further losses in this area” (cited in Mruk 2006, pp.85).

2.3. The Relation of Affective Filter Hypothesis and ELT Methods

Affective Filter is not the same in all ELT methods. The level of this emotional barrier changes according to the strictness of the method. Because of this reason, the language teacher should decide the method carefully. The teacher should take the learners’ emotions into consideration.

There are 6 main ELT methods and the level of affective filter is different in all these methods. GTM (Grammar Translation Method) is the oldest method that teachers

use. It is easy because it does not need any special preparation or activity. The teacher only needs a loud voice and field information. On the other hand the level of affective filter is very high in this method. Teacher is too strict and angry; the lesson is in a narrow scale so the filter is high. According to Krashen “Grammar-translation violates nearly every component of the Input Hypothesis, and it is therefore predicted that this method will have the effect of putting the student <on the defensive>. Students are expected to be able to produce immediately, and are expected to be fully accurate. Anxiety level, it has been pointed out, is also raised for some students who are less inclined toward grammar study (under-users)” (Krashen 1982, pp127-128).

The filter gets higher if the student is not ready but forced to produce something in the target language. If the student is waited until he/she gets ready, the process starts to be easy for them. Also error correction is important. Learners are afraid of being corrected in front of their peers. Natural Approach solves this problem. It is one of the methods that have little affective filter. “Students do not have to produce in the second language until they feel they are ready. Error correction is not done in the classroom. Also, an attempt is made to discuss topics that are interesting to students. This predicts lower filter strength than most other methods” (Krashen 1982, pp.139)

One of the methods that has little affective filter is TPR (Total Physical Response). Just as Natural Approach does, it waits the learner to be ready and error correction is useless in this method. TPR makes a very important contribution for lowering students’ anxiety: students are not asked to produce in the second language until they themselves decide they are ready. They are, in other words, allowed a silent period. “Asher does not state explicitly whether error correction on early student output is required in TPR; this may vary from teacher to teacher. It has been pointed out that the necessity of producing over physical responses right away may provoke anxiety in some students” (Krashen 1982, p.140-141).

While Suggestopedia attempts to meet the other goals discussed both above and below, its primary focus and greatest apparent success are here. Practically every feature of Suggestopedia is aimed to relax the student, reduce anxieties, remove mental blocks, and build confidence. Here are just a few more examples: The design of the classroom is meant to produce a pleasant and warm environment. Students are seated on comfortable chairs in a circle to encourage informal contact and free natural communication. The traditional classroom, it is felt, calls to mind the frustration, failure,

and artificiality of many previous learning efforts. The special breathing exercises have as their goal both increased mental alertness and reduction of tension. “Bancroft reports that American adaptations of Suggestopedia also utilize physical exercises (stretching and bending), and mind-calming exercises, in addition to Yogic breathing to help students achieve the desired state of relaxed alertness” (Krashen 1982, p.144-145). Music is also used for lowering anxiety and diminishing tension, and inducing the state of relaxed alertness considered optimal for second language acquisition. Another key Suggestopedic idea aimed at lowering the filter is the behavior of the teacher. Suggestopedia considers the "authority" of the teacher to be very important. “The teacher’s behavior is meant to build the students’ confidence both in their own potential for second language acquisition and in the method itself; the teacher should be confident, but not tyrannical, exercise firm over-all control but also encourage student initiative” (Krashen 1982, pp144-145). Here every detail of the learning process is designed for the learner. The learner is the main concept and the others even the teacher are there in order to make the learner relaxed and free from affective barriers.

The Audio-Lingual is something complicated. It reduces the anxiety and affective barriers because error making is free in this method. On the other hand, learner should repeat the drills so many times and they can not reach the written language easily. This makes them feel anxious in the lesson, because anxiety is low in writing and speaking is the most anxiety provoking skill.

The last method is the Direct Method. In this method, one can see all anxiety provoking factors so this has so many affective filters. In this method the learner should use the correct grammatical structure, there is an instant error correction, and the students are always under the control. All these bad characters of the learning create affective filter.

CHAPTER THREE

3. METHOD

In this part of the study, research model, target population of the study and sample group, data collecting methods and data collecting and data analysis will be given.

3.1. Research Model

The descriptive model is used in this research in order to find out the students' point of view about emotional factors of language learning.

These descriptive models are generally used in education because it is proper for the aims of education research. It describes the situation in a proper way. This model is also in positive relation with survey method which is used in this study.

3.2. The Target Population of the Study and Sample Group

The target population of the study of the research is Recep Tayyip Erdo an University Social Sciences Vocational High School. Sample group is 170 indiscriminately chosen students from different departments. You can see the numbers of the students and their departments in the table 3.1.

Table 3.1.

Students' Number and Departments

Tourism	Business Management	Accounting and taxing	Foreign Trade	Banking and Insurance	Office Management	Total
14	27	30	33	28	38	170

3.3. Data Collecting Methods and Data Collection

As a data collecting method, 3 different surveys were used. These surveys were used before and they were taken from Denis Lawrence's Enhancing Self esteem in the Classroom, pek Kuru Gönen's The Sources of Foreign Language Reading Anxiety of Students in Turkish EFL Context, FLCAS (Foreign Language Classroom Anxiety Scale), Berrin Emeksiz's Motivation Measurement in Foreign Language Teaching, Ahmet Çolak's Attitudes Motivation and Study Habits of English Language Learners.

Before starting to the study, these surveys were checked with different students in the same school. And it is found out that they are proper for the research as they have been used before. Three different surveys were used in this study. These surveys have 51 questions in total, and these questions have 5 different choices to answer. Motivation, self esteem and anxiety are tried to be evaluated with these surveys. The reliability of these surveys are examined with Cronbach's Alpha and it is found out that motivation is 0,574 (appendix 4), anxiety is 0,712 (appendix 5) and self esteem is 0,608 (appendix 6). It is seen that these surveys are reliable and can be used for this study.

3.4. Data Analysis

The surveys that are used in this study have got 18, 20 and 13 questions. Likert Scale is used in this study. Students can answer these questions by choosing certainly disagree, disagree, partly agree, agree or certainly agree. The surveys that were applied to 170 students are evaluated with SPSS 15.0 for windows. Nominal and ordinal scales are used for this research.

Our surveys are evaluated to find out whether they are parametric or not. As the number of participants is over 30, One-Sample Kolmogorov- Smirnov test is used for the evaluation of the surveys. It is seen that meaningfulness of all three surveys are below 0, 05. (Appendix 7, 8, 9) As these numbers show, the surveys are non-parametric so they do not need to be checked for their homogeneity. As they are non-parametric tests, Chi-square and Spearman correlation are used in evaluation. Also the mean of students' answers are found by Commute Variable Method and is written in a new column. If this mean is below 2,51 it is accepted as disagree while it is accepted as agree if it is above 2,50. The general results of the surveys are found out with this method. These operations are done for gender and general results.

CHAPTER FOUR

4. FINDINGS AND INTERPRETATION

Findings and interpretation about sub-problems of the research are given in this part. Tables and graphics are commented on according to collected data.

4.1. Effects of Motivation on Language Learning

First of all, Mann-Whitney U test is applied to our survey. At the end of this test, it is found out that in the question of 5, 9, 10 and 16 the asymp.sig column of the table is below 0,05. This means that there is a meaningful difference between girls and boys in these questions (appendix 10). But if the last results of the test are taken into consideration, it is seen that asymp.sig column is 0,143. Namely there is no real difference between girls and boys.

Table 4.1.

Meaningfull Test of Motivation

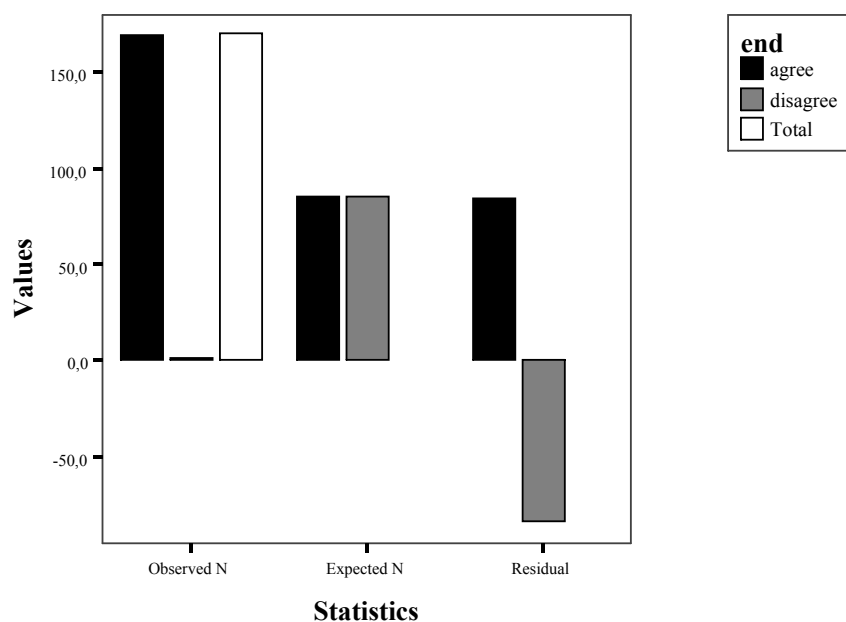
Test Statistics(a)	
	end
Mann-Whitney U	3074,000
Wilcoxon W	9860,000
Z	-1,466
Asymp. Sig. (2-tailed)	,143

a Grouping Variable: GENDER

The test shows that if we compare girls and boys, boys feel less enjoyment than girls in the reading and writing process. Boys have difficulty in being motivated in the reading and writing processes. This affects their success. Girls can be motivated more easily than boys because they acquire more enjoyment from learning process. Girls know that they have to learn a foreign language and this is useful for them. Because of this they can be motivated easily. They are motivated because they know the necessity

of the learning a foreign language namely they have an aim and they struggle in order to reach this aim. On the contrary, boys do not believe the necessity of learning a foreign language as much as girls do. So this affects them and they are not motivated like girls are. As understood from data in appendix 10, girls can easily be motivated in the learning process but this is only for some topics. If the last results of the tests are taken into consideration, there is no real difference about learning motivation between boys and girls.

end

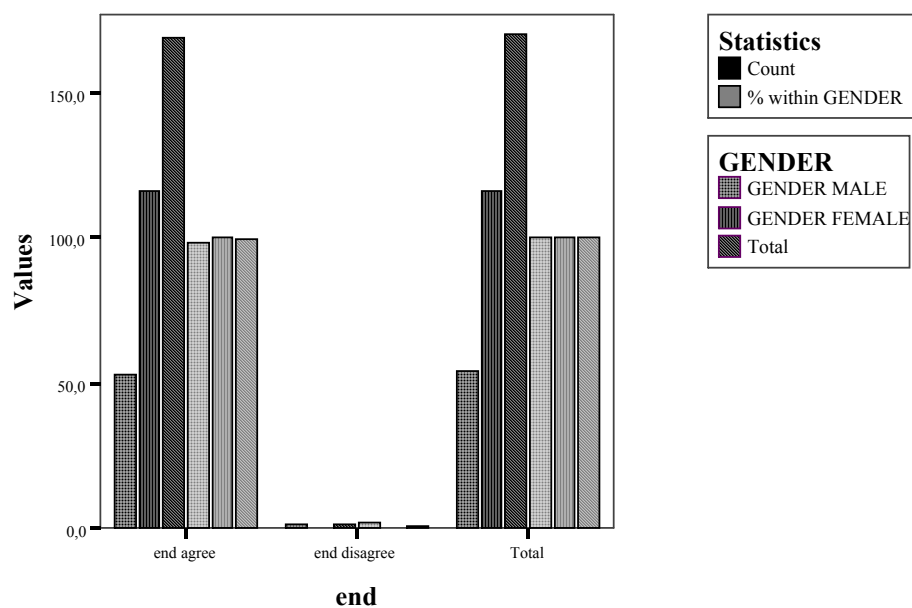


Graphic 4.1. Last results of motivation survey

As it is seen in graphic 4.1; most of the students answered as agree in our survey. This means they accept the idea that motivation affects the language learning process. According to the results, 169 students agree with the idea that motivation affects the learning and only one student disagrees with this idea (details in appendix 11). For instance, 92 students certainly agree with the question 1 but only 6 students certainly disagree. This means that if the students feel bored in the lesson, they can not learn the language. They need to be motivated in the learning process that they will not feel bored. In question 17, 71 students say that they agree but 15 students disagree with

the survey. They say that if they see a huge curriculum in front of them, they can not be motivated and learn the language. They are afraid of learning.

GENDER * end Crosstabulation



Graphic 4.2. Percentages of agree and disagree with gender.

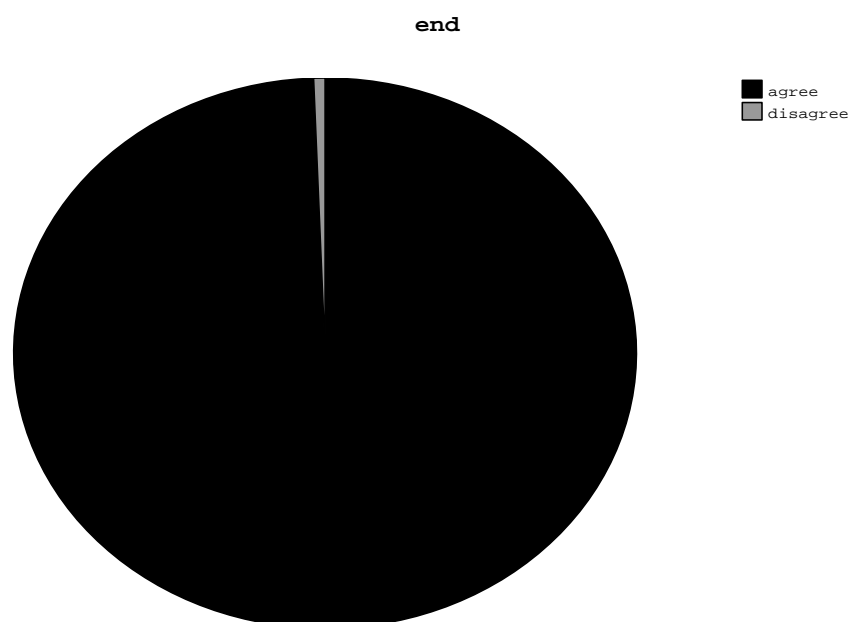
As seen in graphic 4.2; if we divide the data according to gender, 98,10 % of boys agree while 100 % of girls agree with the hypothesis. On the contrary only 0 % of girls disagree and 1,9 % of boys disagree with the hypothesis (detail appendix 12). This means only one boy said no to our questions but all the girls said yes to the survey questions.

Table 4.2.

*Percentages of Graphic 2***GENDER * end Crosstabulation**

		end		Total	
		agree	disagree	agree	
GENDER	MALE	Count	53	1	54
		% within GENDER	98,1%	1,9%	100,0%
	FEMALE	Count	116	0	116
		% within GENDER	100,0%	,0%	100,0%
Total		Count	169	1	170
		% within GENDER	99,4%	,6%	100,0%

The table explains that there is a big portion of acceptance for the effects of motivation of learning. All the girls agree with the idea that motivation affects the learning and only one boy disagrees with this idea. It can be said that girls need motivation much more than boys and at the same time they can more easily be motivated than boys. Boys also need a high proportion of motivation as seen in table 3. If it is looked at the data in general as seen in graphic 4.3 below the proportion of acceptance is 99,4 % while the proportion of disagree is 0,06 % (details in appendix 13).

*Graphic 4.3. General agree-disagree proportions*

4.2. Effects of Anxiety on Language Learning

Mann-Whitney U test is applied to our survey. At the end of the test, it is seen that in the asymp.sig column of the 3, 10, 12 and 13 questions, the values do not pass 0,05. So there is a meaningful difference between boys and girls in these questions (details in appendix 14). But if the final results are considered, it is seen that the asymp.sig column shows 0,155. This does not respond alpha 0,05 so it can be said that there is no real difference in the final results.

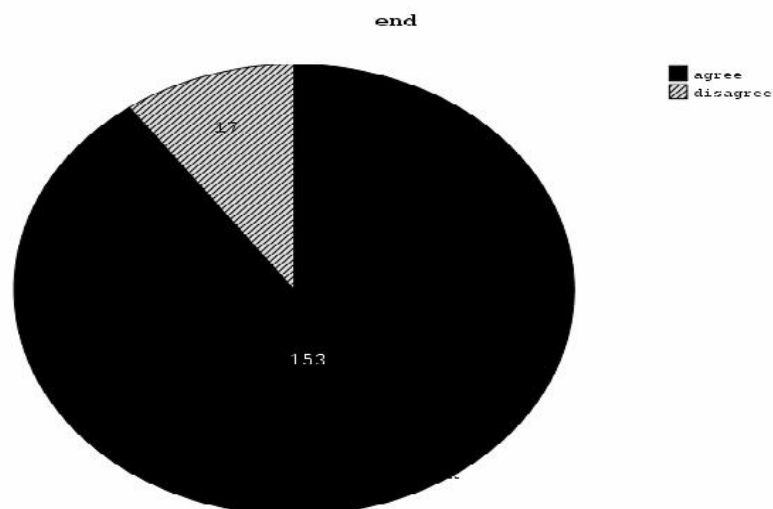
Table 4.3.

Mann-Whitney Test of Anxiety

Test Statistics(a)	
	end
Mann-Whitney U	2911,000
Wilcoxon W	9697,000
Z	-1,424
Asymp. Sig. (2-tailed)	,155

A Grouping Variable: gender

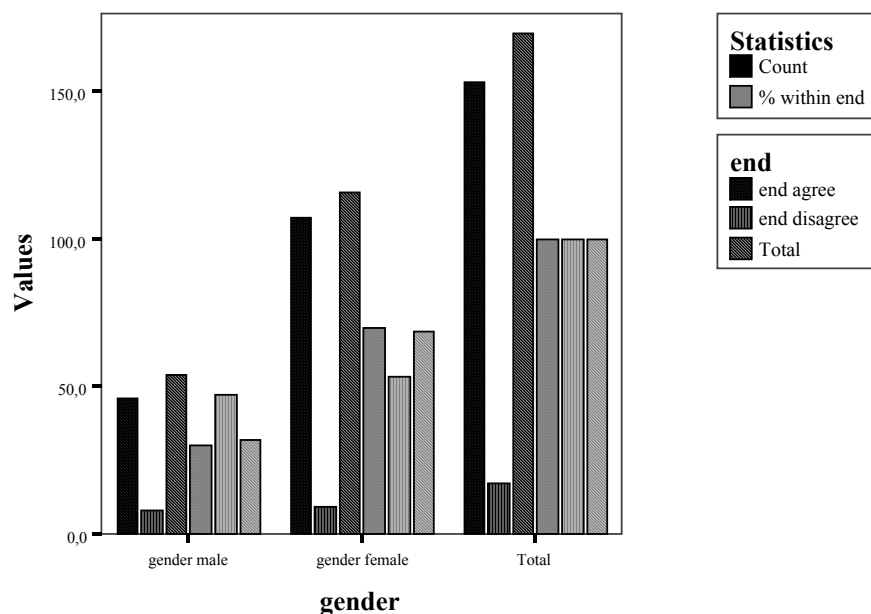
If data in appendix 14 is considered, it is seen that boys feel little anxiety. Namely girls are more anxious than boys. Girls have difficulty in learning the language because they feel more anxious. Especially when they are asked questions by the teacher, girls feel much more anxious than boys. This affects the language learning capacity of these girls. Also girls feel upset easily when they do not understand something in the learning process. Boys feel upset too but not as much as girls. Girls feel anxious because of thinking the results of not understanding the lesson, this also makes them feel worse in the learning process and at the end of the process failure is unavoidable. Even if the girls come to the language learning classrooms well prepared, they can be anxious. They do not feel themselves easy in the formal learning environments and this makes them more anxious than boys. Of course the situation is worse if they are not prepared for the lesson.



Graphic 4.4. Number of answers to the anxiety questions

As seen in graphic 4.4; most of the students gave positive answers to the questions. They agree that anxiety affects the language learning. 153 students agree with the idea that anxiety has an effect on language learning. On the contrary only 17 students disagree with this idea (detail in appendix 15). For instance in question 2 there are 53 certainly agree but only 5 certainly disagree. This means that most of the students never feel quite sure of themselves especially while talking in English. They feel anxious and this hinders them from a good speech. In question six, there are 60 certainly agree but 17 certainly disagree answers. Students accept that they especially start to panic if they have to speak without any preparation (details in appendix 22).

end * gender Crosstabulation



Graphic 4.5. Anxiety answers divided in gender.

As seen in graphic 4.5; if we separate them according to gender, the proportion of agree answer is 30,1 % male and 69,9 % female. On the other hand the proportion of disagree answer is 47,1 % male and 52,9 % female (details in appendix 16). This shows that agree answers are much more than disagree answers. Female students have higher proportion because they are high in numbers.

Table 4.4.

Percentages with Gender and Total

gender * end Crosstabulation

gender	male	Count	end		Total
			agree	disagree	agree
			46	8	54
		% within gender	85,2%	14,8%	100,0%
	female	Count	107	9	116
		% within gender	92,2%	7,8%	100,0%
Total		Count	153	17	170
		% within gender	90,0%	10,0%	100,0%

If you examine them in detail from the point of male and female, the results show that the proportion of the male students who agree is 85,2 % while the proportion of male students who disagree is 14,8 % , and the proportion of female students who agree is 92,2 % while the proportion of female students who disagree is only 7,8 %. This certainly shows that both male and female groups feel anxious in the learning process but female group is more anxious than the male one. So in order to teach the language to female students you should have more relaxing environments. When we examine them in general, final results show that there are 90,0 % agree and 10,0 % disagree answers. This proves that students feel anxious in language learning classes.

4.3. Effects of Self Esteem on Language Learning

If it is looked at the result of Mann-Whitney U test which is applied to the survey questions, it is seen that the asymp.sig column of the table shows meaningfulness of questions 5, 8 and 9. This shows that data in these column does not pass 0,05 so there is a differentiation between girls and boys in these questions (appendix 18). But if it is looked at the general findings of the test, it is seen that the asymp.sig column is 0,767. This does not provide the alpha 0,05 value. So there is no differentiation in general.

Table 4.5.

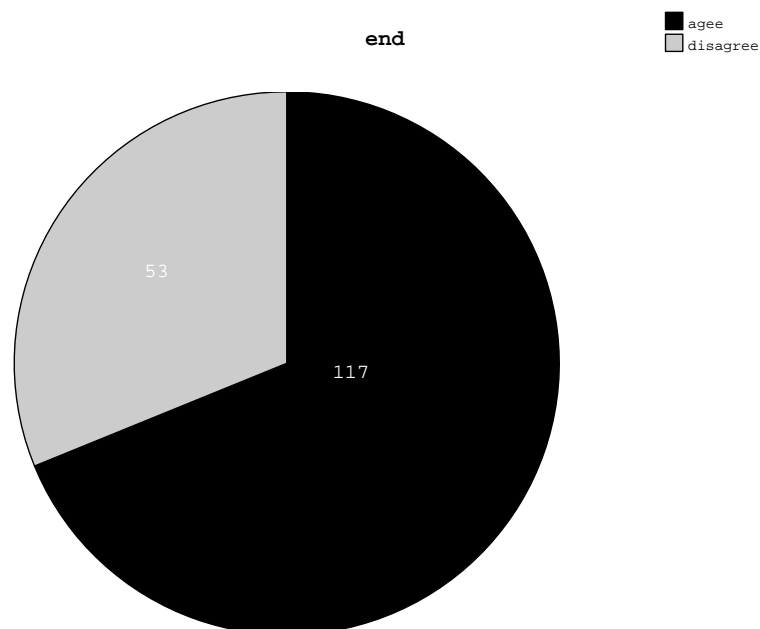
General Result of Mann-Whitney U

Test Statistics(a)	
	end
Mann-Whitney U	3061,000
Wilcoxon W	4546,000
Z	-,296
Asymp. Sig. (2-tailed)	,767

A Grouping Variable: gender

When appendix 18 is considered, it is understood that boys usually believe that their classmates are more popular and successful than they are. This makes them not to believe in them selves and their capacity. Low self esteem holds them by that way. Girls get hurt easily when their faults are found. This makes them feel uncomfortable and be

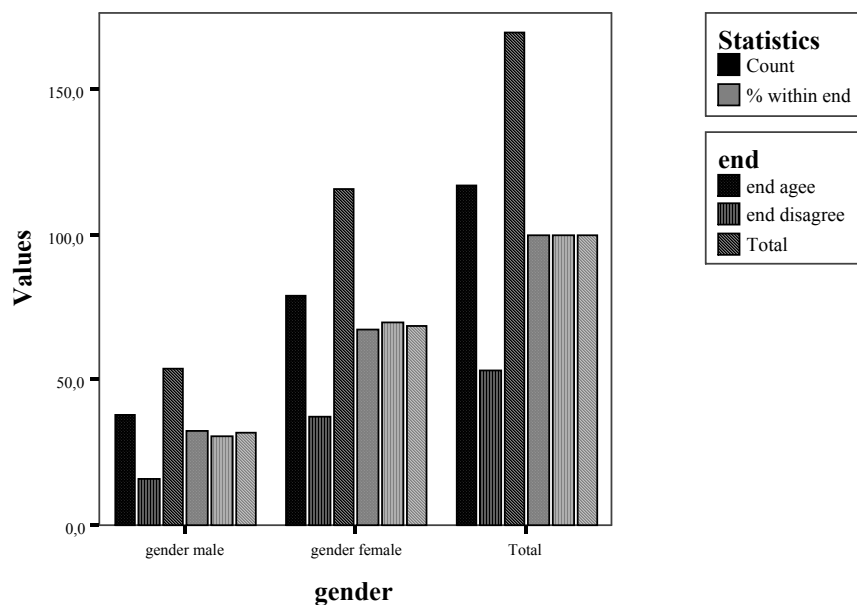
ashamed from their classmates. These girls feel much more anxious if they do any mistakes. So their self esteem decreases.



Graphic 4.6. Students' answers of self esteem survey

As seen in graphic 4.6, most of the students gave positive answers to the questions. They have accepted that self esteem affects the language learning. According to the general answers of the students, 117 students accept that language learning is influenced and can be hindered by self esteem and 53 students do not accept these ideas (appendix 19).

end * gender Crosstabulation



Graphic 4.7. Gender cross tabulation of final results of self esteem survey.

As seen in Graphic 4.7, if data is divided into gender, it is found out that the proportion of the students that accept the hypothesis is 32,50 % male and 67, 50% female. Namely 38 boys accepted this idea whereas 79 girls accepted it. The proportion of the students who do not accept the hypothesis is 30, 20 % male and 69, 80 % female. 16 boys do not accept the hypothesis whereas 37 girls do not accept it (appendix 20). When boys and girls are examined one by one, these results can be seen. 70,40 % of boys accepted the ideas while 29, 60% of them did not accept. 68, 10 % of girls accepted the ideas whereas 31,90% did not accept (appendix 21).

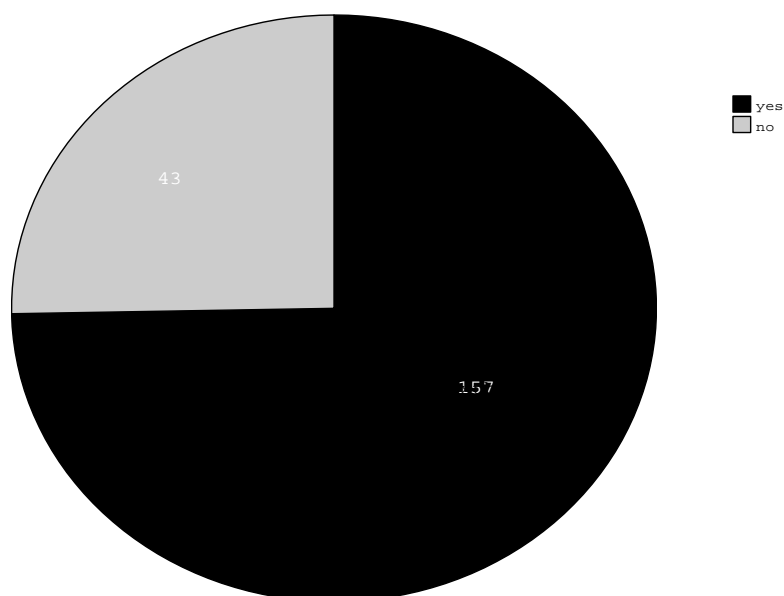
When the question 4 is evaluated it is seen that 52 students certainly agree that they should avoid difficult homework while 23 students disagree about that. When talked about question 8 it is seen that 33 students say they are certainly hurt when someone finds their fault and 17 students certainly disagree that they are not hurt when their faults are found (appendix 23). If the total result is taken into consideration, it is certain that 68,80 % of the students accept the ideas while 31, 20 % of them do not accept the ideas.

Table 4.6.

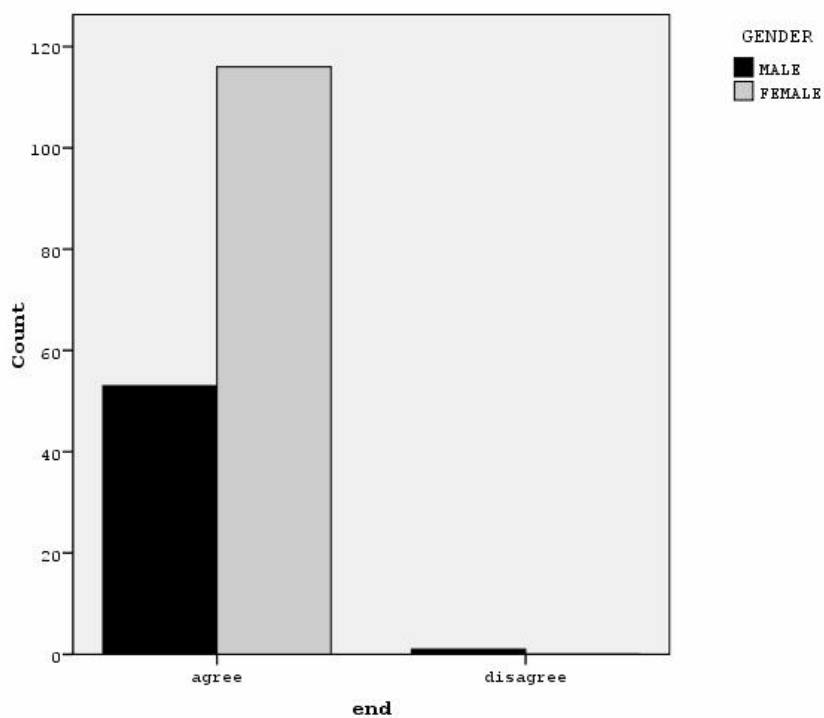
Self Esteem General Results

gender * end Crosstabulation

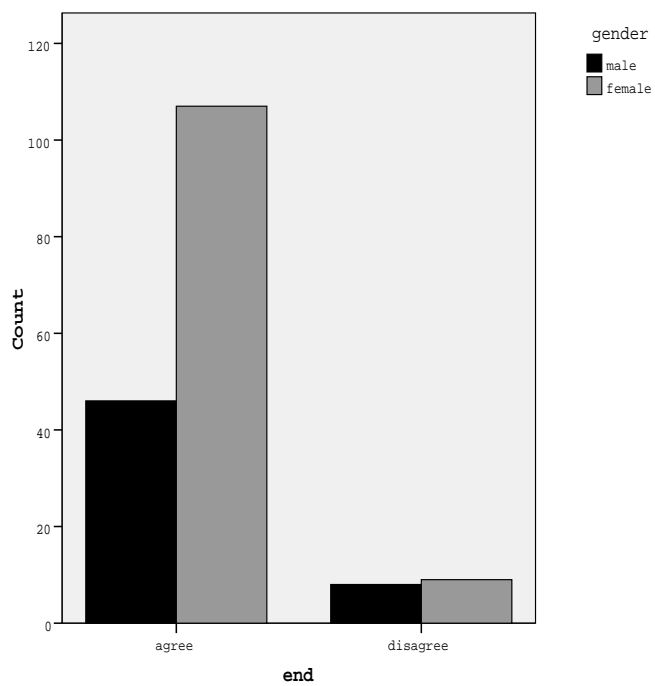
		end		Total	
		agree	disagree	agree	
gender	male	Count	38	16	54
		% within gender	70,4%	29,6%	100,0%
	female	Count	79	37	116
		% within gender	68,1%	31,9%	100,0%
Total		Count	117	53	170
		% within gender	68,8%	31,2%	100,0%

4.4. Effects of Affective Variables on Language Learning*Graphic 4.8. Yes no question chart*

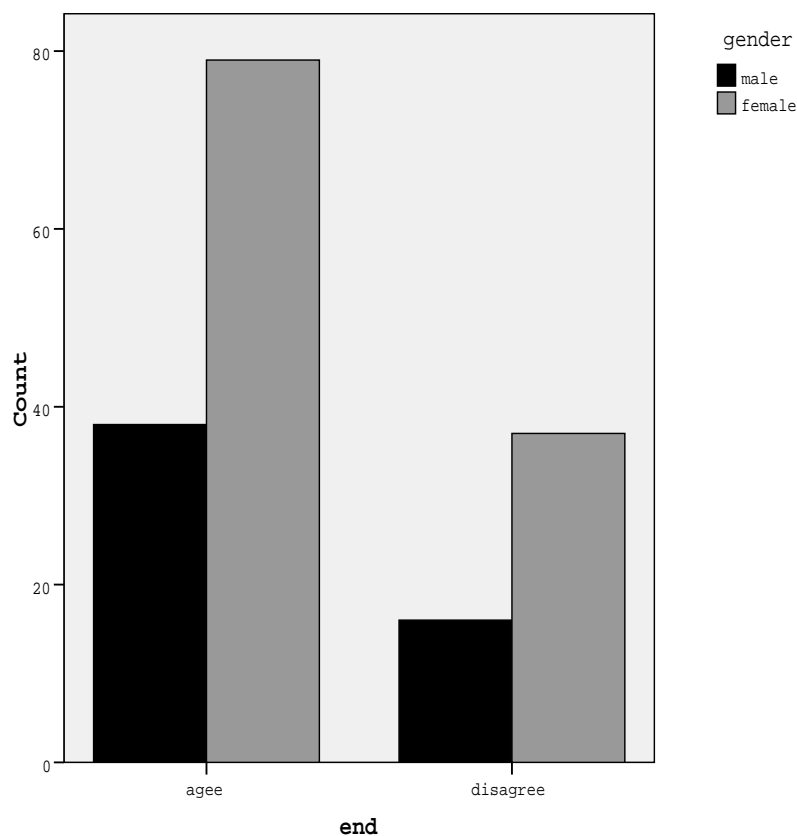
If the Affective Filter is utilized in general it is seen that the students are affected from emotions. As seen in graphic 4.8 when the students are asked whether they agree that they are affected from emotions or not, 127 students namely 74,7 % of the students say yes and 43 students namely 25,3 % of the students say no. Also when the last results of motivation, anxiety and self esteem surveys are utilized, it is seen that acceptance is much more than refusal.



Graphic 4.9. Motivation final results according to gender

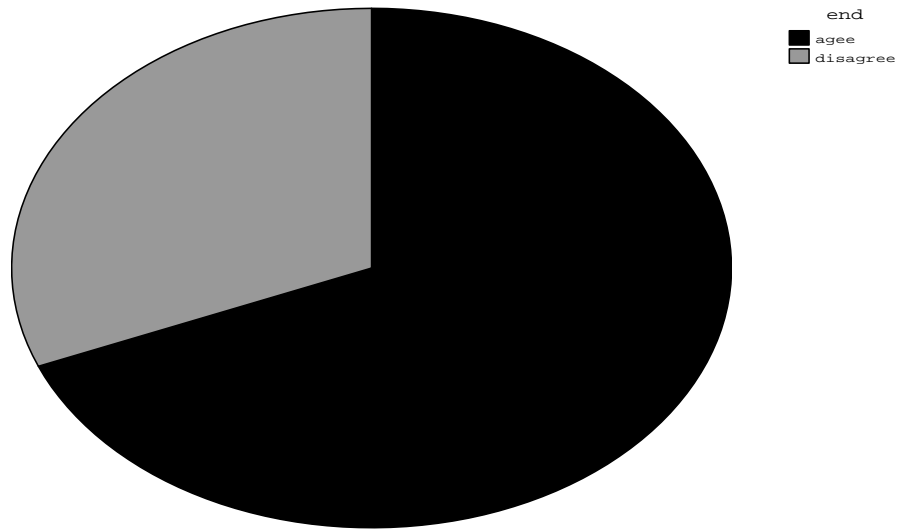


Graphic 4.10. Anxiety final results according to gender

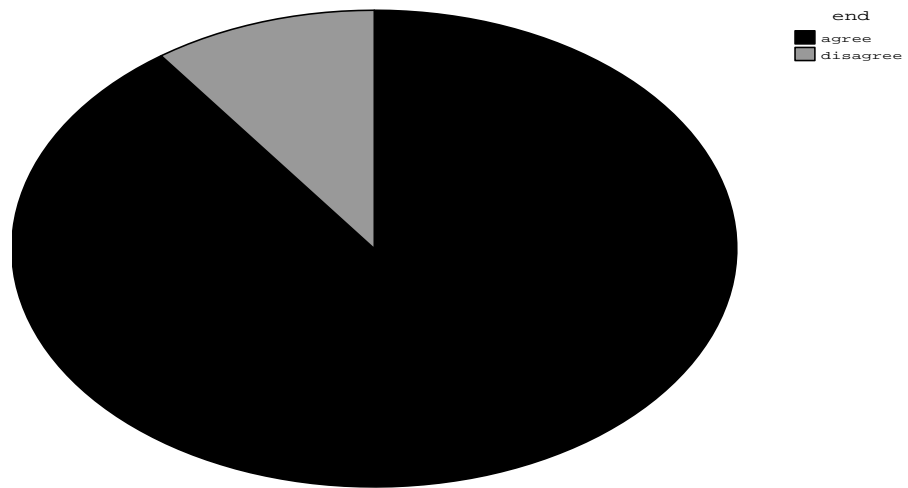


Graphic 4.11. Self esteem final results according to gender

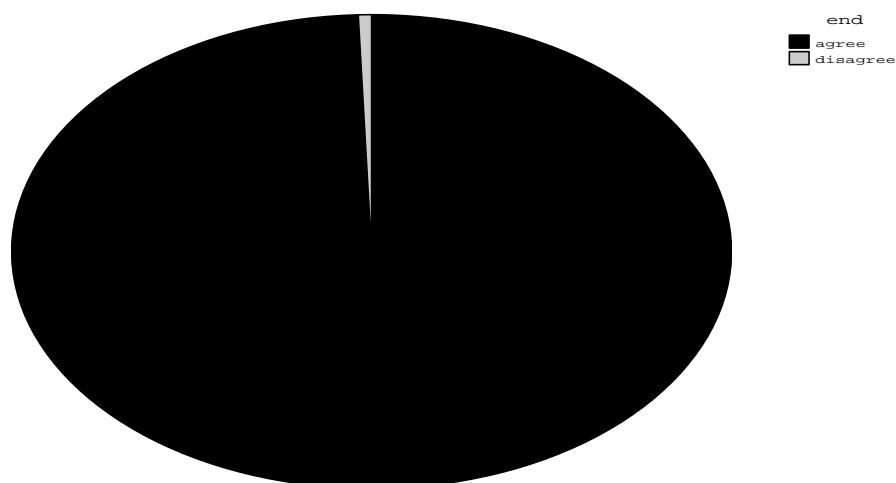
As seen in the graphics, agree answers are much more than disagree answers in both genders. In self esteem survey the percentage of the answers of male students who accept the idea is 70,4 % and the percentage of the answers of the female students who accept the idea is 68,1 %. This shows that male students are affected by self esteem more than female students. In anxiety survey, 85,2 % of the male students agree that anxiety affects the language learning while 92,2 % of the female students agree about that. Namely female students are more anxious in language learning process. Finally in motivation survey the percentage of the acceptance of male students is 98,1 % and the percentage of the acceptance of female students is 100 %. In general, male students are affected by three of them. The most important variable that the boys are affected is motivation. The second one is anxiety and the third one is self esteem. Female students are generally affected by three of them too. The most important variable that the girls are affected is motivation, the second important one is anxiety then the third one is self esteem.



Graphic 4.12. Final results of self esteem survey



Graphic 4.13. Final results of anxiety survey



Graphic 4.14. Final results of motivation survey

If it is looked at the final results of the surveys, it can be extracted that the agree answers in motivation survey is 99,40 %. The percentage of the agree answers in self esteem survey is 68,8 % and the percentage of agree answers in anxiety survey is 90,0 %. Namely according to all students that attended in these three surveys, the learning is affected by affective filter hypothesis and its variables. If these variables are arranged, the first one that affects the learning the most is motivation, the second one is anxiety and the last one is self esteem.

CHAPTER FIVE

5. CONCLUSION AND SUGGESTIONS

In this part of the study, the findings of the study will be examined and results will be discussed than some suggestions about language learning will be given.

5.1. Conclusion and Suggestions about Motivation, Self Esteem and Anxiety

It is found out that in language learning process emotional factors namely affective filters are very important. Students are really affected by these affective filters. According to the results of our survey, motivation, anxiety and self esteem have a huge effect on language learning. Students accept that they are affected by these factors. 99,4 % of students accept that motivation is very important in language learning process. This is a really important proportion as it is seen that it is nearly 100 %. So this means only one student disagrees about that idea. 90,0 % of the students say that they are affected by high anxiety in language learning process. Namely every 90 students of 100 students say yes to these anxiety questions. They say that they feel anxious in the learning process and this emotion hinders them from learning activities. 68,8 % of the students accept that they are affected by low self esteem. They feel themselves insufficient and they do not believe in themselves so they give up struggling in the process of language learning. It is understood that all three factors affect the students in a high proportion but the most important factor in language learning is motivation. Motivation nearly affects the whole student group and has effects on every language learning situation. So the first aim of the language teacher should be to prepare a motivational language classes. The second factor is anxiety. Students feel anxious in the learning process so they can not concentrate on the language learning. And the last factor is self esteem. Self esteem also affects the language learners but not as much as the others do. This is because of the reason that most of the students do not want to accept that they do not have a good self esteem.

If these results are examined again according to gender, the situation does not change at all. Both male and female students are affected by these three factors. In

motivation survey 98,1 % of the boys agree that they are affected by low motivation in the learning process. So they can have difficulty in learning if they can not get motivated. Only one student says that motivation is not important. On the other hand 100 % of the female students say that motivation is important and they are affected by it easily. This shows the importance of the motivation in language learning. So it can be extracted that both for girls and boys motivation is an important factor and the teacher should choose the motivation as a first step of learning. The other surveys are not different from motivation survey. 85, 2 % of male students say that they agree with the anxiety questions of this survey. They can not learn when they feel anxious in the learning process. Also girls accept that idea with a high proportion of acceptance. 92,2 % of them say that boys are right and they are also affected from anxiety factor in language learning. So it can be said that anxiety also is an important factor and teachers should take it into consideration in language learning process. The last concept is self esteem. 70,4% of the boys accept that they are affected by low self esteem in language learning, and 68,1 % of the female students agree with them. So it can be extracted that girls are affected much more than boys in both motivation and anxiety scale, but in self esteem concept it is a little different because boys are affected much more than girls.

As understood from the data collected in this study, motivation is the main emotional factor in language learning. So the first aim of the language teacher should be to set a motivational atmosphere. In order to this, the teacher should consider these factors;

- This should be known that symbolic or material rewards are very important in language learning classrooms. Teacher can motivate their students by giving small rewards.
- Teacher should be enthusiastic in order to make his/her students enthusiastic to start the learning process. Namely “the teacher should set a personal example with their own behavior” (Dornyei and Ushioda 2011, pp 133).
- “Teacher should create a pleasant and relaxing atmosphere in the classroom” (Dornyei and Ushioda 2011, pp 133). This atmosphere will make the students feel comfortable in the language learning situation.

- Presenting the task with the proper method for the language learners is also very important.
- The teacher should be neither too strict nor too moderate. He/she should develop a good relationship with the learners.
- Interesting classrooms are good for language learning. The teacher should set a relaxing and interesting classroom for language learners. Games, songs, films and music are good methods for this.
- Every language learner is different from each other so the teacher should find out the proper method for each learner.
- Having a goal is very important for the first step of the motivation so the teacher should set a goal for each learner.
- Learning the language with target language culture is important. “Teacher should familiarize learners with the target language culture” (Dornyei and Ushioda 2011, pp 133).
- Competition is not motivating. So the teacher should set a cooperative classroom instead of competitive one.
- “Learners get more motivated when they believe that what they are going to learn is something useful or beneficial; that is meaningful for them” (Denkci 2008, pp.18-19). The learning should be meaningful.
- Do not teach or use one method in the learning process. Use different methods to motivate the learners.
- Evaluation hinders the motivation so if it is possible set a self evaluation system.
- Show the students that you care about their learning.

As mentioned above language learners need a motivational atmosphere. But this is not enough for learning because anxiety is an important factor too. So the teacher should help the learners in order to make them have low anxiety in the learning process. In order to do this, the teacher can do these;

- The first method is to let the students know what they will do in the learning process. Philips supports this method. Philips (1999) emphasizes that knowing what to do to reduce anxiety and stress in the classroom is the issue of primacy concern to most practitioners.

- “In order to set a calm and enjoyable atmosphere the teacher should find the right method of learning and classroom managing. Approaches and methods such as Grammar-Translation or Audio-Lingual Method were believed to provoke anxiety seriously due to their focus on accuracy. So, some other methods like the Natural Approach and Community Language Learning hoped to create a learning atmosphere with low level stress and to promote communicative competence by dealing with daily activities” (Denkci 2008, pp.12-13).
- “The exam situations are threatening for students so the teacher should minimize this threat. Modify classroom evaluative practices in order to make them less threatening and stressful for students. This may be accomplished by deemphasizing competition and evaluative atmosphere, liberalizing time limits, making tests fairer and less complicated, providing more success experiences on exams, etc” (Zeidner 1998, pp166).
- Language learning needs a free atmosphere. Because of this reason the evaluation must be different from other lessons. Zeidner says that “Changing the grading system by avoiding letter grading and report cards in the elementary school years. Students should be provided with separate comments relating to their intellectual performance and personal and social behavior and development” (Zeidner 1998, pp.166).
- The learners have different characteristics and learning styles. So the educator should individualize the learning environment for them.
- If the students are anxious, they can not start the learning. So as pek (2007) says doing relaxation exercises before starting the learning process is very important.
- “Teachers could use a smooth manner of error correction” (pek 2007, pp.23). This is also important because students get excited when they are corrected. They feel embarrassed and leave the learning.
- Each learner has their own style and capacity. So “teachers could prefer cooperative language learning situations to competitive situations” (pek 2007, pp.23).

- Learners have different learning styles. So the teacher should choose the proper styles for each student. Teachers can use activities that address varied learning styles.

As explained above, teachers should obey these rules in order to have a motivated and low anxious classroom. Of course this is not enough because self esteem also affects the language learning. The items above are also correct for the self esteem because if the learner is motivated and low anxious this helps him/her to develop a high self esteem. The teacher can also make the learner feel that he/she belongs to a particular group in which he/she is accepted by some people. Also teacher should have high self esteem because if a person has high self esteem, he/she is likely to help other people to get a high self esteem.

This subject is examined in detail here but this study is not enough. These studies about emotional factors can be done on so many areas. Especially studies outside the classroom are very important because language learning can not be restricted with the classroom. Researchers can examine language learning affective filters in every environment. Because of developing methods and new areas, the subject of emotional side will never reach an end.

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APPENDIX

Appendix.1. Motivation Survey

	Absolutely true	True	Partly true	Not true	Absolutely not true
If I feel bored I can not learn					
If I think something else I can not learn correctly					
If I want to learn the subject I do better					
I afraid to do mistake when doing activities					
I do not like reading and writing					
Studying without having anxiety for mark effects my motivation in a bad way					
I get bored in the lessons					
I am sleepy so I can not learn					
I enjoy my learning process					
I believe that I have to learn English					
I feel happy and easy in English lessons					
I do not believe I will learn English at the end of the year					
If I have an aim about learning I feel better and learn easily					
I learn easily If I have a reward at the end of the learning process					
I do not like English so I can not learn it					
If I enjoy the classroom, I learn easily					
I affraid when I see a huge English curriculum in front of me					
My thoughts about language learning effect my ability of success					

Appendix.2. Anxiety Survey

	Absolutely correct	correct	Partly correct	Not correct	Absolutely not correct
I do not worry about making mistakes in language class					
I never feel quite sure of myself when I am speaking in English					
I tremble when I know that I am going to be called on in English class					
It frightens me when I do not understand what the teacher is saying in English					
I keep thinking that the other students are better at English than I am					
I start to panic when I have to speak without preparation in English class					
It embarasses me to volunteer answers in my English class					
I do not understand why people get so upset over foreign language class					
I worry about the consequences of failing in my English class					
I get upset when I do not understand what the teacher is correcting					
I feel confident when I speak in my English Class					
Even if I am well prepared for language class, I feel anxious about it					
I start to panic When I have to speak without preperation in language class					
I am afraid that my language teacher is ready to correct every mistake I make					
I feel very self- conscious about speaking English in front of other students					
I get nervous and confused When I am speaking in my English class					
I am afraid that the other students will laugh at me when I speak English					
In the learning process, I always think about what will happen next					
In English class, I can get so nervous I forget things I know					
It embrasses me to volunteer answers in my English class					

Appendix.3. Self Esteem Survey

	Absolutely true	True	Partly true	Not true	Absolutely not true
I worry about the language I am learning					
Other people criticize me for what I do and say in the lesson					
I am easily hurt when people find fault with me in lessons					
I try to avoid difficult homeworks					
Other people are more popular than me in the lesson					
I lie away at nights worrying about my English class					
I think I can not learn a language and this effects me					
I am easily hurt when people find fault with me					
I worry about my mistakes in the learning process					
I am easily embarressed when I do mistake					
I am afraid of learning because I am unsuccesfull.					
I do not feel myself as a successfull person so I can not be good at learning					
My low self-esteem hinders my learning					

Appendix.4. Motivation Survey Reliability Statistics

Case Processing Summary

		N	%
Cases	Valid	170	100,0
	Excluded(a)	0	,0
	Total	170	100,0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,574	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
GENDER	69,4307	61,159	,072	,574
M1	66,7837	54,525	,467	,528
M2	66,7895	55,790	,356	,541
M3	66,6542	59,539	,131	,569
M4	67,9425	55,170	,270	,548
M5	68,4954	56,465	,145	,571
M6	67,5778	57,355	,112	,576
M7	68,1072	57,014	,175	,564
M8	68,1895	56,397	,157	,568
M9	67,3072	58,696	,112	,572
M10	66,9072	60,627	,002	,587
M11	67,5601	61,287	-,055	,601
M12	67,7837	54,794	,253	,551
M13	66,8366	58,179	,221	,559
M14	67,5072	54,056	,294	,543
M15	68,5484	57,867	,091	,580
M16	67,1660	56,777	,196	,561
M17	67,3719	55,417	,236	,554
M18	67,6837	55,230	,303	,544
mean	67,5118	55,589	,998	,525
end	70,1072	62,212	-,263	,578

Appendix.5. Anxiety Survey Reliability Statistics

Case Processing Summary

		N	%
Cases	Valid	170	100,0
	Excluded ^a	0	,0
	Total	170	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,712	23

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
gender	68,2197	112,419	,156	,710
a1	66,5785	111,276	,048	,720
a2	66,0021	105,908	,353	,697
a3	66,9374	97,345	,500	,679
a4	66,8432	102,572	,349	,695
a5	67,3785	100,779	,406	,689
a6	66,1844	100,931	,454	,686
a7	67,4491	103,111	,323	,697
a8	66,8432	114,505	-,075	,732
a9	66,2726	109,845	,082	,719
a10	66,4256	104,369	,296	,700
a11	66,7315	109,604	,093	,718
a12	66,5903	104,274	,294	,700
a13	66,2668	102,236	,396	,691
a14	67,1726	99,746	,449	,685
a15	66,4491	110,169	,093	,716
a16	66,7609	105,512	,289	,701
a17	67,0138	99,332	,448	,685
a18	66,3138	112,186	,016	,722
a19	66,5962	104,218	,277	,701
a20	67,3079	102,652	,329	,697
mean	66,7059	103,499	,999	,682
end	68,8021	117,785	-,565	,724

Appendix.6. Self Esteem Survey Reliability Statistics

Case Processing Summary

		N	%
Cases	Valid	170	100,0
	Excluded(a)	0	,0
	Total	170	100,0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,608	16

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
gender	40,4421	52,201	-,029	,615
s1	39,1362	44,703	,326	,575
s2	39,6068	45,674	,281	,583
s3	39,0950	42,841	,384	,562
s4	38,7538	49,000	,066	,623
s5	39,9774	45,094	,334	,574
s6	40,1009	46,857	,205	,597
s7	38,7362	47,176	,194	,598
s8	38,9480	45,025	,340	,574
s9	38,9186	45,624	,354	,573
s10	38,8244	45,119	,307	,579
s11	39,6186	45,600	,280	,583
s12	39,8538	48,908	,101	,613
s13	39,7127	47,991	,146	,607
mean	39,3294	44,743	,996	,540
end	40,8127	57,083	-,723	,654

Appendix.7. One-Sample Kolmogorov-Smirnov test of Motivation Survey

One-Sample Kolmogorov-Smirnov Test

	ND	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	head
N	170	170	170	170	170	170	170	170	170	170	170	170	170	170	170	170	170	170	170	170
Normal Mean	324	294	335	388	406	476	353	359	235	359	329	294	294	265	359	347	171	112	294	313
Std. Dev.	94	71	159	224	343	393	289	220	231	385	117	301	366	208	232	241	221	313	382	262
Most Extreme	34	303	16	355	160	203	214	175	174	239	309	87	163	284	209	183	246	244	175	349
Positive	48	238	43	257	36	203	156	167	174	45	238	36	23	205	156	183	195	173	166	349
Negative	34	303	16	355	160	138	214	175	19	239	309	87	163	284	209	137	246	244	175	339
Kolmogorov-Sig.	61	53	19	26	89	54	92	276	263	16	30	14	123	597	725	385	204	184	283	543
Asymp. Sig.	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	002

a. Test distribution is Normal.

b. Calculated from data.

Appendix.8.One-Sample Kolmogorov-Smirnov test of Anxiety Survey

One-Sample Kolmogorov-Smirnov Test

	a1	a2	a3	a4	a5	a6	a7	a8	a9	a10	a11	a12	a13	a14	a15	a16	a17	a18	a19	a20	head	end	
N	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
Normal Mean	24	35	47	88	35	76	29	88	94	65	06	18	53	94	29	12	82	82	59	41	62	00	00
Std. Dev.	94	10	89	22	78	46	34	40	78	40	80	45	65	76	19	87	88	66	35	22	62	85	89
Most E Absol	34	14	40	62	56	98	05	10	44	23	06	50	66	09	94	04	64	53	93	12	86	50	30
Difference Positive	48	27	48	48	56	98	57	10	44	62	26	37	21	44	94	09	64	53	39	35	86	50	30
Negative	34	14	40	62	47	39	05	49	41	23	06	50	66	09	19	04	48	40	93	12	32	45	70
Kolmogorov-Sig.	161	87	27	13	32	88	77	42	79	02	88	50	64	21	29	58	38	99	13	67	26	54	13
Asymp. Sig.	100	00	00	00	01	00	00	00	02	00	00	01	00	00	00	00	00	01	00	00	00	86	00

a. Test distribution is Normal.

b. Calculated from data.

Appendix.9. One-Sample Kolmogorov-Smirnov test of Self Esteem Survey

One-Sample Kolmogorov-Smirnov Test

	ende	s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	near	end
N	170	170	170	170	170	170	170	170	170	170	170	170	170	170	170	170
Normal Mean	824	882	176	294	706	471	235	882	765	059	000	059	706	118	950	118
Std. Dev	694	338	820	904	240	350	521	881	203	947	928	201	879	066	959	458
Most Ext Absolute	434	149	197	172	185	224	284	196	174	185	156	186	209	194	081	437
Different Positive	248	149	197	155	134	224	284	108	174	185	138	186	209	194	081	437
Negative	434	133	140	172	185	178	216	196	144	162	156	139	154	135	042	251
Kolmogorov-Smirn	661	948	572	243	411	915	697	550	271	408	040	431	729	533	061	700
Asymp. Sig. (2-ta	000	001	000	000	000	000	000	000	000	000	000	000	000	000	210	000

aTest distribution is Normal.

bCalculated from data.

Appendix.10. Mann-Whitney Test of Motivation Survey

Ranks

	GENDER	N	Mean Rank	Sum of Ranks
M1	MALE	54	77,54	4187,00
	FEMALE	116	89,21	10348,00
	Total	170		
M2	MALE	54	77,64	4192,50
	FEMALE	116	89,16	10342,50
	Total	170		
M3	MALE	54	78,94	4263,00
	FEMALE	116	88,55	10272,00
	Total	170		
M4	MALE	54	76,69	4141,00
	FEMALE	116	89,60	10394,00
	Total	170		
M5	MALE	54	97,31	5255,00
	FEMALE	116	80,00	9280,00
	Total	170		
M6	MALE	54	87,42	4720,50
	FEMALE	116	84,61	9814,50
	Total	170		
M7	MALE	54	86,57	4675,00
	FEMALE	116	85,00	9860,00
	Total	170		
M8	MALE	54	92,54	4997,00
	FEMALE	116	82,22	9538,00
	Total	170		
M9	MALE	54	72,95	3939,50
	FEMALE	116	91,34	10595,50
	Total	170		
M10	MALE	54	74,19	4006,00
	FEMALE	116	90,77	10529,00
	Total	170		
M11	MALE	54	76,65	4139,00
	FEMALE	116	89,62	10396,00
	Total	170		
M12	MALE	54	93,59	5054,00
	FEMALE	116	81,73	9481,00
	Total	170		
M13	MALE	54	76,85	4150,00
	FEMALE	116	89,53	10385,00
	Total	170		
M14	MALE	54	91,46	4939,00
	FEMALE	116	82,72	9596,00
	Total	170		
M15	MALE	54	95,37	5150,00
	FEMALE	116	80,91	9385,00
	Total	170		
M16	MALE	54	71,55	3863,50
	FEMALE	116	92,00	10671,50
	Total	170		
M17	MALE	54	82,97	4480,50
	FEMALE	116	86,68	10054,50
	Total	170		
M18	MALE	54	84,91	4585,00
	FEMALE	116	85,78	9950,00
	Total	170		

Test Statistics

M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18
Man	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
Wilc	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
Z	04	89	70	33	97	58	00	99	70	61	51	01	08	17	38	74	79
Asymp	09	12	71	02	28	20	41	18	24	99	33	88	64	08	32	12	12

a. Grouping Variable: GENDER

Appendix.11.Chi-Square test of Motivation Survey

GENDER

	Observed N	Expected N	Residual
MALE	54	85,0	-31,0
FEMALE	116	85,0	31,0
Total	170		

M2

	Observed N	Expected N	Residual
certainly disagree	6	34,0	-28,0
disagree	3	34,0	-31,0
partly agree	16	34,0	-18,0
agree	50	34,0	16,0
certainly agree	95	34,0	61,0
Total	170		

M4

	Observed N	Expected N	Residual
certainly disagree	21	34,0	-13,0
disagree	31	34,0	-3,0
partly agree	47	34,0	13,0
agree	40	34,0	6,0
certainly agree	31	34,0	-3,0
Total	170		

M6

	Observed N	Expected N	Residual
certainly disagree	25	34,0	-9,0
disagree	20	34,0	-14,0
partly agree	25	34,0	-9,0
agree	39	34,0	5,0
certainly agree	61	34,0	27,0
Total	170		

M8

	Observed N	Expected N	Residual
certainly disagree	34	28,3	5,7
disagree	40	28,3	11,7
partly agree	37	28,3	8,7
agree	26	28,3	-2,3
certainly agree	32	28,3	3,7
8,00	1	28,3	-27,3
Total	170		

M10

	Observed N	Expected N	Residual
certainly disagree	8	34,0	-26,0
disagree	9	34,0	-25,0
partly agree	16	34,0	-18,0
agree	44	34,0	10,0
certainly agree	93	34,0	59,0
Total	170		

M12

	Observed N	Expected N	Residual
certainly disagree	25	34,0	-9,0
disagree	21	34,0	-13,0
partly agree	44	34,0	10,0
agree	33	34,0	-1,0
certainly agree	47	34,0	13,0
Total	170		

M1

	Observed N	Expected N	Residual
certainly disagree	6	34,0	-28,0
disagree	2	34,0	-32,0
partly agree	14	34,0	-20,0
agree	56	34,0	22,0
certainly agree	92	34,0	58,0
Total	170		

M3

	Observed N	Expected N	Residual
certainly disagree	3	34,0	-31,0
disagree	2	34,0	-32,0
partly agree	13	34,0	-21,0
agree	48	34,0	14,0
certainly agree	104	34,0	70,0
Total	170		

M5

	Observed N	Expected N	Residual
certainly disagree	54	34,0	20,0
disagree	38	34,0	4,0
partly agree	28	34,0	-6,0
agree	19	34,0	-15,0
certainly agree	31	34,0	-3,0
Total	170		

M7

	Observed N	Expected N	Residual
certainly disagree	26	34,0	-8,0
disagree	29	34,0	-5,0
partly agree	58	34,0	24,0
agree	32	34,0	-2,0
certainly agree	25	34,0	-9,0
Total	170		

M9

	Observed N	Expected N	Residual
certainly disagree	9	34,0	-25,0
disagree	13	34,0	-21,0
partly agree	34	34,0	,0
agree	60	34,0	26,0
certainly agree	54	34,0	20,0
Total	170		

M11

	Observed N	Expected N	Residual
certainly disagree	17	34,0	-17,0
disagree	20	34,0	-14,0
partly agree	40	34,0	6,0
agree	38	34,0	4,0
certainly agree	55	34,0	21,0
Total	170		

M13

	Observed N	Expected N	Residual
certainly disagree	3	34,0	-31,0
disagree	3	34,0	-31,0
partly agree	21	34,0	-13,0
agree	60	34,0	26,0
certainly agree	83	34,0	49,0
Total	170		

M14

	Observed N	Expected N	Residual
certainly disagree	20	34,0	-14,0
disagree	18	34,0	-16,0
partly agree	33	34,0	-1,0
agree	37	34,0	3,0
certainly agree	62	34,0	28,0
Total	170		

M15

	Observed N	Expected N	Residual
certainly disagree	54	34,0	20,0
disagree	36	34,0	2,0
partly agree	38	34,0	4,0
agree	14	34,0	-20,0
certainly agree	28	34,0	-6,0
Total	170		

M16

	Observed N	Expected N	Residual
certainly disagree	13	34,0	-21,0
disagree	9	34,0	-25,0
partly agree	27	34,0	-7,0
agree	46	34,0	12,0
certainly agree	75	34,0	41,0
Total	170		

M18

	Observed N	Expected N	Residual
certainly disagree	14	34,0	-20,0
disagree	17	34,0	-17,0
partly agree	58	34,0	24,0
agree	44	34,0	10,0
certainly agree	37	34,0	3,0
Total	170		

M17

	Observed N	Expected N	Residual
certainly disagree	15	34,0	-19,0
disagree	19	34,0	-15,0
partly agree	32	34,0	-2,0
agree	33	34,0	-1,0
certainly agree	71	34,0	37,0
Total	170		

end

	Observed N	Expected N	Residual
agree	169	85,0	84,0
disagree	1	85,0	-84,0
Total	170		

mean

	Observed N	Expected N	Residual
2,22	1	4,9	-3,9
2,72	1	4,9	-3,9
2,78	1	4,9	-3,9
2,83	1	4,9	-3,9
2,89	4	4,9	-9
2,94	1	4,9	-3,9
3,00	4	4,9	-9
3,06	4	4,9	-9
3,11	5	4,9	,1
3,17	3	4,9	-1,9
3,22	8	4,9	3,1
3,28	12	4,9	7,1
3,33	4	4,9	-9
3,39	6	4,9	1,1
3,44	13	4,9	8,1
3,50	7	4,9	2,1
3,56	9	4,9	4,1
3,61	11	4,9	6,1
3,67	6	4,9	1,1
3,72	9	4,9	4,1
3,78	7	4,9	2,1
3,83	5	4,9	,1
3,89	7	4,9	2,1
3,94	9	4,9	4,1
4,00	5	4,9	,1
4,06	7	4,9	2,1
4,11	3	4,9	-1,9
4,17	2	4,9	-2,9
4,22	4	4,9	-9
4,28	4	4,9	-9
4,33	2	4,9	-2,9
4,39	2	4,9	-2,9
4,50	1	4,9	-3,9
4,61	1	4,9	-3,9
4,67	1	4,9	-3,9
Total	170		

Appendix.12.Case Processing Summary of Motivation Survey

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GENDER * end	170	100,0%	0	,0%	170	100,0%

GENDER * end Crosstabulation

			end		Total
			agree	disagree	
GENDER	MALE	Count	53	1	54
		% within GENDER	98,1%	1,9%	100,0%
	FEMALE	Count	116	0	116
		% within GENDER	100,0%	,0%	100,0%
Total		Count	169	1	170
		% within GENDER	99,4%	,6%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2,161 ^b	1	,142		
Continuity Correction ^a	,154	1	,694		
Likelihood Ratio	2,306	1	,129		
Fisher's Exact Test				,318	,318
Linear-by-Linear Association	2,148	1	,143		
N of Valid Cases	170				

a. Computed only for a 2x2 table

b. 2 cells (50,0%) have expected count less than 5. The minimum expected count is ,32.

Appendix.13. Frequencies of Motivation Survey

Statistics

end

N	Valid	170
	Missing	0
Mean		1,0059
Minimum		1,00
Maximum		2,00

end

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	169	99,4	99,4	99,4
	disagree	1	,6	,6	100,0
	Total	170	100,0	100,0	

Appendix.15.Frequencies of Anxiety Survey

Statistics

end

N	Valid	170
	Missing	0
Mean		1,1000
Minimum		1,00
Maximum		2,00

end

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	153	90,0	90,0	90,0
	disagree	17	10,0	10,0	100,0
	Total	170	100,0	100,0	

Appendix.16. Chi-Square test of Anxiety Survey

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
end * gender	170	100,0%	0	,0%	170	100,0%

end * gender Crosstabulation

			gender		Total
			male	female	
end	agree	Count	46	107	153
		% within end	30,1%	69,9%	100,0%
	disagree	Count	8	9	17
		% within end	47,1%	52,9%	100,0%
Total		Count	54	116	170
		% within end	31,8%	68,2%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2,038 ^b	1	,153		
Continuity Correction ^a	1,330	1	,249		
Likelihood Ratio	1,926	1	,165		
Fisher's Exact Test				,175	,126
Linear-by-Linear Association	2,026	1	,155		
N of Valid Cases	170				

a. Computed only for a 2x2 table

b. 0 cells (,0%) have expected count less than 5. The minimum expected count is 5,40.

Appendix.17. Chi-Square test of Anxiety Survey

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
gender * end	170	100,0%	0	,0%	170	100,0%

gender * end Crosstabulation

			end		Total
			agree	disagree	
gender	male	Count	46	8	54
		% within gender	85,2%	14,8%	100,0%
	female	Count	107	9	116
		% within gender	92,2%	7,8%	100,0%
Total		Count	153	17	170
		% within gender	90,0%	10,0%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2,038 ^b	1	,153		
Continuity Correction ^a	1,330	1	,249		
Likelihood Ratio	1,926	1	,165		
Fisher's Exact Test				,175	,126
Linear-by-Linear Association	2,026	1	,155		
N of Valid Cases	170				

a. Computed only for a 2x2 table

b. 0 cells (,0%) have expected count less than 5. The minimum expected count is 5,40.

Appendix.18. Mann-Whitney Test of Self Esteem survey

Ranks

	gender	N	Mean Rank	Sum of Ranks
s1	male	54	87,52	4726,00
	female	116	84,56	9809,00
	Total	170		
s2	male	54	95,41	5152,00
	female	116	80,89	9383,00
	Total	170		
s3	male	54	79,14	4273,50
	female	116	88,46	10261,50
	Total	170		
s4	male	54	84,11	4542,00
	female	116	86,15	9993,00
	Total	170		
s5	male	54	96,84	5229,50
	female	116	80,22	9305,50
	Total	170		
s6	male	54	92,09	4973,00
	female	116	82,43	9562,00
	Total	170		
s7	male	54	79,81	4309,50
	female	116	88,15	10225,50
	Total	170		
s8	male	54	74,29	4011,50
	female	116	90,72	10523,50
	Total	170		
s9	male	54	72,48	3914,00
	female	116	91,56	10621,00
	Total	170		
s10	male	54	82,14	4435,50
	female	116	87,06	10099,50
	Total	170		
s11	male	54	91,63	4948,00
	female	116	82,65	9587,00
	Total	170		
s12	male	54	91,55	4943,50
	female	116	82,69	9591,50
	Total	170		
s13	male	54	95,07	5134,00
	female	116	81,04	9401,00
	Total	170		

Appendix.19.Frequencies of Self esteem Survey

Statistics

end

N	Valid	170
	Missing	0
Mean		1,3118
Minimum		1,00
Maximum		2,00

end

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agee	117	68,8	68,8	68,8
	disagree	53	31,2	31,2	100,0
	Total	170	100,0	100,0	

Appendix.20. Chi-Square test of Self esteem Survey

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
end * gender	170	100,0%	0	,0%	170	100,0%

end * gender Crosstabulation

			gender		Total
			male	female	
end	agee	Count	38	79	117
		% within end	32,5%	67,5%	100,0%
	disagree	Count	16	37	53
		% within end	30,2%	69,8%	100,0%
Total		Count	54	116	170
		% within end	31,8%	68,2%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,088 ^b	1	,766		
Continuity Correction ^a	,014	1	,905		
Likelihood Ratio	,089	1	,766		
Fisher's Exact Test				,859	,456
Linear-by-Linear Association	,088	1	,767		
N of Valid Cases	170				

a. Computed only for a 2x2 table

b. 0 cells (,0%) have expected count less than 5. The minimum expected count is 16,84.

Appendix.21.Chi-Square test of Self esteem survey

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
gender * end	170	100,0%	0	,0%	170	100,0%

gender * end Crosstabulation

			end		Total
			agee	disagree	
gender	male	Count	38	16	54
		% within gender	70,4%	29,6%	100,0%
	female	Count	79	37	116
		% within gender	68,1%	31,9%	100,0%
Total		Count	117	53	170
		% within gender	68,8%	31,2%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,088 ^b	1	,766		
Continuity Correction ^a	,014	1	,905		
Likelihood Ratio	,089	1	,766		
Fisher's Exact Test				,859	,456
Linear-by-Linear Association	,088	1	,767		
N of Valid Cases	170				

a. Computed only for a 2x2 table

b. 0 cells (,0%) have expected count less than 5. The minimum expected count is 16,84.

Appendix.22.Npar Tests of Anxiety Survey

a1

	Observed N	Expected N	Residual
certainly agree	19	34,0	-15,0
agree	28	34,0	-6,0
partly agree	36	34,0	2,0
disagree	53	34,0	19,0
certainly disagree	34	34,0	,0
Total	170		

a2

	Observed N	Expected N	Residual
certainly disagree	5	34,0	-29,0
disagree	9	34,0	-25,0
partly agree	37	34,0	3,0
agree	66	34,0	32,0
certainly agree	53	34,0	19,0
Total	170		

a3

	Observed N	Expected N	Residual
certainly disagree	39	34,0	5,0
disagree	30	34,0	-4,0
partly agree	41	34,0	7,0
agree	18	34,0	-16,0
certainly agree	42	34,0	8,0
Total	170		

a4

	Observed N	Expected N	Residual
certainly disagree	28	34,0	-6,0
disagree	36	34,0	2,0
partly agree	39	34,0	5,0
agree	32	34,0	-2,0
certainly agree	35	34,0	1,0
Total	170		

a5

	Observed N	Expected N	Residual
certainly disagree	55	34,0	21,0
disagree	39	34,0	5,0
partly agree	30	34,0	-4,0
agree	24	34,0	-10,0
certainly agree	22	34,0	-12,0
Total	170		

a6

	Observed N	Expected N	Residual
certainly disagree	17	34,0	-17,0
disagree	9	34,0	-25,0
partly agree	39	34,0	5,0
agree	45	34,0	11,0
certainly agree	60	34,0	26,0
Total	170		

a7

	Observed N	Expected N	Residual
certainly disagree	61	34,0	27,0
disagree	34	34,0	,0
partly agree	31	34,0	-3,0
agree	25	34,0	-9,0
certainly agree	19	34,0	-15,0
Total	170		

a8

	Observed N	Expected N	Residual
certainly agree	29	34,0	-5,0
agree	33	34,0	-1,0
partly agree	42	34,0	8,0
disagree	31	34,0	-3,0
certainly disagree	35	34,0	1,0
Total	170		

a9

	Observed N	Expected N	Residual
certainly disagree	20	34,0	-14,0
disagree	21	34,0	-13,0
partly agree	24	34,0	-10,0
agree	42	34,0	8,0
certainly agree	63	34,0	29,0
Total	170		

a10

	Observed N	Expected N	Residual
certainly disagree	21	34,0	-13,0
disagree	18	34,0	-16,0
partly agree	37	34,0	3,0
agree	47	34,0	13,0
certainly agree	47	34,0	13,0
Total	170		

a11

	Observed N	Expected N	Residual
certainly agree	26	34,0	-8,0
agree	31	34,0	-3,0
partly agree	41	34,0	7,0
disagree	32	34,0	-2,0
certainly disagree	40	34,0	6,0
Total	170		

a12

	Observed N	Expected N	Residual
certainly disagree	24	34,0	-10,0
disagree	21	34,0	-13,0
partly agree	45	34,0	11,0
agree	38	34,0	4,0
certainly agree	42	34,0	8,0
Total	170		

a13

	Observed N	Expected N	Residual
certainly disagree	14	34,0	-20,0
disagree	18	34,0	-16,0
partly agree	44	34,0	10,0
agree	34	34,0	,0
certainly agree	60	34,0	26,0
Total	170		

a14

	Observed N	Expected N	Residual
certainly disagree	40	34,0	6,0
disagree	44	34,0	10,0
partly agree	37	34,0	3,0
agree	20	34,0	-14,0
certainly agree	29	34,0	-5,0
Total	170		

Appendix.23. Frequency Tests of Self Esteem Survey

Statistics

N	Valid	170	170	170	170	170	170	170	170	170	170	170	170	170	170
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		2,9882	2,5176	3,0294	3,3706	2,1471	2,0235	3,3882	3,1765	3,2059	3,3000	2,5059	2,2706	2,4118	2,0000
Median		3,0000	2,0000	3,0000	3,0000	2,0000	1,5000	4,0000	3,0000	3,0000	3,0000	2,0000	2,0000	2,0000	2,0000
Mode		3,00	1,00	1,00	5,00	1,00	1,00	4,00	3,00	3,00	3,00	1,00	1,00	1,00	1,00

s1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certainly disagree	28	16,5	16,5	16,5
disagree	35	20,6	20,6	37,1
partly agree	48	28,2	28,2	65,3
agree	29	17,1	17,1	82,4
certainly agree	30	17,6	17,6	100,0
Total	170	100,0	100,0	

s2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certainly disagree	48	28,2	28,2	28,2
disagree	44	25,9	25,9	54,1
partly agree	33	19,4	19,4	73,5
agree	32	18,8	18,8	92,4
certainly agree	13	7,6	7,6	100,0
Total	170	100,0	100,0	

s3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certainly disagree	40	23,5	23,5	23,5
disagree	21	12,4	12,4	35,9
partly agree	37	21,8	21,8	57,6
agree	38	22,4	22,4	80,0
certainly agree	34	20,0	20,0	100,0
Total	170	100,0	100,0	

s4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certainly disagree	23	13,5	13,5	13,5
disagree	23	13,5	13,5	27,1
partly agree	44	25,9	25,9	52,9
agree	28	16,5	16,5	69,4
certainly agree	52	30,6	30,6	100,0
Total	170	100,0	100,0	

s5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certainly disagree	68	40,0	40,0	40,0
disagree	47	27,6	27,6	67,6
partly agree	31	18,2	18,2	85,9
agree	10	5,9	5,9	91,8
certainly agree	14	8,2	8,2	100,0
Total	170	100,0	100,0	

s6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certainly disagree	85	50,0	50,0	50,0
disagree	37	21,8	21,8	71,8
partly agree	23	13,5	13,5	85,3
agree	9	5,3	5,3	90,6
certainly agree	16	9,4	9,4	100,0
Total	170	100,0	100,0	

s7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certainly disagree	19	11,2	11,2	11,2
disagree	22	12,9	12,9	24,1
partly agree	42	24,7	24,7	48,8
agree	48	28,2	28,2	77,1
certainly agree	39	22,9	22,9	100,0
Total	170	100,0	100,0	

s8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certainly disagree	17	10,0	10,0	10,0
disagree	34	20,0	20,0	30,0
partly agree	54	31,8	31,8	61,8
agree	32	18,8	18,8	80,6
certainly agree	33	19,4	19,4	100,0
Total	170	100,0	100,0	

s9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certainly disagree	11	6,5	6,5	6,5
disagree	34	20,0	20,0	26,5
partly agree	59	34,7	34,7	61,2
agree	41	24,1	24,1	85,3
certainly agree	25	14,7	14,7	100,0
Total	170	100,0	100,0	

s10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certainly disagree	19	11,2	11,2	11,2
disagree	29	17,1	17,1	28,2
partly agree	45	26,5	26,5	54,7
agree	36	21,2	21,2	75,9
certainly agree	41	24,1	24,1	100,0
Total	170	100,0	100,0	

s11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certainly disagree	51	30,0	30,0	30,0
disagree	40	23,5	23,5	53,5
partly agree	34	20,0	20,0	73,5
agree	32	18,8	18,8	92,4
certainly agree	13	7,6	7,6	100,0
Total	170	100,0	100,0	

s12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certainly disagree	61	35,9	35,9	35,9
disagree	45	26,5	26,5	62,4
partly agree	32	18,8	18,8	81,2
agree	21	12,4	12,4	93,5
certainly agree	11	6,5	6,5	100,0
Total	170	100,0	100,0	

s13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certainly disagree	56	32,9	32,9	32,9
disagree	38	22,4	22,4	55,3
partly agree	38	22,4	22,4	77,6
agree	26	15,3	15,3	92,9
certainly agree	12	7,1	7,1	100,0
Total	170	100,0	100,0	

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