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THE EFFECT OF SELF CONFIDENCE ON SECOND LANGUAGE
ACQUISITION

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CHAPTER 1

STATEMENT OF THE PROBLEM

Verbal skills is one of the most important features which distinguish man from other creatures. People express themselves through speech. But many people who have no skills attitudes required for effective communication have communication problems. These people may behave passively or aggressively. These individuals are dissatisfied in their social and personal life.

“Assertive individuals can establish meaningful relationship. There is a positive correlation between assertiveness and self-esteem.”(Nadim P, 1995)

Learning a new language is a difficult and stressful process. In this process, English language students are expected to have a high self-confidence, to express themselves, to communicate effectively, and to be able to defend himself or herself.

1.1 Review of The Literature

1.1.1. Definition of Assertiveness

In this study I researched many articles, writers and books who are related with in lack of self confidence in the ELT classroom. According to Jesika Kingsley “we can support children by;

- being serious about their internal monolog.
- showing genuine warmth and respect for them as unique individuals.
- being fully aware of how our actions and words effect each child’s self-concepts and therefore their levels of self-esteem.
- helping them to develop self-awareness and self-realization about how their behaviour affects other people.
- helping them to develop the ability to make realistic self-evaluations.
- helping them to understand that self-esteem can change in form and intensity according to many different factors that this is normal and that needed not to have a negative effect on their overall sense of self and worth-whileness.”(Plummer 26)

Students who have lack of self-confidence can not state their thoughts and feelings.

“Low self-esteem is associated with a predisposition to depression and anxiety. Self-respect and a favorable opinion of one self grow from the way others treat us and the way we cope with experiences. Self-respect is developed through feedback experience and is strongly dependent on the quality of relationships with parents, teachers and peers. Acceptance is a crucial factor in the development of self-esteem.”(Gurney, 2000,p.64)

“Self-confidence primarily refers to having a positive and realistic perception of ourselves and our abilities. Self confidence is characterized by optimism, eagerness pride, independence, trust to handle criticism, emotional maturity and the ability to accurately assess our capabilities.”(Machado 19)

It is known that most of students or learners suffer from being shy and lack of self confidence in the class .This study has investigated impact of self-confidence on English Language Teaching students in the class.

Self esteem and second language acquisition research has shown that it is an important affective variable in successful second language acquisition. Heyde (1979) examined the effects of self esteem on oral performance by American college students learning French as a foreign language. She showed that self confidence correlated positively with the students' scores in oral performance measures.

Three levels of self esteem have been mentioned in the literature; Global, situational task self esteem (Brown, 2000,p.145). Global self esteem is the general assessment one makes of one's own worth or value over time and across different situations such as education, work, and home. Task self esteem refers to one's own assessment in particular tasks of particular situations. In second language acquisition domain, task self esteem may be related to particular language skills such as listening, speaking, listening and writing.

MacIntyre, Dornyei, Clement and Noels (1988) suggested that self confidence significantly contributes to the learner's willingness to communicate in a foreign language. According to them, affective factors such as motivation, personality, intergroup climate and self esteem underlie willingness to communicate and the factor of self confidence including overall self esteem in L2 and situational self confidence in communication play an important role in determining the learner's willingness to communicate.

According to Wolpe (1958) and Lazarus (1996) assertiveness is the effective communication of personal thoughts and feelings in interpersonal encounters in a fashion that respects and regards the thoughts and feelings of others (Elliott & Gramling, 1990 , pp 427-436). Alberti and Emmons (1974) defined assertiveness as acting in one's own best interest without anxiety or destroying the rights of others (Jakubowski & Lange, 1980, p.14)

People who are assertive develop confidence and satisfaction in their ability to interact effectively with others. According to Jakubowski-Spector (1973) and Alberti and Emmons (1970), those who do not assert themselves lack self confidence in their feelings, beliefs and opinions, and these people are less likely to assert themselves in unpleasant social interactions (Ernst & Heesacker, 1993, pp.37-45)

Assertion involves standing up for personal rights and expressing thoughts, feelings and beliefs in direct, honest and appropriate ways without violating another person's rights. College students with low levels of assertiveness report more loneliness than do assertive students (Jakubowski & Lange, 1980, p.7)

Rathus (1975) defines assertiveness as respect for one self, that is, expressing one's needs and defending one's rights, while respecting for other person's needs and rights (Perry, 1988, pp.99-103). According to Cooper Smith (1967) self esteem is a personal judgement of worthiness that is expressed in the attitudes that individuals hold towards themselves."(p.5)

CHAPTER 2

METHOD

2.1 Hypotheses and Variables

In this study following hypothesis are investigated;

Hypothesis I. Assertiveness is associated with the acquisition of second language.

Hypothesis II. There is a significant difference between assertiveness levels of the both Atatürk and Aydın universities.

Hypothesis III. There is a significant difference between exam scores of the both Atatürk and Aydın universities.

Hypothesis IV. There is no significant difference between the distribution of the gender (male and female) and in terms of first semester final exam score.

Hypothesis V. There is no significant difference between the distribution of the middle assertive students and the assertive students in the universities in terms of first semester final exam score.

The population of our descriptive study, which was conducted to determine self-confidence and assertiveness levels of English language learning students, consisted of the students of İstanbul Aydın University English Preparatory Program and Erzurum Atatürk University English Preparatory Program. Data is collected by Rathus Assertiveness Schedule (RAS).

In this study I tried to find the reasons that were behind lack of self-confidence of many students in the class and how lack of self-confidence could have a negative impact on students level of second language acquisition. I think that students who have lack of self-confidence are generally unhappy and more negative than students who have self-confidence, In my research, I tried to examine the opinions of many of my students who have lack of self-confidence. I asked some questions about the participant students in The Rathus Assertiveness Schedule.

The result of the questionnaire which is applied to the university students shows that there was lack of self-confidence in students.

Research was carried out in English language education and training, including some classes in İstanbul Aydın University. English Preparatory Program and Atatürk University in Erzurum. The study was based upon the students first semester final exam scores from both universities.

2.2 Assumptions

1. Subjects are representative of the population.
2. The instruments used in the study are reliable and valid.
3. Subjects will be sincere in responding to the inventories.

2.3. Instrumentation

2.3.1 The Rathus Assertiveness Schedule (RAS)

The Rathus Assertiveness Schedule (RAS) was used in this study (Appendix A), because the validity and reliability studies of the RAS indicate moderately high correlations (Voltan, 1980).

The Rathus Assertiveness Schedule (RAS) utilizes a standardized of Wolp Lazarus technique (Jakubowski & Lange, 1980) It measures assertiveness and includes a 30 item scale it was constructed by Rathus and it focuses on assertive behaviors of college students. It is a brief test, easy to administer and score. It has reserve items and national norms for college and university students (Dawley and Wenrich, 1976).

Average score for Males: 12 Standart Deviation :22

Average score for Females: 7 Standart Deviation: 22

The RAS ranges from -90 to +90. +90 shows the highest level of assertiveness (Voltan, 1980). It is a six-step scale: +3 highly characteristic, -1 somewhat uncharacteristic, -2 rather uncharacteristic, -3 highly uncharacteristic (Dawley, Wenrich, 1976).

Rathus reports a moderate correlation ($r=.34$) with assertiveness as measured by correlating subject's assertion test score with friends' ratings of their behavior (Jakubowski and Lacks, 1975; Jakubowski and Lange, 1978). Other studies report correlation coefficients ranging from .62 to .70 (Voltan, 1981).

2.3.1.1 Validity of the RAS

The validity of the RAS was obtained in a study which was conducted by Voltan in 1980 on Hacettepe University students. .70 was the validity coefficient which was obtained by correlating student's test scores with the academic advisor's and a teacher's ratings of the student's behaviors. (Ramazan, 1988 , pp. 513-516)

2.3.1.2. Reliability of the RAS

Rathus found that test-retest reliability studies report a relatively high correlation coefficient of .76 over a 15 day period (Voltan, 1980). Vaal and Mccullagh's test-retest reliability study at the junior high school level demonstrated a correlation coefficient of .76. The reliability coefficient was .77 with the method of split-half method.(Voltan, 1980).

Test-retest reliability coefficient of .92 was obtained in the study which was conducted by Voltan (1980) on Hacettepe University Students over a 15 day period. Voltan also found a reliability coefficient of .77 using the method of split-half with these students (Ramazan, 1988, pp.513-516).

2.4 Data Analysis

While assessing the findings obtained in this study, the statistical package was used for statistical analysis.

Data evaluation was performed by descriptive statistical methods. (Frequency, percentage, mean, standard deviation).

Pearson's correlation analysis was used to determine the relations between the among assertiveness/self-confidence and success. Quantitative comparison of data of two groups was used for the test comparison between groups in the independent variables.

One Way ANOVA test was used in case there are more than two groups of parameters in one-way comparison between groups.

CHAPTER 3 RESULTS

In this part, the percentage of participant, frequency, average, standard deviation and table are analyzed and also the relationships and differences among variables are explained.

Table 1. Sample Distribution in Terms of Universities

	n
Atatürk University	89
Aydın University	89
Total	178

89 students who participated in the survey were from Atatürk University and other 89 of them were from Aydın University.

Table 2. Sample Distrubition in Terms of Sections

Atatürk University (n=89)		Aydın University (n=89)	
Section No :	N	Section No:	n
1	25	105	18
2	11	108	18
4	15	206	8
5	18	218	3
8	20	305	14
		306	13
		307	15

Table 3. Gender Distrubition in Terms of Universities

		Atatürk University (n=89)		Aydın University (n=89)		p
		n	%	n	%	
Gender	Female	28	%31,5	27	%30,3	$\chi^2=0,026$ p=0,817
	Male	61	%68,5	62	%69,7	

No significant difference was found between the distribution of the girls' and the boys' in universities.

Table4. Category of Rathus Assertiveness Distribution in Terms of Universities

		Atatürk University (n=89)		Aydın University (n=89)		p
		N	%	n	%	
Rathus Assertiveness	Middle	55	%61,8	48	%53,9	$\chi^2=1,129$ p=0,288
	Assertiveness	34	%38,2	41	%46,1	

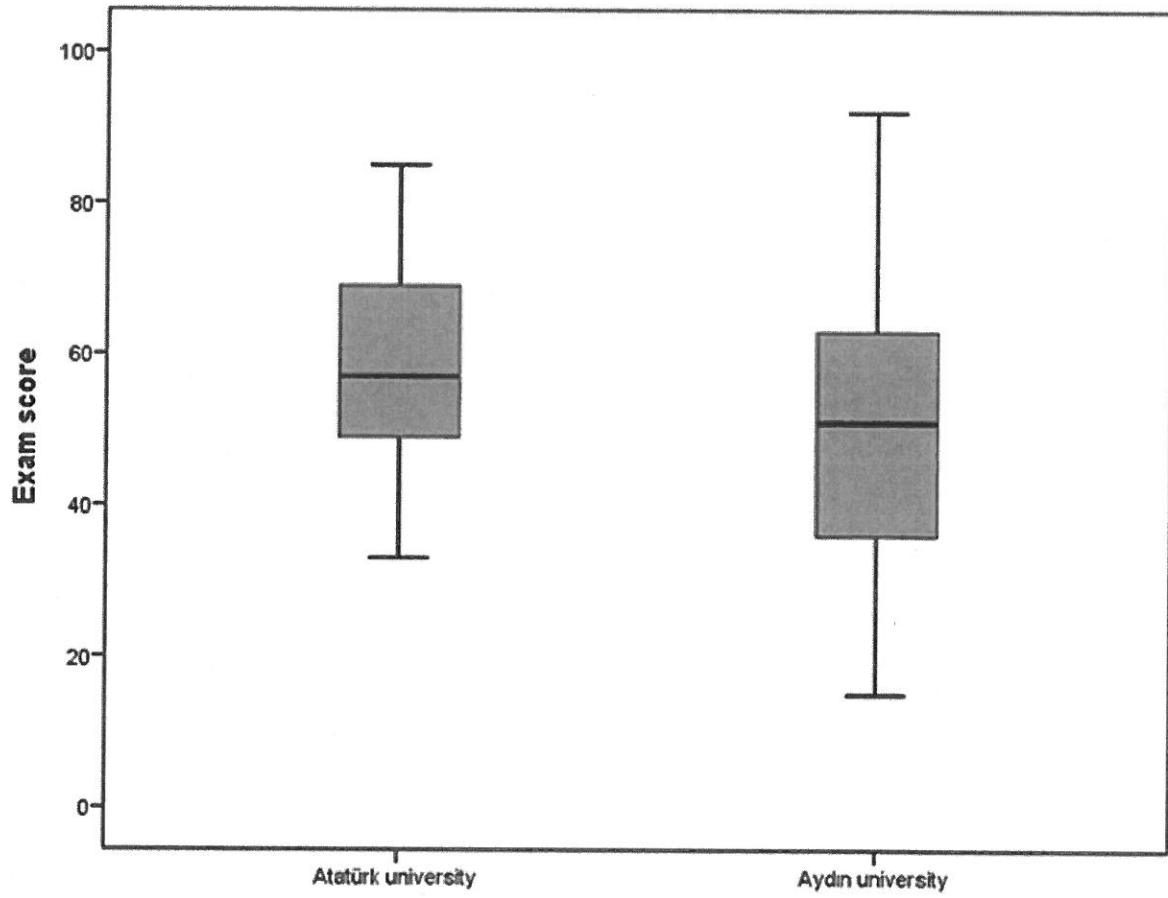
No significant difference was found between the distribution of the middle assertive students and the assertive students in the both universities.

Table 5. Differences between Atatürk University and Aydın University

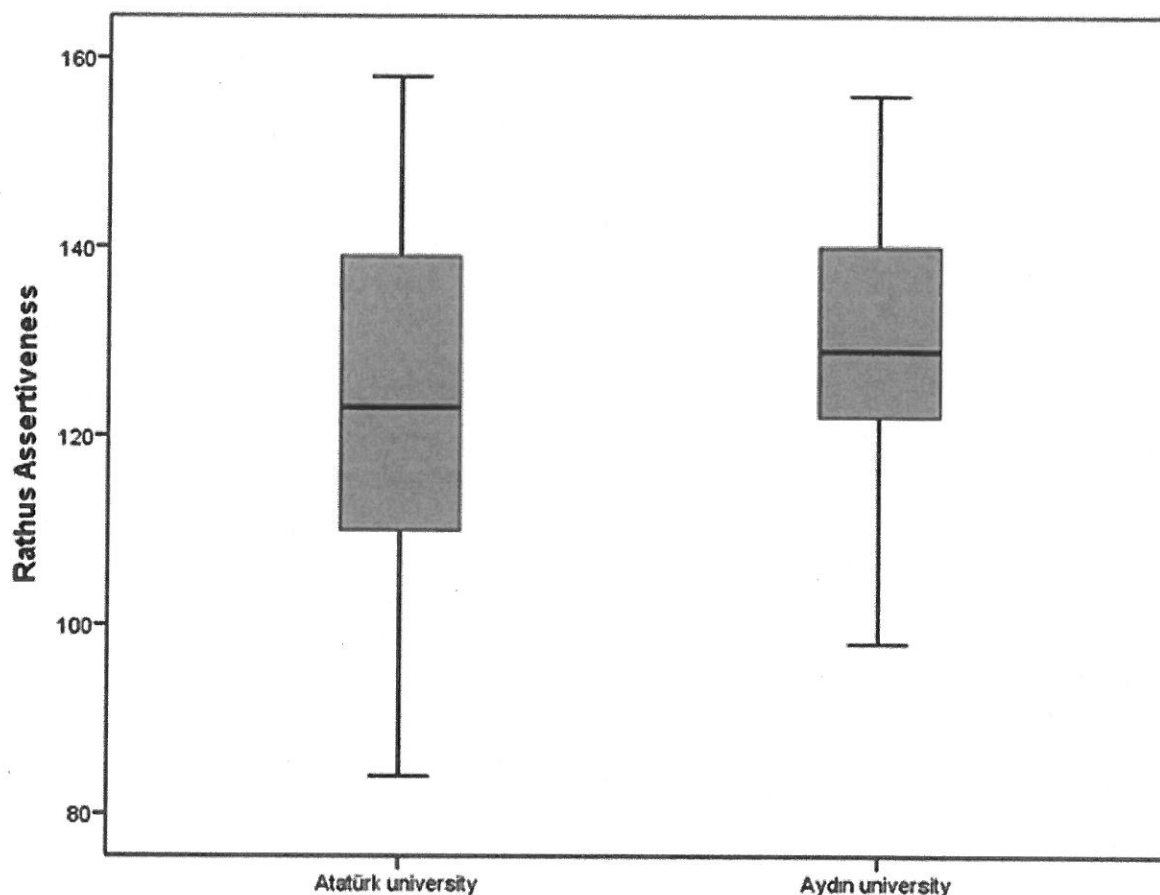
	Atatürk University (n=89)		Aydın University (n=89)		t	p
	Mean	SD	Mean	SD		
Exam Score	58,550	12,245	51,640	18,703	2,918	0,004**
Rathus Assertiveness	124,290	17,530	129,690	13,044	2,329	0,021*

Comparing the two universities, significant difference was found in the exam scores. ($p=0,004<0,01$). Exam scores of the students of Atatürk University was higher than exam scores of the students of Aydın University.

Comparing the two universities, significant difference was found in assertiveness levels. ($p=0,021<0,05$). Assertiveness levels of the students of Atatürk University was lower than assertiveness level of the students of Aydın University.



***This chart displays exam scores of Atatürk University and Aydın University.



***This chart displays assertiveness level of Atatürk University and Aydın University.

Table 6. Relationships among gender and exam scores and Rathus Assertiveness in Atatürk University.

	Female (n=28)		Male (n=61)		T	p
	Mean	SD	Mean	SD		
Exam Score	60,000	13,800	57,890	11,523	0,755	0,452
Rathus Assertiveness	120,000	16,848	126,260	17,619	-1,578	0,118

No significant difference was found between the exam scores of female and male students in Atatürk University. ($p=0,452>0,05$).

No significant difference was found between the assertiveness levels of female and male students in Atatürk University. ($p=0,118>0,05$).

Table 7. Relationships among gender ,exam scores and Rathus Assertiveness in Aydın University.

	Female (n=27)		Male (n=62)		t	p
	Mean	SD	Mean	SD		
Exam Score	54,520	16,440	50,380	19,600	0,959	0,340
Rathus Assertiveness	129,410	12,574	129,810	13,343	-0,132	0,895

No significant difference was found between the exam scores of female and male students in Aydın University. ($p=0,340>0,05$).

No significant difference was found between the assertiveness levels of female and male students in Aydın University. ($p=0,895>0,05$).

Table 8. Relationships between exam score and Rathus Assertiveness

	n	r	p
All Students	178	0,012	0,878
Atatürk University	89	-0,081	0,453
Aydın University	89	0,172	0,106

No significant correlation was found between exam score and Rathus Assertiveness.

Table 9. Relationships between exam score and Rathus Assertiveness

		Gender	Exam score	Rathus Assertiveness
Atatürk university	female	Pearson Correlation	1	-,187
		Exam score	Sig. (2-tailed)	,341
		N	28	28
	Rathus Assertiveness	Pearson Correlation	-,187	1
		Sig. (2-tailed)	,341	
		N	28	28
male	Pearson Correlation	1	-,008	
	Exam score	Sig. (2-tailed)	,953	
	N	61	61	
Rathus Assertiveness	Pearson Correlation	-,008	1	
	Sig. (2-tailed)	,953		
	N	61	61	
Aydın university	female	Pearson Correlation	1	,153
		Exam score	Sig. (2-tailed)	,447
		N	27	27
	Rathus Assertiveness	Pearson Correlation	,153	1
		Sig. (2-tailed)	,447	
		N	27	27
male	Pearson Correlation	1	,182	
	Exam score	Sig. (2-tailed)	,156	
	N	62	62	
Rathus Assertiveness	Pearson Correlation	,182	1	
	Sig. (2-tailed)	,156		
	N	62	62	

No significant correlation was found between exam scores and Rathus Assertiveness.

Table 10. Difference between Atatürk University and Aydın University.**(Female only)**

	Atatürk University (n=28)		Aydın University (n=27)		t	p
	Mean	SD	Mean	SD		
Exam Score	60,000	13,800	54,520	16,440	1,341	0,186
Rathus Assertiveness	120,000	16,848	129,410	12,574	2,340	0,023*

No significant difference was found between the exam scores of Aydın University and Atatürk University among female students. ($p=0,186>0,05$).

According to the types of universities, it was found that the difference of assertiveness levels was significant among only female students. ($p=0,023<0,01$). Assertiveness levels of female students of Atatürk University was lower than assertiveness levels of female students of Aydın University.

Table 11. Difference between Atatürk University and Aydın University**(Male only)**

	Atatürk University (n=61)		Aydın University (n=62)		t	P
	Mean	SD	Mean	SD		
Exam Score	57,890	11,523	50,380	19,600	2,583	0,011*
Rathus Assertiveness	126,260	17,619	129,810	13,343	1,259	0,212

According to the types of universities it was found that the difference was significant in exam scores of only male students. ($p=0,011<0,01$).

Assertiveness levels of male students of Atatürk University was lower than assertiveness levels of male students of Aydın University.

Significant difference was found between the assertiveness levels of only male students of Aydın University and Atatürk University ($p=0,212>0,05$).

Table 12. Difference among Classes According to Rathus Assertiveness

		n	Mean	SD	F	P
Atatürk University	2.grup	25	121,120	13,578	2,462	0,051
	3.grup	11	132,818	15,355		
	4.grup	15	116,933	20,232		
	5.grup	18	131,444	18,557		
	8.grup	20	122,650	17,527		
Aydın University	105	18	127,722	14,628	1,122	0,357
	108	18	125,333	14,050		
	206	8	136,375	7,386		
	218	3	126,333	11,015		
	305	14	134,571	15,722		
	306	13	129,769	9,488		
	307	15	129,733	11,726		

No significant difference was found between the assertiveness levels of classes in Atatürk University. ($p=0,051>0,05$).

No significant difference was found between the assertiveness levels of classes in Aydın University. ($p=0,357>0,05$).

CHAPTER 4 DISCUSSION

This study was concerned with what relationships ELT students' self confidence and second language acquisition. This is a problem of a large number of students, especially who are not able to speak English well and they don't like to participate in speaking in the classroom.

In the literature found that self confidence and second language acquisition were closely correlated with oral performance although the results of this study show that the relationship between self confidence and second language acquisition is not statistically significant, so students need a special help to deal with lack of self confidence. English teachers should help them participate in speaking English in the class without being afraid of making mistakes.

This encouragement by teachers will help students to be self-confident and overcome the feeling of shyness in the class. In this regard, it should be taken into consideration that learning a new language affects the psychological feeling of students. Paying more attention to this issue by teachers and administrative specialists in schools. It will lead to being more successful in the other subjects of education in addition to English.

In our opinion, teachers should find creative ways to design active learning environments so that students can participate in the lessons. Turkish-English teachers are very good at grammar because that's the way they generally learn English. Because students are mainly focused on grammar during their education, and the skills like speaking, writing and listening are omitted and left undeveloped.

In this study results are evaluated in terms of some sub-variables such as gender, sections, type of university and comparing two universities' exam scores with assertiveness levels. The results showed significant difference between the students of the two universities. Assertiveness levels of students of Atatürk University were lower than assertiveness levels of students of Aydın University.

Comparing the two universities, significant difference was found in assertiveness levels. Assertiveness levels of students of Atatürk University was lower than assertiveness levels of students of Aydın University.

According to the result we can say that assertiveness levels of state university students is lower than the assertiveness level of private university students. It is known that the state university students and private university students have different socio-economic and cultural status, so these factors may cause the obtain the result.

This study could not show the relationship between lack of self-confidence and assertiveness and success, because may be the sample in this study was not heterogeneous enough. Thus, the similar research must be investigated on larger groups of students to be able to get more accurate results.

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Appendix A.

No	Questionnaire (RATHUS ASSERTIVENESS SCHEDULE)
1	<p>Most people seem to be more aggressive and assertive than I am.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
2	<p>I have hesitated to make or accept dates because of "shyness</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
3	<p>When the food served at a restaurant is not done to my satisfaction, I complain about it to the waiter or waitress.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
4	<p>I am careful to avoid hurting other people's feelings, even when I feel that I have been injured.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>

5	<p>If a salesperson has gone to considerable trouble to show me merchandise that is not quite suitable, I have a difficult time saying "No."</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
6	<p>When I am asked to do something, I insist upon knowing why.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
7	<p>There are times when I look for a good, vigorous argument.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
8	<p>I strive to get ahead as well as most people in my position.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
9	<p>To be honest, people often take advantage of me.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>

10	<p>I enjoy starting conversations with new acquaintances and strangers.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
11	<p>I often don't know what to say to people I find attractive.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
12	<p>I will hesitate to make phone calls to business establishments and institutions.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
13	<p>I would rather apply for a job or for admission to a college by writing letters than by going through with personal interviews.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
14	<p>I find it embarrassing to return merchandise.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>

15	<p>If a close and respected relative were annoying me, I would smother my feelings rather than express my annoyance.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
16	<p>I have avoided asking questions for fear of sounding stupid.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
17	<p>During an argument, I am sometimes afraid that I will get so upset that I will shake all over.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
18	<p>If a famed and respected lecturer makes a comment which I think is incorrect, I will have the audience hear my point of view as well.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
19	<p>I avoid arguing over prices with clerks and salespeople.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>

20	<p>When I have done something important or worthwhile, I manage to let others know about it.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
21	<p>I am open and frank about my feelings.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
22	<p>If someone has been spreading false and bad stories about me, I see him or her as soon as possible and "have a talk" about it.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
23	<p>I often have a hard time saying "No."</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
24	<p>I tend to bottle up my emotions rather than make a scene.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>

25	<p>I complain about poor service in a restaurant and elsewhere.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
26	<p>When I am given a compliment, I sometimes just don't know what to say.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
27	<p>If a couple near me in a theater or at a lecture were conversing rather loudly, I would ask them to be quiet or to take their conversation elsewhere.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
28	<p>Anyone attempting to push ahead of me in a line is in for a good battle.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>
29	<p>I am quick to express an opinion.</p> <p>(3)Very much like me (2) Rather like me (1)Slightly like me</p> <p>(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me</p>

30 There are times when I just can't say anything.

(3)Very much like me (2) Rather like me (1)Slightly like me

(-1)Slightly unlike me (-2)Rather unlike me (-3)Very much unlike me

Appendix B.

THE RATHUS ASSERTIVENESS SCHEDULE (RAS)

Rathus Atılganlık Envanteri

AÇIKLAMA:Aşağıda sizlere 30 maddelik bir envanter verilmiştir. Her maddeyi dikkatlice okuyup size uygunluk derecesine göre değerlendiriniz ve soruların sonundaki seçeneklerden size uygun olanı yuvarlak içine alınız.

+3 Bana çok iyi uyuyor.	Beni çok iyi anlatıyor.
+2 Bana oldukça uyuyor.	Beni oldukça anlatıyor.
+1 Bana biraz uyuyor.	Beni biraz anlatıyor.
-1 Bana pek uymuyor.	Beni pek anlatmıyor.
-2 Bana oldukça uymuyor.	Beni oldukça anlatmıyor.
-3 Bana hiç uymuyor.	Beni hiç anlatmıyor.

1-Bence insanların çoğu benden daha atılgan ve saldırgandır. +3 +2 +1 -1 -2 -3

2-Sıkılganlığım yüzünden karşı cinse herhangi bir öneride bulunamıyorum yada onların önerilerini kabul edemiyorum. +3 +2 +1 -1 -2 -3

3-Bir lokantada isteğime göre hazırlanmamış bir yemek getirilince garsona şikayette bulunurum. +3 +2 +1 -1 -2 -3

4-Başkalarının beni kıldıklarını farketdiğim halde onları incitmemeye dikkat ederim.

+3 +2 +1 -1 -2 -3

5-İstemediğim bir malı almam ısrar edilirse "hayır" demekte zorluk çekerim.

+3 +2 +1 -1 -2 -3

6-Benden bir şey yapmam istendiğinde nedenini öğrenmekte ısrar ederim.

+3 +2 +1 -1 -2 -3

7-İnsanı geliştirici ve sert tartışmalara katılmak istediğim zamanlar olur.

+3 +2 +1 -1 -2 -3

8-Benim durumumdaki herkes gibi ben de yükselmek için çabalarım.

+3 +2 +1 -1 -2 -3

9-Doğrusunu isterseniz insanlar beni kullanır.

+3 +2 +1 -1 -2 -3

10-Yeni tanıştığım insanlarla ya da yabancılarla rahatlıkla konuşurum.

+3 +2 +1 -1 -2 -3

11-Karşı cinsden birine ne söyleyeceğimi çoğu kez bilmem.

+3 +2 +1 -1 -2 -3

12-Resmi telefon konuşmaları yapmaktan çekinirim.

+3 +2 +1 -1 -2 -3

13-Bir işe mektup yazarak başvurmayı yüzyüze görüşmeye tercih ederim.

+3 +2 +1 -1 -2 -3

14-Satın aldığım şeyleri geri vermekten sıkılırım.

+3 +2 +1 -1 -2 -3

15-Beni rahatsız eden saygıdeğer bir yakınıma rahatsızlığımı ifade etmek yerine duygularımı ondan saklamayı yeğlerim.

+3 +2 +1 -1 -2 -3

16-Aptalca görünürüm korkusuyla soru sormaktan çekinirim.

+3 +2 +1 -1 -2 -3

17-Bir tartışma sırasında kızdığım hırslandığım belli olacak diye korkarım.

+3 +2 +1 -1 -2 -3

18-Tanınmış ve saygı duyulan bir kimsenin yanlış bir şey söylediğini duyduğumda dinleyenlere kendi görüşümü de duyurmaya çalışırım.

+3 +2 +1 -1 -2 -3

19-Satıcılarla pazarlık yapmaktan kaçınırım.

+3 +2 +1 -1 -2 -3

20-Önemli ve değerli bir iş yaptığımda başkalarının bunu öğrenmesinde sakınca görmem.

+3 +2 +1 -1 -2 -3

21-Duygularımı ifade ederken samimiyimdir.

+3 +2 +1 -1 -2 -3

22-Biri benim hakkımda yanlış ve kötü birşeyler söylerse hemen o kişi ile konuşurum.

+3 +2 +1 -1 -2 -3

23-Çoğunlukla hayır demekte güçlük çekerim.

+3 +2 +1 -1 -2 -3

24-Duygularımı anında ortaya çıkarmaktansa biriktirmeyi yeğlerim.

+3 +2 +1 -1 -2 -3

25-Kötü bir hizmetten şikayetçi olurum.

+3 +2 +1 -1 -2 -3

26-Övüldüğümde bazen ne diyeceğimi bilemem.

+3 +2 +1 -1 -2 -3

27-Tiyatro konferans gibi topluluklarda iki kişi yüksek sesle konuşursa, onlara susmalarını ya da konuşmalarına başka bir yerde devam etmelerini söylerim.

+3 +2 +1 -1 -2 -3

28-Kuyrukta öne geçen birine yaptığının yanlış bir şey olduğunu söylerim.

+3 +2 +1 -1 -2 -3

29-Fikrimi ifade etmekte zorluk çekmem.

+3 +2 +1 -1 -2 -3

30-Hiç birşey söyleyemediğim zamanlar olur.

+3 +2 +1 -1 -2 -3

Appendix C.

RUTHUS ATILGANLIK ENVANTERİNİN DEĞERLENDİRMESİ

Atılganlık: Kişiler arası ilişkilerde atılganlığın ölçülmesi amacıyla Rathus Assertiveness Schedüle (Rathus, 1973) kullanılmıştır. **Bu envanter farklı kültürlere uygulanması, kısa oluşu, değerlendirmesinin kolay oluşu gibi avantajlar taşımaktadır.** Voltan (1980) tarafından Türkçe'ye uyarlandı.

R. A. E. 30 maddeden oluşmaktadır. Olumlu ve olumsuz ifadeler bulunmaktadır. Bunların puanlanması da farklıdır. Olumlu ifadelerin toplamı ile olumsuz ifadelerin toplamlarını, toplayacağız. Çekingenliğe doğru uzanan uç 30 puan, atılganlığa uzanan uç puan ise 180 dir.

Güvenirliliği: Test tekrar yöntemi ile 78, testin iki yarıya bölünmesi yöntemi ile de 77, bulunmuştur. Voltan ise Türkçe'ye çevirisinde ise test tekrarı yöntemi ile 92, testin yarıya bölünmesi yöntemi ile de 63 ve 77 güvenirliliğini bulmuştur.

Olumlu ifadeler: 3, 6, 7, 8, 10, 18, 20, 21, 22, 25, 27, 28, 29 (13 madde) bulunmaktadır. Bu sorularda verilecek puanlarda şöyledir.

3 Puan Pek uymuyor : 6 puan Çok iyi uyuyor :
2 Puan Fazla uymuyor : 5 puan Oldukça uyuyor :
1 Puan Hiç uymuyor : 4 Puan Biraz uyuyor :

Olumsuz ifadeler: 1, 2, 4, 5, 9, 11, 12, 13, 15, 16, 17, 19, 23, 24, 26, 30 (17 madde) bulunmaktadır. Bu sorulara verilecek puanlar şöyledir.

4 Puan Pek uymuyor : 1 puan Çok iyi uyuyor :
5 Puan Fazla uymuyor : 2 puan Oldukça uyuyor :
6 Puan verilecek. Hiç uymuyor : 3 Puan Biraz uyuyor :
Atılganlık yüksek Ortalama Düşük yani çekingenlik

30.....105.....180

30.....80 Çekingenlik

80.....130 Orta

130...180 Atılganlık105.....180

Rathus Deęerlendirme Tablosu

Olumlu İfadeler		Olumsuz İfadeler	
3		1	
6		2	
7		4	
8		5	
10		9	
18		11	
20		12	
21		13	
22		14	
25		15	
27		16	
28		17	
29		19	
		23	
		24	
		26	
		30	
Toplam		Toplam	

Görüş ve Değerlendirme:

Düşük yani çekingen	Ortalama	Atılganlık yüksek
30.....	105.....	180

30.....80 Çekingenlik

80.....130 Orta

130...180 Atılganlık

ÖZET

Bazı İngiliz dili öğrencilerinin özgüven sorunu nedeni ile öğrenim güçlüğü yaşadığı düşünülmüştür. Bu araştırmada özgüvenin ikinci dil edinimindeki etkisi araştırılmıştır. Araştırmada kullanılan envanter İngilizce Hazırlık sınıflarındaki öğrencilere uygulanmıştır.

Bu çalışmada kız ve erkeklerden oluşan 89 İstanbul Aydın Üniversitesi 89 Erzurum Atatürk Üniversitesi öğrencilerinin görüşleri değerlendirilmiştir.

Bu çalışmada Rathus Atılganlık Envanteri kullanılmıştır. Verilerin istatistiksel analizi İngilizce öğrenmekte olan bu öğrencilerin envanter sonuçları ve başarı puanları kullanılarak SPSS programı ile yapılmıştır.

İstanbul Aydın Üniversitesi ve Erzurum Atatürk Üniversitesi'nden gelişigüzel 178 öğrenci seçilmiştir. Öğrencilerin 89'nu İstanbul Aydın Üniversitesi 89'nu Erzurum Atatürk Üniversitesi oluşturmuştur.

Çalışmada ilk olarak öğrencilere Rathus Atılganlık Envanteri uygulanmıştır, daha sonra bu öğrencilerin atılganlık ve başarı sonuçları arasındaki ilişki incelenmiştir.

Sonuçlar cinsiyet, şube, üniversiteler gibi bazı alt değişkenler açısından değerlendirilmiştir. Bu çalışmada elde edilen bulgular değerlendirilirken, istatistiksel paket istatistiksel analiz için kullanılmıştır. Veri değerlendirme tanımlayıcı istatistiksel yöntemlerle yapılmıştır. (Frekans, yüzde, ortalama, standart sapma).

Pearson korelasyon analizi atılganlık ve özgüven arasındaki başarı ve ilişkileri belirlemek için kullanılmıştır. İki grup verilerinin sayısal karşılaştırılması bağımsız değişkenler olarak gruplar arasındaki karşılaştırma testi kullanılmıştır.

Bu çalışmada aşağıdaki hipotezler araştırılmıştır;

Hipotez I. Atılganlık ikinci dil edinimi ile ilişkilidir.

Hipotez II. Atatürk ve Aydın Üniversitelerinin atılganlık düzeyleri arasında anlamlı bir fark vardır.

Hipotez III. Atatürk ve Aydın Üniversiteleri sınav puanları arasında anlamlı bir fark vardır.

Hipotez IV. (Erkek ve dişi) cinsiyet dağılımı arasında ve birinci dönem sonu sınav puanı açısından anlamlı bir fark yoktur.

Hipotez V. İlk dönem final sınav puanı açısından orta atılgan öğrencilerin dağılımı ve üniversitelerde atılgan öğrenciler arasında anlamlı bir fark yoktur.

Araştırmanın sonuçlarına göre iki üniversitenin atılganlık düzeyleri arasında anlamlı bir fark bulunmuştur. Atatürk Üniversitesi öğrencilerinin atılganlık düzeyi Aydın ünüverisitesi öğrencilerinin atılganlık düzeyinden daha düşüktür. Bu sonuca göre devlet üniversitesi öğrencilerinin atılganlık düzeylerinin özel üniversite öğrencilerine göre daha düşük olduğunu söyleyebiliriz.

Çalışmanın sonuçları örneklemin homojen olduğunu ortaya koymuştur. Çalışmanın örneklemi heterojen olmadığı için atılganlık ,özgüven ve başarı arasındaki anlamlı ilişki ortaya koyulamamıştır. Benzer araştırmalarda daha doğru sonuçlar elde etmek için daha büyük ve heterojen gruplarda çalışma genişletilerek gerçekleştirilebilir.

Anahtar Kelimeler:

1. Özgüven
2. Dil edinimi
3. Girişkenlik

ABSTRACT

Some of the English language students with learning difficulty are suffering from the problem of self-confidence. But the problem of this feeling hasn't been solved. This study aimed to investigate the relationship between lack of self-confidence and success of language acquisition.

In this study we examined the assertiveness level of 178 students (female and male) from Atatürk University and İstanbul Aydın University. These students participated in the study during the 2013-2014 academic year.

The Rathus Assertiveness Schedule was applied in this study. The statistical analysis of data is obtained by the inventory results and exam scores of these students who learn English language.

178 students were randomly chosen from İstanbul Aydın University and Erzurum Atatürk University. 89 of them were from İstanbul and the other 89 students were from Erzurum. The Rathus Assertiveness Schedule (RAS) was used first and then the relationship between these students' assertiveness and their exam scores were examined.

Results are evaluated in terms of some sub-variables such as gender, sections, and universities.

Keywords:

1. Self-confidence
2. Acquisition of language
3. Assertiveness

