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THE EFFECTS OF TEACHER-CENTERED AND LEARNER-CENTERED CLASSROOMS ON FOREIGN LANGUAGE SPEAKING ANXIETY

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THESIS

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To "My Beloved Daughter 'ÖYKÜ' and Son 'ERDEM' "...

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ÖZ

Bu çalışmanın amacı yabancı dil konuşma kaygısı üzerinde öğrenci ve öğretmen merkezli sınıfların etkisini göstermektir. Tokat Gaziosmanpaşa Üniversitesi isteğe bağlı hazırlık sınıfından toplam kırk dört öğrenci gönüllü olarak çalışmaya katılmıştır. Öğrenciler deney ve kontrol grubu olarak ikiye ayrılmıştır. Kontrol grubunda öğretmen merkezli yaklaşım kullanılırken, deney grubunda öğrenci merkezli yaklaşım kullanılmıştır. Her iki gruptaki çalışmanın başında ve sonunda Yabancı Dil Sınıfı Kaygı Anketi uygulanmıştır. Bu testlerden alınan veriler SPSS aracılığıyla analiz edilmiştir. Çalışmadan elde edilen verilere göre, sekiz haftalık öğretmen merkezli eğitimden sonra kontrol grubundaki öğrencilerin kaygı seviyeleri düşmemiştir. Diğer yandan, deney grubundaki öğrencilerin konuşma kaygısı seviyeleri sekiz haftalık öğretmen merkezli eğitimden sonra önemli ölçüde düşmüştür.

Anahtar Kelimeler : Öğretmen merkezli, Öğrenci merkezli, Konuşma kaygısı

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MA Thesis

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ABSTRACT

The purpose of that study is to show the effects of teacher-centered and learner-centered classrooms on foreign language speaking anxiety. A total of forty-four students in prep class of Tokat Gaziosmanpaşa University optional preparation class voluntarily participated in the study. The students were divided into two groups as experimental and control group. Learner-centered approach was used in experimental group, whereas teacher-centered approach was used in control group. The students in both groups were given foreign language classroom anxiety scale (FLCAS) at the end of the experiment. The data obtained from these tests were analysed through SPSS 21 statistical program for Windows package software. According to the data obtained from the experiment, anxiety levels of the students in control group did not decrease after eight weeks at teacher-centered classroom. On the other hand, speaking anxiety levels of the students in experimental group significantly decreased after eight weeks at learner-centered classroom.

Key Words   : Teacher-centered, Learner-centered, Speaking anxiety

Number of Pages : 52

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LIST OF ABBREVIATIONS

CLL	Community Language Learning
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
FLCAS	Foreign Language Classroom Anxiety Scale
FLSAS	Foreign Language Speaking Anxiety Scale
GTM	Grammar Translation Method
SPSS	Statistical Package for Social Sciences

CHAPTER ONE

I. INTRODUCTION

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

"When I'm in my Spanish class I just freeze! I cannot think of a thing when my teacher calls on me. My mind goes blank."

"I feel like my French teacher is some kind of Martian death ray: I never know when he'll point at me!" (Horwitz, Horwitz and Cope, 1986, p. 125)

Many people have similar experience to the ones cited above; they feel like having a mental block towards language learning. What can be this mental block which prevents their language learning? A primary inhibiting factor for language learning is anxiety as it limits students' processing competence in target language. Woodrow (2006) emphasizes this point by saying that second language anxiety effects students' speaking performance in a negative way. As she suggests, the correlations between anxiety levels of English as Foreign Language (henceforth, EFL) students and participations of them in EFL classrooms are significantly negative although some researchers would argue that classroom performance is affected by anxiety positively. In this study, it is argued that language anxiety has a negative effect on students' participation in EFL classrooms.

It is known that some emotional factors affect our language learning abilities. These are mainly known as intelligence, motivation, attitudes and anxiety. MacIntyre and Gardener (1989) claim that learners do not have language anxiety at the very beginning of their learning experience. Language anxiety, in their opinion, is a learned emotional response.

As Chastian (1976) warns that students' high anxiety levels affect their concentration on learning and as a result, their performance in a task in classrooms cannot be successful. Consequently, anxiety can be thought as one of the most important factors of students' achievement and success in language learning classrooms.

1.1 Background of the Study

There have been a lot of researches related to foreign language anxiety in the past two decades. As it is concluded from these researches that the students' performance is affected from anxiety negatively. Also, these researches show that language anxiety is not similar to other forms of anxiety. According to Horwitz, Horwitz, and Cope (1986), a supporter of the former view, foreign language anxiety should be considered separately in education because of the differences between foreign language learning experience and other learning experiences.

MacIntyre and Gardner's (1989) research indicates that language learning anxiety is too specific to be captured by general anxiety measures. In this study, it is shown that learning a language as a second language which is also the used as communication language may influence anxiety.

A study of Çubukçu (2008) is about the relationship between self-efficiency and foreign language learning anxiety. In her study, it is claimed that the reason of foreign language learning anxiety is not because of lack of self-efficiency but because of education system, family factor or the personality of students. Vancı-Osam (1996) also carried out a study in which they put forward that learning a foreign language is an anxiety-provoking experience because of the unfamiliarity of the class activities.

Anxiety is defined by Spielberger (1983) as "feelings of uneasiness, frustration, self-doubt, apprehension, or worry" (Spielberger, 1983, p. 41). According to Scovel (1991), anxiety is "a state of apprehension, and a vague fear that is only indirectly associated with an object" (p. 13). About relationship between anxiety and foreign language learning, Brown (1994) claims that complex tasks make people feel anxiously, thinking deep inside that they lack the necessary skills to accomplish them. Most people think that learning second or foreign language is a difficult task to achieve. Therefore, they may feel anxious while learning a language.

Related with Brown's ideas about the connection of anxiety and language learning, foreign language anxiety can be defined as a feeling which inhibits using the foreign language. In the literature, foreign language anxiety is defined as "the feeling of tension and apprehension specifically associated with second language learning" (MacIntyre & Gardner, 1994, p. 284). Both quantitative and qualitative methods can

be used for measuring foreign language anxiety. Generally, questionnaires are used in quantitative methods. Foreign Language Classroom Anxiety Scale (FLCAS) is developed by Horwitz et al. (1986). In addition to the quantitative methods, such as diaries and interviews which are qualitative methods are used for having detailed information on the development of foreign language anxiety (Aydın, 2001). As many learners are anxious about communication, foreign language anxiety is generally related with speaking (Young, 1990). In other words, it can be claimed that many language learners have some problems about foreign language speaking anxiety to some extent. For measuring speaking anxiety, Huang (2004) developed a questionnaire, the Foreign Language Speaking Anxiety Scale (FLSAS), adapted from Young's (1990) Foreign Language Anxiety Scale.

In order to understand the reasons of foreign language speaking anxiety, the nature of speaking should be understood as a separate skill in language learning. According to Carter and Nunan (2002), speaking is a productive skill and a part of communication. Carter and Nunan (2002) explain speech production according to Levelt's model of speech production, which claims that all speeches have certain stages as conceptualization, formulation, articulation and self-monitoring. Firstly, the speech is planned by speaker, considering the speech situation, necessary ideas and patterns of discourse. Secondly, correct sentences and sound patterns are formulated by the speakers. Then, speakers talk with the help of articulatory organs, and finally, the speakers check their speech in their mind to correct any mistakes while speaking. Automaticity is required for these stages and speakers should use these stages in a limited time (Carter & Nunan, 2002). As the final aim of the speaker is to give meaning successfully, it can be said that the demanding nature of speaking can be a source of anxiety.

According to relevant studies, speaking classes have some anxiety-provoking factors which can be categorized into four main groups: personal reasons, the teacher's manner in the classroom, learners' beliefs, and testing and teaching procedures (Aydın, 2001). Self-assessment of speaking ability and self-comparison to others are some personal reasons. Learners' own evaluations of their language skills are related with self-assessment of ability (Aydın, 2001). Learners can feel anxious, if they have

negative self-evaluation. Other than self-evaluating speaking skills, learners' comparing their language skills to others can be anxiety-provoking (Price, 1991). Bailey's (1983) study showed that anxiety of learners intensified because of their competitive behaviors in learning environment. Price's (1991) study claimed that perfectionist learners were more probably to be anxious. Study of Gregersen and Horwitz (2002) also supported the idea of Price. They claimed that the students who were perfectionist and more critical of their abilities were seem to be more anxious. The teacher's manner has been played an important role on the anxiety level of students in language classrooms. Anxiety level of students in a language class can be affected by the teacher's personality and teacher-student relationships (Bekleyen, 2004). In their study, Yan and Horwitz (2008) also claim that teacher's manner affects students' anxiety levels. This qualitative study shows that the teacher's sense of humor decreases student's anxiety levels. These studies also show that the teachers' good manner decreases students' level of anxiety. Learners' beliefs are also anxiety provoking factor. If learners' ideas about language learning are unrealistic, their anxiety levels can increase. For example, some learners may think that if they have perfect pronunciation skill, they will be a perfect speaker (Wilson, 2006). Their aim for reaching this type of unrealistic goal may affect their anxiety levels negatively (Aydın, 2001; Cheng, 2005; Ohata, 2005; Wang, 1998). Oral exams have been found the most important anxiety-provoking factor of the teaching and testing procedures (Aydın, 2001; Huang, 2004). Some classroom activities such as pair works and group works have been seemed to be less anxiety-provoking, oral presentations have been seemed to be a source of anxiety. For example, a study of Wörde (2003) revealed that the students' anxiety levels increase in public speaking activities because they think that their classmates can criticize their performance. Moreover, Cheng (2005) studied the relationship between language anxiety and classroom activities and the teacher's manner. The study claimed that speaking in front of the class was the most anxious situation.

To find out the other factors that may make students feel anxious about language learning, certain variables such as gender, motivation, and age of starting to learn English have been investigated (Batumlu & Erden, 2007; Dalkılıç, 2001; Huang, 2004). However, in these studies, overall foreign language anxiety was investigated.

Also, the relationship between foreign language anxiety and proficiency level, success or performance have been investigated (Batumlu & Erden, 2007; Dalkılıç, 2001; Liu, 2006; Woodrow, 2006). Batumlu and Erden (2007), Dalkılıç (2001) and Liu (2006) indicated that a student with lower proficiency was more probably to have a higher level of foreign language anxiety. Woodrow (2006) studied learners' speaking performance and their anxiety in an ESL situation. The results showed that learners' high level of second language speaking anxiety affected their success in oral communication negatively, which was a similar result with three studies mentioned above. However, there are not enough studies about the relationship between foreign language speaking anxiety and learners' language proficiency levels, which would give information about how speaking anxiety manifests itself across the levels of general language proficiency. Saito and Samimy (1996) studied on foreign language speaking anxiety of Japanese foreign language learners at different proficiency levels. The results put forward that the anxiety levels of advanced learners of Japanese were more than beginning and intermediate learners, also the intermediate level students' anxiety levels were the least. However, Turkish EFL contexts cannot be thought as similar to Japanese; therefore, this study cannot be generalized to Turkish learners.

1.2 Statement of the Problem

Previous studies suggest that some emotional factors affect language learning abilities. Intelligence, motivation, attitudes and anxiety are some of these emotional factors. Language learning is affected by anxiety. MacIntyre and Gardener (1989) claim that language anxiety is not seen at the beginning of language learning experience. Language anxiety, in their opinion, is a learned emotional response. Therefore, bad performance and negative feelings support the anxiety and failure expectation.

Speaking is a productive and interactive skill; therefore, speakers should involve in communication (Carter & Nunan, 2002). In this context, teachers have an important role about making students involve in communication. Teachers' manners affect the students' anxiety levels while they are in speaking lesson. In a relaxed teaching and learning environment, students' anxiety levels and be affected positively; therefore, they can be willing for participating into the lesson. If teachers' role in the classroom

is being the only authority of the classroom, this can affect students' speaking performance because of their anxiety levels.

In this study, the results of teachers' manners in a speaking classroom is aimed to show. The problems of having a teacher centered or learner centered speaking classrooms will be studied.

1.3 Research Question

In the current study, following research question will be investigated. Is there a significant difference between the speaking anxiety levels of the students who are taught in teacher-centered classrooms and those who are taught in learner-centered?

1.4 Aim of the Study

The aim of this study is to reveal the effects of teacher-centered and learner-centered classroom on students' speaking anxiety levels. In order not to get incredible findings, the instruction period is planned as an eight-week training.

1.5 Significance of the Study

By investigating the effects of teacher-centered and learner-centered classroom on students' speaking anxiety levels, the study tries to provide the literature with more data about how teachers' manner may affect the students' foreign language speaking anxiety levels. In other words, anxiety levels of students can be affected from how the teachers perceive their role in the classroom, such as a friend, counselor, authority, corrector, facilitator, and so on; therefore, this study will be helpful for identifying the effects of teachers' manner in EFL classrooms on speaking anxiety levels of students. Also, the sources of speaking anxiety have been studied in different contexts in some studies; however, in this study more certain evidence for the reasons of foreign language speaking anxiety in a Turkish EFL context may be provided.

1.6 Hypotheses

In this study it is also hypothesized that

1. The post-test scores of the Foreign Language Classroom Anxiety Scale (FLCAS) of the control group who were taught in teacher-centered classroom will be higher than their pre-test scores.

2. There will be a significant decrease in the speaking anxiety levels of the students who are taught in learner-centered classrooms for eight weeks.

1.7 Assumptions

1. The levels of English knowledge of the experiment group and the control group are assumed to be similar.

2. Subjects are assumed to answer the questions in the questionnaires and evaluate their own performances sincerely.

3. Subjects are assumed to participate in the tasks with their full concentration.

4. Subjects are assumed to attend the pre and post-tests sincerely and with their full concentration.

5. The pre-test and post-test are assumed to be in conformity with levels of students.

1.8 Limitations

There are mainly three limitations of this study.

1. This study is limited with the influence of teacher and learner centered classrooms only on speaking anxiety.

2. This study is limited to prep classes of the Foreign Language Department at Tokat Gaziosmanpaşa University.

3. The study is limited to an eight-week strategy instruction (16 hours in total).

1.9 Definitions of Terms

Anxiety: Anxiety is a person's sentimental reaction against the danger for his personal existence (May, 1977). In another definition, it is described as "the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system" (Spielberger, 1983, p. 27).

Foreign Language Anxiety: An anxiety related with learning the language (Horwitz et al., 1991). Moreover, foreign language anxiety was defined by Horwitz et al. (1986) as a specific syndrome, which bases from three other anxieties: communication apprehension, fear of negative evaluation and test anxiety.

Foreign Language Speaking Anxiety: Wilson (2006) claims that speaking is thought as one of the reasons of anxiety in language learning. That can simply be defined as fear of oral language using.

Teacher-Centered: The teacher-centered approach is mainly related with the transmission of knowledge. Abilities, skills and efforts of students affect the teachers' manner. In teacher-centered education, teachers are active while the students are passive. Teacher talks while the students listen.

Learner-Centered: McCombs and Whisler (1997) says that the focus in a learner-centered approach focus on individual learners' heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs. Learner is at the center of education process by actively involving in the lesson.

CHAPTER TWO

II. LITERATURE REVIEW

The literature reviewed indicates that researches on the foreign language anxiety are generally about university students because foreign language anxiety is especially experienced by adults who learn a foreign language in a classroom situation. Language anxiety is not a problem for young learners because their self-identity has not developed yet. The major research areas of focus have been on types of anxiety (Young, 1990; Scovel,1991); foreign language anxiety and its effects on foreign language learning (Brown, 1994; Horwitz et al., 1986; Woodrow, 2006); and sources of foreign language anxiety (Aydın, 2001; Covington, 1985; Dally, 1991; Koba, Ogowa & Wilkinson, 2000; Richard, 1998; Young, 1990; Wörde, 2003).

2.1 What is Anxiety?

Broadly speaking, anxiety is a troubled feeling because of the fear and uncertainty about what will happen. It is understood from this definition that anxiety is a feeling which can be experienced in every parts of people's life.

Horwitz et al. (1986) quote the definition of anxiety as follows "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the autonomic nervous system" (p. 125). Brown (1994) states that anxiety is related with feelings of uneasiness, frustration, self-doubt or worry.

People who have anxiety are suggested to have the following characteristics; evaluation, novelty, ambiguity, and conspicuousness. Daly (1991) explains these characteristics shortly as follows:

Evaluation: "If the evaluation in a setting increase, the situational apprehension is also increase."

Novelty: "The less familiar the situation and the people involved, the greater situational apprehension. In language study, much of the nervousness associated taking a language could be due to the novelty. When people conquer the sense that the

language they are learning is new and become familiar with its culture, people and literature, anxiety is likely to decrease."

Ambiguity: "When people do not know what they are being judged on, or what is going to happen, they are likely to become more reticent then in the opposite sort of setting. In second language learning this often happens, leading in turn, to greater anxiety."

Conspicuousness: "The sense of conspicuousness is heightened when people feel they are making mistakes- a likely event as one struggles through the pronunciation, grammar, and vocabulary of a new language." (p. 10).

In the past, the relationship between language learning and anxiety was not properly explained. Most of the early studies, for example, focused on the relationship between second language performance and anxiety, and some of them found an opposite relationship between performance and anxiety while others did not. Aydın (2001) lists some of the variables that are often overlooked when identifying anxiety as follows:

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

The different contexts in which anxiety is examined (i.e. foreign or second language environment).

The different variables taken into account (i.e. the age of subjects, different skills, proficiency level of the learners).

The inconsistency in the design of the research examining whether one or more variables are effective.

As a result, until a specific type is identified for language learning situation, anxiety has always been thought as complex, multi-faced topic which is difficult to define and measure. On the other hand, in almost all the studies, the correlation of achievement and anxiety is negative.

2.2 Types of Anxiety

It is thought that the learners' ability is not inhibited by the anxiety, but it is even affected positively from anxiety. Facilitating anxiety is described as good type of anxiety. Scovel (1991) clarifies that learners are motivated from facilitating anxiety while having a new learning task; it gears the learner emotionally for approach behavio. A similar idea is expressed by Young (1992) who thinks that facilitative anxiety affects language learning positively, only on tasks require conscious learning, not on language acquisition.

Horwitz et al. (1986), on the other hand, thinks that facilitating anxiety is not helpful for all learning tasks. Therefore, he does not accept facilitating anxiety as an anxiety type. As the term 'anxiety' has negative meanings, it can be used to refer to 'debilitating' anxiety. It is called as bad type of anxiety in literature. It affects learners' performance negatively and reduce their participation.

Literature also characterizes anxiety as 'trait' and 'state'. Trait anxiety can be felt in a large variety of circumstances; on the other hand, state anxiety can be felt at a particular moment in time, for example, before taking exam (Spielberger, 1983). There is a strong relationship between trait and state anxiety, which means high level of trait anxiety will cause higher levels of state anxiety.

In their book titled Language Anxiety, Horwitz and Young (1991) explain conceptual foundations that are related with foreign language anxiety. As foreign language anxiety is mostly related with performance anxiety, they focus on three performance related anxiety which are as follows; communication apprehension, test anxiety, fear of negative evaluation.

To begin with they define communication fear occurred by anxiety about communicating with people. Moreover, as a second type of anxiety, test anxiety is defined by Horwitz and Young (1991) as a fear of failure. As a last type of anxiety, they give fear of negative evaluation which is stated as similar to test anxiety. They also point out that fear of negative evaluation is broader than test anxiety because it may occur not only in classroom environment but also in any social, evaluative situation. In fact according to Horwitz and Young (1991) foreign language anxiety cannot simply be defined as fears transferred to foreign language learning because

foreign language anxiety is a complex feelings and behaviors of learners. They conclude that the need for the true self-expression distinguish foreign language anxiety from other academic anxieties (Young, 1990).

2.3 Foreign Language Anxiety

Anxiety is a common feeling which can be experienced by most of the people. What can be the relationship of anxiety and second language learning? When we responsible for a complicated task in which we are doubtful about our abilities, we can wonder whether we will be successful or not. The tasks in second language learning are complicated enough to make people feel anxious about it (Brown, 1994).

Horwitz et al. (1986) are the first who suggest that foreign language anxiety is a separate and different phenomenon particular to language learning, and outlined a theoretical framework of "foreign language anxiety". As it is said in their study that foreign language anxiety is not the same as communication anxiety. While general communication anxiety plays a great role in the development of foreign language anxiety, foreign language anxiety is "a distinct complex of self-perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p. 127).

Anxiety can show itself in different forms due to individual differences. The presence of anxiety shows itself as effects on the language learning process. As mentioned above, anxiety can have facilitating as well as debilitating effects on language learners. Researches on anxiety in foreign language learning mainly focus on debilitating anxiety since it can have impeding effects on the language learning process or outcome. In general, a high level of anxiety leads to less success in learning a foreign language. Woodrow (2006) also supports this idea by saying that having anxiety while communicating in English can be debilitating and can affect learners' success on their educational goals.

2.4 Measuring Foreign Language Anxiety

For measuring foreign language anxiety, not only quantitative methods but also qualitative methods are used (Aydın, 2001). Qualitative methods can be different according to the aim of the study. Qualitative methods are self-reports such as diaries and interviews. Diaries and interviews give comprehensive data about how learners

experience anxiety. As researchers can see learners' feeling on different situation, diary studies are seen as particularly important. Learners do not write their own experiences secret because they know that their own information is kept private (Aydın, 2001). Researchers also have specific information about learners by the help of interviews.

Questionnaires which are analyzed statistically are used as quantitative tools. Foreign Language Classroom Anxiety Scale (FLCAS), which was developed by Horwitz et al, is the most common type of anxiety questionnaires. There are 33 items in this scale, including items about communication apprehension, fear of negative evaluation and test anxiety. The form of the scale is a five-point Likert scale in which the range of responses are from "strongly agree" to "strongly disagree". Researchers measure anxiety by means of the FLCAS or its modified versions depending on the purposes of their studies. In order to investigate the relationship between anxiety and the four language skills, the statements in the FLCAS are usually modified or new scales are developed. The relationship between speaking and anxiety can be understood better in the next section.

2.5 Foreign Language Speaking Anxiety

Wilson (2006) claims that in language learning, speaking is a reason for anxiety for most of the students. In other words, foreign language speaking anxiety, which is a problem for many students, is the fear of using the language orally. For understanding the reasons of speaking anxiety, speaking itself needs to be analyzed.

In language learning, writing and speaking are thought as productive skills; however, they are different from each other. Speaking is not only productive skill but also interactive skill (Carter & Nunan, 2002).

According to Levelt (1989) speaking has four steps as conceptualization, formulation, articulation and self-monitoring. Conceptualization is related with speakers' planning what to say by thinking background knowledge about the subject and the conditions in which the speech is made. Formulation is about using suitable linguistic forms (words and phrases) and correct grammatical markers (affixes, articles, auxiliaries). Articulation stage is related with the speakers' articulating the sounds and words and in the self-monitoring stage, the speaker checks the speech and correct mistakes. In the

case of foreign language learning, because of the lack of automaticity, the stages above can cause problems for the learners (Carter & Nunan, 2002). Students' lack of automaticity about using the language in the classroom cause them to feel anxious (Huang, 1998). Communicative competence is described as the ability to "convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (Brown, 1994, p. 227).

Discourse competence is used for giving the messages as a whole (Brown, 1994). Speakers should refer to past and present time for comparing two things or explaining the cause of something. For connecting sentences or ideas logically and meaningfully, speakers should have knowledge of discourse markers.

Using language with suitable elements according to social context in which it is used is related with socio-linguistic competence. During an interaction, the closeness of the participants (mother-child or teacher-student) affect these elements and what they know about each other and why they interact (Brown, 1994).

Grammatical competence is related to a learner's knowledge of certain grammatical elements, such as morphology, syntax, vocabulary and mechanics. In speaking, mechanics is associated with the sounds, pronunciation, intonation and stress patterns of a particular language.

Strategic competence can be described as students' ability to communicate in spite of some of their deficiencies. That is, learners should have some certain strategies to utilize them when they have a problem in expressing ideas (Brown, 1994). In the case of speaking, for effective and successful communication, these strategies are important.

2.6 Sources of Foreign Language Classroom Anxiety

Studies have tried to determine the reasons why students feel anxious by focusing on the source of anxiety in language learners. To create a learner-centered, low-anxiety classroom, the sources of anxiety in foreign language students needed to be determined. Consequently, language teachers were given suggestions to create low-anxiety classrooms.

There are other sources of anxiety in language learners. Aydın (2001) gives some general sources of anxiety from Young (1991), and gives six sources of anxiety types: personal reasons, learner beliefs about language learning, instructor beliefs about language teaching, instructor manners, classroom procedure and language testing.

2.6.1 Personal Reasons

The self-perception has an important role in learning process, it is also related with anxiety. Research studies and theories suggested that anxiety and self -perceptions of foreign language ability may be harmful for second language achievement.

Similarly, Covington (1985) believes that anxiety arises from a perception that one's abilities are insufficient to the task at hand, as a result, failure with the implication of worthlessness is inevitable. He views poor performance and anxiety along with irrational goal setting and negative patterns of self-reinforcement as the consequences of feeling of inadequacy. The negative relationship between anxiety and performance is moderated by the individual's degree of self-perceived incompetency.

2.6.2 Teachers' Manners

Teachers' manner can affect students' anxiety level in language classrooms in two ways: their manner towards students' errors and their manner towards students. All learners are likely to be influence by their personal feelings about their teachers, and themselves. The nature of feedback provided to learner is very important because the students' perceptions of the teachers' feedbacks will affect their sense of achievement. As can be assumed, a harsh manner of correcting students' errors can provoke their errors.

There are some anxiety provoking factors rather than the ways of error correction. For example, Cheng (2005) studied about the role of teachers' manner and their characteristics in language anxiety. According to its results, teachers' being friendly, relaxed and patient decreases anxiety. On the other hand, unexpected quizzes of teachers were thought as anxiety-provoking. If the efforts that some students make are ignored by teacher, it can cause anxiety (Aydın, 2001). Bekleyen (2004) conducted an interview study about the effects of teachers and peers on foreign language anxiety and said that negative teacher attitudes in the class affected anxiety levels. For example, one of the students thought as follows: some teachers thinks that the students

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divide into two groups: successful and unsuccessful. If you are not successful, the teachers look at you rather scornfully (Bekleyen, 2004).

In order to decrease anxiety, mood and condition of the classroom should be relaxing. This is related with not only the teacher's treatment to language and students but also his/her characteristic. According the students, teachers' preparing a fascinating and enjoyable classroom environment reduces the anxiety (Wörde, 2003).

To sum up, teachers' error correction strategies and their manners towards the students might be considered among the key elements causing their students to experience foreign language anxiety.

2.6.3 Teachers' Attitudes

Teachers' attitudes related with language accuracy cause anxiety problems in foreign language learning. According to Richard (1998), teachers' belief system affects their classroom practice; the information, values, attitudes, expectations, theories, and assumptions about learning and learners, and teachers and themselves that teachers build up over time and bring with them to the classroom. As he suggests, anxiety levels of students are affected from how the teachers perceive their role in the classroom, such as a friend, counselor, authority, corrector, facilitator, and so on.

In addition, different types of methods and techniques can be helpful to cope with anxiety or can be the reasons of students' anxiety. Based on their research, Koba et al. (2000) support that the Community Language Learning (CLL) approach is suitable to decrease language anxiety. As a traditional language class and the CLL approach have many differences, the CLL approach is useful for listening and speaking and for adult learners. As they support their ideas, some other researchers insist some approaches as being beneficial for decreasing anxiety levels of students.

It is clear that as scholars argue, teachers' attitudes, values and world view influence teachers. More importantly, these beliefs have been found to be more influential than their knowledge in planning their lessons, in making decisions and in determining how they behave in the classroom.

2.6.4 Teaching Procedures

The anxiety level of students can be vary according to the activities in classroom. Speaking in front of others can be suggested as one of the most anxiety provoking activity for many students. As pointed out by Daly (1991), until one becomes conscious that someone is judging her/his performance, s/he may feel comfortable speaking the language. The fear of being spotlighted in front of others causes these students to feel anxious.

Ambiguousness of the activities in classroom can cause anxiety for students. That is, when students do not know what is going to be studied or what they are supposed to do, they may feel anxiousness. Making oral presentation is also associated with the feeling of panic and fear.

It can be concluded that according to the types of classroom activities, the students' anxiety levels can affect their performance. In the same way, Aydın (2001) underlines that according to their anxiety levels, students choose different activities. While non anxious students prefer working individually, students with higher level of anxiety want to study with a partner.

2.6.5 Testing Situation

Test anxiety can be seen not only in language classrooms but also in other fields of education. However, in a foreign language class, students with test anxiety are probably experience considerable difficulty because students have to overcome so many quizzes and tests both orally and written. Aydın (2001) explains the reasons of anxieties caused by testing situation as "the unfamiliar test items, test formats, different materials and question types with which students have no experience" (p. 48).

Wörde (2003) also carried out a study which aimed to find out which factors do contribute to anxiety. In her study, anxiety mainly related with speaking and listening. One student admitted that s/he was upset, shaking and sweating during the final exam. This study confirms that testing method, test format students' unrealistic demands about the tests can cause anxiety in language learning.

2.6.6 Peer Pressure

Anxious students generally do not perceive themselves as worthy as others and their communication as effective as their peers; therefore, they compare themselves with the others in the classroom and adopt a competitive behavior. They may also compete with their personal expectations, which additionally create anxiety. In their study, Horwitz et al. (1986) find that students with high levels of anxiety felt unable to deal with the task of language learning. They also suggest that competitive behaviors lead to high level of anxiety.

2.7 Speaking Skill in English Language Teaching

In the first part of the study, language and communication are mentioned in general. The use of language in communication, producing speech and planning and executing spoken utterances are handled. In this part of the study, speaking as a communicational skill will be defined. Furthermore, the importance of speaking skill and the place of speaking skill in language teaching methods and approaches will be analyzed.

2.8 Defining Speaking Skill

Speaking is one of the four basic skills in linguistic competence. Among these four skills reading and listening are receptive skills, based on individual comprehension whereas speaking and writing are productive skills, based on production and presentation in written and oral mode. Speaking is a productive skill. It is a fact that speaking requires not only a definite amount of linguistic knowledge about the grammar, vocabulary and pronunciation of a language but the skill in using it, as well. In order to perform this oral productive skill, we do not merely assemble sentences but we have to produce them and adapt them to their circumstances.(Bygate, 1987) According to Bygate (1987), speaking skill, which is mostly interactive in face-to-face conversations but rarely non-interactive in a few situations, such as recording a speech, requires using vocabulary appropriately, putting words together in correct order and using stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.

2.9 The Importance of Speaking Skill in English Language Teaching

As it was mentioned in the first part of the study, communication via speaking is an important part of human life which separates humans from animals' world. The basic

ability to speak is not only vital to communicate with others in daily social life but it is also a commonly accepted fact that an excellent skill of speaking can have a great influence over societies, as well. Teaching speaking skill and speaking development should be paid attention and given importance by the school teachers while teaching even at very young ages. In one of her articles on speaking skill development, White expresses her opinions about how important speaking skill is in a learner's educational and social life as follows:

White defines effective and fluent speaking as the ability to converse with others, to manage whole life besides the ability to read, write, or comprehend oral language. Burns and Joyce contribute White's opinion on the role of teaching speaking skills in language programs. For them, ESL learners have a strong motivation for learning and developing spoken language skills because they want to take part in the linguistic environment of the new language they've learned:

> "One of the aims of the most of the language programs used by today's teachers is to develop spoken language skills ….. and to integrate spoken language with written language….In some language programs spoken language will be given the primary focus. This is especially the case in beginning English as a Second Language program where students have a strong motivation to develop speaking skills in order to participate in the second language environment." (Burns & Joyce, 1997, p.54)

A classroom is not only a place where students learn about the rules of language. It is also a place where students can practice using the language. There are also some good educational reasons to practice speaking during a lesson; speaking activities can reinforce the learning of new vocabulary, grammar or functional language, give students the chance to practice the language they are learning, give more advanced students the chance to experiment with the language they already know in different situations and on different topics (Baker & Westrup, 2003).

2.10 Teacher And Learner Centered Approaches

There are different approaches for language teaching and learning. As a traditional approach, teacher centered is used by some teacher. On the other hand, the ideas about language teaching change day by day; therefore, in parallel with this changing attitude,

people focus on students' participating in lesson in an active way which is related with learner centered approach.

2.11 General Features of Teacher-Centered and Learner-Centered Approaches

Teaching methodology has appeared in every century. Especially from the 1980s, people has focused on reducing the domination of the teacher centered approaches. One of the most important features of learner centered approach is learners' being in the center of the process more than teachers. It is generally thought that the most important failure of traditional method is its focusing on the language as strictly used grammar rules. Traditional methods are based on course books that mostly make teachers' talk more than students. In these methods, teacher translates the sentences and gives the grammar knowledge about the subject of the lesson. So, it can be claimed that in traditional methods teachers' presentations are more important than students' participations. However, in learner centered approach the learners are seen as having more active role than in traditional approaches (Tudor, 1993). As a result of this, students might most probably have self-confidence to use target language. Moreover, communicative activities are more important than strictly emphasized grammar based activities in learner centered approach.

In most teacher centered approaches, the main aim is teaching grammar rules. However, in recent approaches teachers also "focus on tasks built around grammar points to encourage a more concentrated communicative situation". (Doman, 2005, p.25) For having a quintessential language learning situation, using the target language dynamically and practically is very important. Students feel safer when they express their ideas and feelings. Moreover, the roles of teacher are different in learner centered approach as Tudor (1993) listed "knower, activity organizer, and learning counsellor" (p.24). As a "knower" teacher choose what and how to teach. As an "activity organizer" the teachers help students set up activities and make them to participate into the activities and give feedback on the students' performance. As a "learning counselor" the teachers motivate the learners, give them responsibility, and involve them in the process (Tudor, 1993).

While teacher centered approaches are based on teachers' aims and performances, in learner centered approaches "the measure of a good lesson is the student activity taking

place, not the performance of the teacher". (Harmer, 2001, p.6) Thus, learner centered approaches might affect the self-confidence of students in a positive way and create suitable classroom context for students.

2.12 Superior Aspects of Learner-Centered Approach

In the learner-centered approach, while having a decision related with the course, students are involved in these process (Nunan, 1988).

Teachers have preferred teacher-centered approach in ELT classes for many years now. This approach makes the lessons easy for both teachers and learners because teachers can present their knowledge in a personal manner and students listen to whatever teacher is telling and catch it. This makes learning process a formal duty and students do not have opportunities to connect knowledge with real life situations. Some significant factors facilitate the application of learner-centered approach. Nunan (1988) lists these factors as "learner, task and text factors" (p.68). For creating a quintessential language learning context, these factors should be taken into account. This kind of a context makes students feel that their needs are considered and they are eager to join to the lesson as their life is a part of lesson rather than compulsory subject.

CHAPTER THREE

III.   METHODOLOGY

In this chapter, the method, participants and how this study is conducted tried to be explained.

3.1 Method

The effects and outcomes of the teacher and learner centered classrooms on students' anxiety levels in speaking classrooms were conducted. A questionnaire which was specially adapted to suit the aim of the study was presented to these students, and then all the students' answers were analyzed and discussed. This is an experimental study; therefore, quantitative research method and experimental screening model were used. Different dimensions of the study on the experimental and control groups were examined.

3.2 Participants

A total of forty-four students (22 students for experimental group and 22 students for control group) voluntarily participated in the study. All of the participants were students in prep class of Tokat Gaziosmanpaşa University. Out of 44 students, 15 students were from engineering department and 29 students were from business department. There were 22 students for each group. The students were aged eighteen and twenty years old and out of total forty-four students, a great majority of them were female with a percentage of 70 and the rest of the participants, namely 30 percent of them, were male.

In relation to this, in 2009- 2010 academic year first semester, the students were asked to respond a questionnaire called Foreign Language Classroom Anxiety Scale (FLCAS) which was adapted from Horwitz et al. (1986). Prep-A was determined as the control group and Prep-B as the experimental group.

In order to determine whether the experimental group students' anxiety level is similar to the control group students' anxiety level, Foreign Language Classroom Anxiety Scale (FLCAS) which was adapted from Horwitz et al. (1986) is conducted on the pre-

test scores of the both experimental and the control group students and the results are shown in Table 1.

Table 1: Pre-Tests Scores of Foreign Language Classroom Anxiety Scale of Experimental and Control Group Students

Pre-tests Groups	N	$\bar{x}$(mean)	St. Deviation(Ss)	Degree of Freedom(Dg)	Top Value(t)	Results
Experimental	22	88.04	13.60	42	0.893	Not mean-ingful
Control	22	83.90	16.94			P>0.05

3.3 Research Graphic

In Table 2, how the research is going to be carried out is presented. In this experiment; there are two groups; experimental group and control group. At the beginning of the study, both groups are given Foreign Language Classroom Anxiety Scale (FLCAS). Afterwards, they are included in a study lasting eight weeks. Throughout the twelve weeks, they study speaking skill intensively in order to develop their level of speaking proficiency. At the end of the period, the students are going to be required to have the Foreign Language Classroom Anxiety Scale (FLCAS) which they had at the beginning of the experiment.

Table 2: Research Graphic

Groups	Pre-test	Speaking Skill Lesson	Post-test
Experimental Group	Foreign Language Classroom Anxiety Scale	Learner Centered Approach (8 weeks)	Foreign Language Classroom Anxiety Scale
Control Group	Foreign Language Classroom Anxiety Scale	Teacher Centered Approach (8 weeks)	Foreign Language Classroom Anxiety Scale

3.4 Data Collection Tool

The data were collected through a questionnaire called Foreign Language Classroom Anxiety Scale (FLCAS) which was adapted from Horwitz et al. (1986). According to

Horwitz et al. (1986) "The scale demonstrates internal reliability, achieving an alpha coefficient of .93 with all items producing significant corrected item-total scale correlations." (p. 129). The aim of the questionnaire was to identify the scope and severity of foreign language anxiety. The items presented are reflective of communication apprehension, test anxiety, and fear of negative evaluation in the foreign language classroom.

Translated version of the FLCAS is used in this study (See Appendix 1 for the questionnaire). The FLCAS was translated into Turkish by Aydın (2001). The internal consistency of this version was .91.

The FLCAS contains 33 items, each of which answered on a 5-point Likert-scale, ranging from "strongly disagree" to "strongly agree". The participants were asked to read a statement and decide if they (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, or (5) strongly agree with each statement.

3.5 Data Analysis

To carry out this study and test the hypotheses, the pre-test and post-test of the Foreign Language Classroom Anxiety Scale (FLCAS) which was adapted from Horwitz et al. (1986) of both the experimental and the control group students' data are transferred to the computer to be evaluated through Statistical Package for the Social Sciences (SPSS).

3.6 Procedure

In this part of the study, how the courses of both experimental and control group are presented and explained in details. The courses conducted with the control group are not explained deeply as the teacher and the students do not perform different activities concerning speaking. The courses of the control group are presented with using Grammar Translation Method (GTM) and totally traditional. The reason behind choosing the GTM is that this method focuses on the usage of the native language rather than the target language. The students are provided with the grammar beforehand, and translation is highly made use of in the language classroom. In other words, there is no activation of the previous knowledge or cognition, the usage of materials and so on. The lesson is teacher-centered rather than student-centered. S/he is the authority and directs the lesson, also the students are passive.

3.6.1 First Week Lesson Plan

EXPERIMENTAL GROUP

SUBJECT: Making conversations about greetings and introductions.

TIME: 45'

NUMBER OF STUDENTS: 22

OBJECTIVES: Enabling students to answer questions on conversations about greetings.

Enabling students to make introductions.

MATERIALS: A Conversation Book (Unit 1, page 2, page3), CD of the book and CD player

TECHNIQUES AND ACTIVITIES: Listening, Questions and Answer Drills, brainstorming, Role Playing

PRE-SPEAKING

1.   Students listen to the conversation about greetings in course book for hearing intonation and pronunciation of the words.

WHILE-SPEAKING

1.   Students do brainstorming about the greeting structures and say the words related with greeting to the classroom individually. Then, teacher writes these words on the board.

2.   Students are divided into pairs for practicing the conversation in the course book.

3.   They listen to the conversation in the course book again and practice it with their partner.

4.   Students introduce themselves to each other as pairs and spell their names.

5.   Two pair groups make a new group of four and make a conversation related with introducing each other to other group.

POST-SPEAKING

1.   Students act out their conversation in front of the classroom.

CONTROL GROUP

With the control group, teacher does not help the students in brainstorming, but students can use a bilingual dictionary or can ask for help. When it is needed some

sentences can be translated into Turkish. Also, students do not work as pairs. The teacher asks the questions and students answer individually.

EVALUATION OF THE LESSON

In experimental group, the lesson was entertaining and students could understand the objectives of the lesson easily. Students worked in pairs and they were willing to make dialogues. Also, brainstorming was very challenging for the students. They seemed to have low anxiety level related with speaking. On the other hand, in the control group, the lesson was not as pleasant as the other group. The lesson was not attractive for the students as they did not do brainstorming and the students did not work in pairs, also the teacher asked the questions. As a result of these, students seemed to have high anxiety level.

3.6.2 Second Week Lesson Plan

EXPERIMENTAL GROUP

SUBJECT: Talking about feelings

TIME: 45'

NUMBER OF STUDENTS: 22

OBJECTIVES: Enabling students to ask questions about the feelings of people.

Enabling students to talk about their feelings.

MATERIALS: A Conversation Book (Unit 1, page 6, page7), CD of the book and CD player

TECHNIQUES AND ACTIVITIES: Listening, Questions and Answer Drills, Brainstorming, Acting out, Using Body Language

PRE-SPEAKING

1.   Teacher acts out some feelings by using facial expressions and says "Can you say me how I seem?"

WHILE-SPEAKING

1.   Students do brainstorming about feelings.

2.   Students listen to the example dialogue about the feelings.

3.   They practice dialogue with their partner.

4.   Students are divided into groups of four and each group act out a feeling, then the other groups try to predict these feelings.

5.   These groups make a conversation related with feelings.

POST-SPEAKING

1.   Students act out their conversation in front of the classroom using realia.

CONTROL GROUP

The students are informed about the feelings. They look at the pictures from the book and they try to find out the vocabularies about the feeling of people in the pictures. Teacher does not help the students in brainstorming, but students can use a bilingual dictionary or can ask for help. When it is needed some sentences can be translated into Turkish. Also, students do not work as pairs. The teacher asks the questions and students answer individually. Realia is not used.

EVALUATION OF THE LESSON

Experimental group studied as groups; therefore, the students felt more relaxed and confident. Also, brainstorming was very effective. Acting out reduced the stress level of students. However, in the control group, students' willing to the lesson was not very high. As the teacher didn't do brainstorming and used question-answer drill, students had high anxiety level and they were reluctant to lesson.

3.6.3 Third Week Lesson Plan

EXPERIMENTAL GROUP

SUBJECT: Talking about clothes and colors

TIME: 45'

NUMBER OF STUDENTS: 22

OBJECTIVES: Enabling students to ask questions about the colors and clothes.

                  Enabling students to talk about clothes and colors.

MATERIALS: A Conversation Book (Unit 1, page 8, page9), CD of the book and CD player

TECHNIQUES AND ACTIVITIES: Listening, Questions and Answer Drills, brainstorming, Acting out

PRE-SPEAKING

1.   Teacher acts out some feelings and students try to predict them.

WHILE-SPEAKING

1.   Students do brainstorming about feelings.

2.   Students listen to the example dialogue about the feelings.

3.   They practice dialogue with their partner.

4.   Students are divided into groups of four and each group act out a feeling, then the other groups try to predict these feelings.

5.   These groups make a conversation related with feelings.

POST-SPEAKING

1.   Students act out their conversation in front of the classroom using realia.

CONTROL GROUP

The students are informed about the feelings. They look at the pictures from the book and they try to find out the vocabularies about the feeling of people in the pictures. Teacher does not help the students in brainstorming, but students can use a bilingual dictionary or can ask for help. When it is needed some sentences can be translated into Turkish. Also, students do not work in pairs. The teacher asks the questions and students answer individually. Realia is not allowed to.

EVALUATION OF THE LESSON

Experimental group studied as groups; therefore, the students felt more relaxed and confident. Also, brainstorming was very effective. Acting out reduced the stress level of students. However, in the control group, students' willing to the lesson was not very high. As the teacher did not do brainstorming and used question-answer drill, students had high anxiety level and they were reluctant to lesson.

3.6.4 Fourth Week Lesson Plan

EXPERIMENTAL GROUP

SUBJECT: Talking about some common verbs and class rules

TIME: 45'

NUMBER OF STUDENTS: 22

OBJECTIVES: Enabling students to use some common verbs while they are speaking.

        Enabling students to use imperatives while they are talking about class rules.

MATERIALS: A Conversation Book (Unit 1, lesson 6, page 12, page13), CD of the book and CD player, Pictures (Appendix 2),

TECHNIQUES AND ACTIVITIES: Listening, Questions and Answer Drills, brainstorming, Acting out

PRE-SPEAKING

1. Students look at the pictures on the book related with some common verbs and try to match the words with the pictures. They do not use bilingual dictionary. If they cannot predict the word, teacher say some English words and act out them for them.

WHILE-SPEAKING

1.   Students listen to two short conversations from their books related with 'What am I doing?' structure.

2.   Students are divided into two groups.

3.   One of the group members acts out an activity which they learn at the beginning of the lesson and ask 'What am I doing?' Then, the other group members try to predict this activity such as 'You are crying.'

4.   Students can add more to the activity names given by the book by using their previous knowledge.

5.   Students listen to some instructions related with imperatives from the Cd of the book such as 'Stand up' 'Wave' 'Do not smile' etc.

6.   They try to act out each instruction.

POST-SPEAKING

1.   They talk with their pairs about classroom rules by using imperatives and act out their conversation in front of the class.

CONTROL GROUP

The students are informed about the verbs in the book related with some activities. They look at the pictures from the book and try to find out the vocabularies about the activities of people in the pictures. Teacher does not help the students in brainstorming, but students can use a bilingual dictionary or can ask for help. When it is needed some sentences can be translated into Turkish. Also, students do not work as pairs. The teacher asks the questions and students try to answer individually.

EVALUATION OF THE LESSON

Experimental group did not use a dictionary; therefore, they felt stressful about unknown words at the beginning. However, after the teacher used acting out for unknown words, they felt relaxed. And, lesson become more enjoyable comparing with control group. Also, acting out reduced the stress level of students. However, in the control group, students' willing to the lesson was not very high. As the teacher used question-answer drill, students had high anxiety level and they were reluctant to

answer to the question. In experimental group, using group and pair conversation activities reduce the stress level of the students and they became more willing to answer questions.

3.6.5 Fifth Week Lesson Plan

EXPERIMENTAL GROUP

SUBJECT: Talking about family

TIME: 45'

NUMBER OF STUDENTS: 22

OBJECTIVES: Enabling students to use family words in their conversations.

Enabling students to make questions with "Who" and "How many" and answer them.

MATERIALS: A Conversation Book (Unit 2, Lesson 1, page 18, page19), Pictures (Appendix 3), CD of the book and CD player

TECHNIQUES AND ACTIVITIES: Listening, Questions and Answer Drills, Guessing

PRE-SPEAKING

1.   Students look at the pictures at the very beginning of the unit.

2.   The teacher asks some question for brainstorming about the family pictures to the class.

'What do you see in these pictures?'

'Who are the people in these pictures?'

WHILE-SPEAKING

1.   After talking about the pictures, students match the numbers on the pictures with the words related with family members.

2.   Students never use dictionary. If they do not know the meaning, teacher gives some clues with target language to help them.

3.   Students listen to the dialogue related with the picture on the book about the topic.

4.   They practice it with a partner.

5.   They ask and answer some questions to their partner related with this dialogue by the help of the teacher's example questions.

"Who's the woman in Donald's family picture?"

6.   The teacher makes the students prepare a conversation with a partner related with their own families. Teacher makes brainstorming about the questions of the conversation. Students find out different questions.

'How many brother and sisters do you have?'

'What are your parents' names?'

POST-SPEAKING

1.   Students act out their conversation in front of the classroom.

CONTROL GROUP

The students look at the pictures from the book and they try to match the pictures and the words individually. Teacher does not help the students in brainstorming, but students can use a bilingual dictionary or can ask for help. When it is needed some words can be translated into Turkish. Also, students do not work as pairs. The teacher asks the questions one by one and students answer individually.

EVALUATION OF THE LESSON

In experimental group, the lesson was entertaining and students were willing to join to the lesson. They studied as pairs; therefore, the students felt more relaxed and confident. Also, brainstorming was very effective. However, in the control group, students' willing to the lesson was not very high. The lesson was dull. As the teacher did not do brainstorming and used question-answer drill, students had high anxiety level and they were reluctant to lesson.

3.6.6 Sixth Week Lesson Plan

EXPERIMENTAL GROUP

SUBJECT: Talking about time and daily routines

TIME: 45'

NUMBER OF STUDENTS: 22

OBJECTIVES: Enabling students to ask and answer about time.

                Enabling students to talk about daily routine.

MATERIALS: A Conversation Book (Unit 2, Lesson 5 , page 26, page 27), CD of the book and CD player, Pictures (Appendix 4), A survey (Appendix 5)

TECHNIQUES AND ACTIVITIES: Listening, Questions and Answer Drills, Brainstorming

PRE-SPEAKING

1.   Teacher asks the students their daily routines. Students try to answer according to their daily activities.

'What do you do every day?'

WHILE-SPEAKING

1.   Students look at the pictures on the book about daily activities. They match the pictures with the words on the book about daily activities.

2.   Students are divided into pairs and each one fills the empty clocks in the first exercise. Then, they ask each other about 'What time does the woman in the picture do each task?' and they answer the questions one by one to each other.

3.   According to the exercise-3 in the book students ask and answer some questions with their pairs such as 'What do you do before the class?', 'What do you do after the class?', 'What do you do every day?'

4.   They practice their dialogue in the class.

5.   Students do a survey on the book related with the days of the week and their activities. Each student asks the question "What do you do on (each day of the week)?" whoever they want to ask. And they take notes according to their friends' answers.

POST-SPEAKING

1.   Students tell their notes related with their surveys according to their friends answers.

CONTROL GROUP

Teacher tells the everyday activities and students look at the pictures from the book and try to find out the vocabularies about the everyday activities of people in the pictures. Teacher does not help the students in brainstorming, but students can use a bilingual dictionary or can ask for help. Also, students do not work as pairs. The teacher asks the questions and students answer individually. Students answer the survey questions about themselves and teacher asks the questions and students answer according to their own answers.

EVALUATION OF THE LESSON

Experimental group studied as groups; therefore, the students felt more relaxed and confident. Also, brainstorming was very effective. Doing a survey with their friends

reduced the students' stress levels. However, in the control group, students' stress level seemed to be higher because they did not seem willing to lesson. As the teacher did not do brainstorming and used question-answer drill, students had high anxiety level and they were reluctant to lesson.

3.6.7 Seventh Week Lesson Plan

EXPERIMENTAL GROUP

SUBJECT: Making a phone call

TIME: 45'

NUMBER OF STUDENTS: 22

OBJECTIVES: Enabling students to make a phone call.

Enabling students to leave a message.

MATERIALS: A Conversation Book (Unit 2, Lesson 6, page 28, page 29), CD of the book and CD player, Pictures (Appendix 6)

TECHNIQUES AND ACTIVITIES: Listening, Questions and Answer Drills, Brainstorming, Role play

PRE-SPEAKING

1.   Teacher asks the students some questions related with phones. Students try to answer according to themselves.

'Do you like to talk on the phone?'

'What do you talk on the phone?'

WHILE-SPEAKING

1.   Students listen to dialogue on the book related with making a phone call and leaving a message. They practice the same dialogues with their pairs.

2.   There are some words about phone calls in the exercise-1. Students match the words with the pictures in this page. Then, they listen and check their answers.

3.   Students are divided into pairs. They ask and answer the questions in exercise-2 related with the dialogue at the beginning of the page.

'What's happening in each picture?'

'Who's using a cell phone?'

'Who's leaving a message? What's the message?'

4.   They practice their dialogue in the class.

5.	Students work with a partner. They write phone conversations to make a call, leave a message, and call a wrong number.

POST-SPEAKING

1.	Students present one of their role plays about phone conversations to the class.

CONTROL GROUP

In the control group, the students look at the pictures from the book and they try to match the pictures and the words individually. Teacher does not help the students in brainstorming, but students can use a bilingual dictionary or can ask for help. When it is needed some words can be translated into Turkish. Also, students do not work as pairs. The teacher asks the questions one by one and students answer individually.

EVALUATION OF THE LESSON

Experimental group studied as pairs; therefore, the students were willing to the lesson. Also, brainstorming was very effective. Role play reduced the students' stress levels. However, in the control group, the teacher used question-answer drill; therefore, students had high anxiety level and they were reluctant to lesson.

3.6.8 Eighth Week Lesson Plan

EXPERIMENTAL GROUP

SUBJECT: Talking about the words related with kitchen

TIME: 45'

NUMBER OF STUDENTS: 22

OBJECTIVES: Enabling students to use some common words about kitchen while they are speaking.

Enabling students to talk about differences and similarities.

MATERIALS: A Conversation Book (Unit 3, lesson 2, page 36, page37), CD of the book and CD player, Pictures (Appendix 7)

TECHNIQUES AND ACTIVITIES: Listening, Questions and Answer Drills, brainstorming, Acting out

PRE-SPEAKING

1. Students are asked about what they are doing and using in the kitchen. They do brainstorming about this topic. Teacher helps them with some cues.

WHILE-SPEAKING

1.   Students are made to look at the pictures on the book related with kitchen and they try to match the words with the pictures. They do not use bilingual dictionary. If they cannot predict the word, teacher say the English word and give cues for them.

2.   Students are divided into pairs. There are two pictures in pages 36 and37 of the book. Each student looks at one picture and they compare their pictures according to differences and similarities.

3.   There are six sentences related with kitchen in the book. Students talk to their classmates and ask some questions for finding to whom these sentences are true. They find the name of a friend for each sentence such as "........ uses an electric mixer."

POST-SPEAKING

1.   Students reports the sentences related with their friends to the class.

CONTROL GROUP

The students are informed about the kitchen materials. They look at the pictures from the book and they try to match the pictures and the words. Teacher does not help the students in brainstorming, but students can use a bilingual dictionary or can ask for help. When it is needed some sentences can be translated into Turkish. Also, students do not work as pairs. The teacher asks the questions and students try to answer individually.

EVALUATION OF THE LESSON

In experimental group, the lesson was entertaining and students could understand the objectives of the lesson easily. Students worked in pairs and they were willing to make dialogues. Also, brainstorming was very challenging for the students. However, in the control group, students' willing to the lesson was not very high. As the teacher used question-answer drill, students had high anxiety level and they were reluctant to answer to the question. In experimental group, using pair conversation activities reduced the stress level of the students and they became more willing to answer questions.

CHAPTER FOUR

IV.   RESULTS AND EVALUATION

This chapter deals with the statistical analyses which are made to test the hypotheses and their results.

Hypothesis 1 The post-test scores of the Foreign Language Classroom Anxiety Scale (FLCAS) of the control group who were taught in teacher-centered classroom will be higher than their pre-test scores.

Table 3: The pre-test and post-test scores of control group students

Control Group	N	$\bar{x}$	S	Sd	T	Result
Pre-test	22	83.90	16.94	21	2.64	Meaningful
Post-test	22	89.09	15.50			P < .05

The statistical results shown in Table 3 indicate that the difference between the pre-test and the post-test scores of control group is significant. Foreign Language Classroom Anxiety Scale was applied to control group. It is seen that the anxiety score average is 83.90. After 8 weeks teacher-centered speaking lesson, Foreign Language Classroom Anxiety Scale was applied to control group again. It is seen that the anxiety score average increased to 89.09. According to the result of t-test analysis, the difference between pre-test and post-test scores is significant at the level of .05. The results show that teacher-centered lesson which was applied to the control group was

not effective for decreasing speaking anxiety level of students. In other words, speaking anxiety levels of the students in control group significantly increased.

Hypothesis 2 The post-test scores of the Foreign Language Classroom Anxiety Scale (FLCAS) of the experimental group who were taught in learner-centered classroom will be lower than their pre-test scores.

Table 4: The pre-test and post-test scores of experimental group students

Experimental Group	N	$\bar{x}$	S	Sd	T	Result
Pre-test	22	88.04	13.60	21	3.15	Meaningful
Post-test	22	81.45	18.12			P < .01

The statistical results shown in Table 4 indicate that the difference between the pre-test and the post-test scores of experimental group is significant. Foreign Language Classroom Anxiety Scale was applied to experimental group. It is seen that the anxiety score average is 88.04. After 8 weeks learner-centered speaking lesson, Foreign Language Classroom Anxiety Scale was applied to control group again. It is seen that the anxiety score average decreased to 81.45. According to the result of t-test analysis, the difference between pre-test and post-test scores is significant at the level of .01. The results show that learner-centered lesson which was applied to the experimental group was effective for decreasing speaking anxiety level of students. In other words, speaking anxiety levels of the students in experimental group significantly decreased.

CHAPTER FIVE

V. CONCLUSION, DISCUSSION AND SUGGESTIONS

The study is made up of five chapters. In chapter one, the reason for conducting such a study, the problem and the aim of the study are given. Then, possible solutions are explained by supporting them with the studies and approaches concerning the study. Also, some terms related with the study are given in chapter one. In chapter two, anxiety is described with its types. In chapter three, speaking as a communicational skill and the importance of speaking skill in language teaching are explained. The method and the procedure are discussed in chapter four. Also, the participant of the study, and how the study is conducted are presented. The statistical results and the evaluation of them are given in chapter five. In this chapter, in other words in chapter five, the summary of the study is presented.

In this study, it is aimed to show whether the effects of teacher centered and learner centered classrooms on foreign language speaking anxiety will be different. The instruction period is planned as an eight-week training in prep classes of the Foreign Language Department at Tokat Gaziosmanpaşa University. The data were collected through a questionnaire (See Appendix 1 for the questionnaire) called Foreign Language Classroom Anxiety Scale (FLCAS) which was adapted from Horwitz et al. (1986).

In the experimental group, students were given eight weeks speaking lesson in a learner-centered classroom. In this group, students learned from and with each other by the help of group and pair works. They felt more relaxed and confident by the help of group and pair works. Also, teacher used brainstorming technique frequently as warm-up in experimental group. However, in the control group, students were given eight weeks speaking lesson in a teacher-centered classroom. The teacher used question-answer drill; therefore, students had high anxiety level and they were

reluctant to lesson. Also, teacher did not use brainstorming or role-play techniques; therefore, students did not seem willing to the lesson. Moreover, having group activities makes the lesson enjoyable for students and decreases their anxiety levels. As the students in control group did not have group activities that affected their anxiety levels negatively.

It is seen that the activities and techniques used in experimental group decrease students' anxiety levels in speaking class compared to the control group's students. Because this activities and techniques such as role-play, brainstorming are interesting for students. Also, group works provide a better communication environment for students.

The results of the study can be stated as the following:

1. It was found that the teacher-centered lesson which was applied to the control group was not effective for decreasing speaking anxiety level of students. In other words, speaking anxiety levels of the students in control group significantly increased.
2. It was found that the learner-centered lesson which was applied to the experimental group was effective for decreasing speaking anxiety level of students. In other words, speaking anxiety levels of the students in experimental group significantly decreased.

Thus, in relation to the statements above, the lessons become enjoyable for students when they learn in learner-centered classroom. Also, pair and group works can reduce the anxiety level in speaking classes.

The findings of this study show that learners experience in language classroom is as important as teaching method. Language teachers must respond to both learners' linguistic needs and their affective needs to produce more successful language learners. Having less anxiety in language classroom can be seen as an advantage in speaking lessons. For decreasing anxiety, teachers should provide learners with the opportunity for active involvement in learning process.

This study was conducted in an EFL setting at Tokat Gaziosmanpaşa University in Turkey. Therefore, findings of this study cannot be generalized for all foreign language learners.

In this study, the anxiety experienced by the language learners were observed in terms of learner-centered and teacher-centered classrooms. And this study shows that teachers can provide students the opportunity for active involvement in language learning process. The active involvement of students helps them decreasing their anxiety levels. On the other hand, if students are passive listeners, their anxiety levels can increase. To sum up, teachers' manners affect students' speaking anxiety levels.

As mentioned before, this study examined the problem from learners' and teachers' perspectives. Moreover, the solutions for minimizing the negative effects of anxiety can be studied by researchers in other studies. Also, teachers can conduct diary study for modifying their curriculum, teaching technique and materials for decreasing anxiety levels of students in their lessons.

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APPENDICES

Appendix 1

Ad-Soyad:

Cinsiyet: **Kız- Erkek**

Yaş:

Şube:

Foreign Language Classroom Anxiety Questionnaire (Yabancı Dil Sınıf Kaygısı Ölçeği)

Aşağıdaki her bir ifadeyi okuduktan sonra şu seçeneklerden birisini size verilen kağıda işaretleyiniz. Hiçbir ifadeyi boş bırakmayınız. **Ankete katıldığınız ve soruları içtenlikle yanıtlayacağınız için teşekkürler.**

1. Hiçbir zaman   2. Nadiren   3. Bazen   4. Sıklıkla   5. Her zaman

	Hiçbir Zaman	Nadiren	Bazen	Sıklıkla	Her zaman
1. İngilizce derslerinde konuşurken kendimden emin olamıyorum.	1	2	3	4	5
2. İngilizce derslerinde hata yapmaktan korkuyorum.	1	2	3	4	5
3. İngilizce derslerinde sıranın bana geldiğini bildiğim zaman heyecandan ölüyorum.	1	2	3	4	5
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.	1	2	3	4	5
5. Haftada daha fazla İngilizce dersimin olmasını isterim.	1	2	3	4	5
6. İngilizce dersi sırasında kendimi dersle hiç de ilgisi olmayan başka şeyleri düşünürken buluyorum.	1	2	3	4	5
7. Diğer öğrencilerin İngilizce dersinde benden daha iyi olduklarını düşünüyorum.	1	2	3	4	5
8. İngilizce dersinin sınavlarında kendimi endişeli hissediyorum.	1	2	3	4	5
9. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılıyorum.	1	2	3	4	5
10. İngilizce derslerinde başarısız olmak beni endişelendiriyor.	1	2	3	4	5

11. Yabancı dil dersleri konusunda bazılarının niye endişe duyduklarını anlayabiliyorum.	**1**	**2**	**3**	**4**	**5**
12. İngilizce derslerinde bazen öyle heyecanlanıyorum ki, bildiğim şeyleri bile unutuyorum.	**1**	**2**	**3**	**4**	**5**
13. İngilizce dersinde sorulan sorulara gönüllü olarak cevap vermekten sıkılıyorum.	**1**	**2**	**3**	**4**	**5**
14. İngilizceyi anadili İngilizce olan kişilerle konuşmak beni heyecanlandırıyor.	**1**	**2**	**3**	**4**	**5**
15. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.	**1**	**2**	**3**	**4**	**5**
16. İngilizce derslerinde önceden çok iyi hazırlanmış olsam bile derste heyecanlanıyorum	**1**	**2**	**3**	**4**	**5**
17. İngilizce derslerine girmek istemiyorum.	**1**	**2**	**3**	**4**	**5**
18. İngilizce derslerinde konuştuğum zaman kendime güvenmiyorum.	**1**	**2**	**3**	**4**	**5**
19. İngilizce öğretmenim yaptığım her hatayı düzeltmeye çalışıyor.	**1**	**2**	**3**	**4**	**5**
20. İngilizce dersinde sıra bana geldiği zaman kalbimin hızlı hızlı attığını hissediyorum.	**1**	**2**	**3**	**4**	**5**
21. İngilizce sınavlarına ne kadar çok çalışırsam kafam o kadar çok karışıyor.	**1**	**2**	**3**	**4**	**5**
22. Kendimi İngilizce derslerine çok iyi hazırlanıp gitmek zorunda hissediyorum	**1**	**2**	**3**	**4**	**5**
23. Her zaman diğer öğrencilerin benden daha iyi İngilizce konuştuğunu düşünüyorum.	**1**	**2**	**3**	**4**	**5**
24. Diğer öğrencilerin önünde İngilizce konuşurken kendimi tedirgin hissediyorum.	**1**	**2**	**3**	**4**	**5**
25. İngilizce dersleri o kadar hızlı akıp gidiyor ki sınıfa ayak uyduramamaktan korkuyorum.	**1**	**2**	**3**	**4**	**5**
26. İngilizce derslerinde konuştuğum zaman hem sıkılıyorum hem de kafam karışıyor.	**1**	**2**	**3**	**4**	**5**
27. İngilizce derslerine girerken kendimi çok rahatsız ve güvensiz hissediyorum.	**1**	**2**	**3**	**4**	**5**

28. İngilizce öğretmenimin söylediği her kelimeyi anlamadığımda paniğe kapılıyorum.	**1**	**2**	**3**	**4**	**5**
29. İngilizce konuşabilmek için öğrenmek zorunda olduğum kuralların sayısı beni kaygılandırıyor.	**1**	**2**	**3**	**4**	**5**
30. İngilizce konuştuğum zaman diğer öğrencilerin bana güleceğinden endişe duyuyorum.	**1**	**2**	**3**	**4**	**5**
31. İngilizceyi anadili İngilizce olan insanların yanında kullanırken rahatsız oluyorum.	**1**	**2**	**3**	**4**	**5**
32. İngilizce öğretmenim cevabını önceden hazırlamadığım sorular sorduğunda heyecanlanıyorum.	**1**	**2**	**3**	**4**	**5**

Ankete katıldığınız ve soruları içtenlikle yanıtladığınız için teşekkürler.

Appendix 2

Lesson 6   Taking a Break

1. Actions

▶ Match the numbers and the words.* ▶ Then listen and repeat. ▶ Add words.

_____ a. coming in   _____ g. pointing   _____ m. waving
_____ b. crying   _____ h. reading   _____ n. yawning
_____ c. drawing   _____ i. sitting   o. _____
_____ d. drinking   _____ j. sleeping   p. _____
_____ e. erasing   _____ k. standing   q. _____
_____ f. laughing   _____ l. walking

Appendix 3

Lesson 6   **Telephone Calls**

make a call

leave a message

KITTY: Hello. May I speak to Roger, please?
ROGER'S FATHER: Who's calling, please?
KITTY: It's Kitty.
ROGER'S FATHER: Just a minute, please. Roger, it's for you.

ANSWERING MACHINE: Hi. We're not home right now. Please leave a message.
HUSBAND: Hi, honey. I'm in Chicago. I can't get a plane home today. I'm sorry. See you tomorrow!

REGINA: Hello?
CALLER: Is Salah there?
REGINA: Salah? I think you have the wrong number.
CALLER: Is this area code (716) 969-1818?
REGINA: No. It's 1819.
CALLER: Oh. Sorry.

wrong number

1. Telephone calls

► Match the numbers and the words.* ► Then listen and repeat. ► Add words.

_____ a. answering machine
_____ b. cell phone
_____ c. cordless phone
_____ d. hang up
_____ e. pay phone
_____ f. phone card
_____ g. phone cord
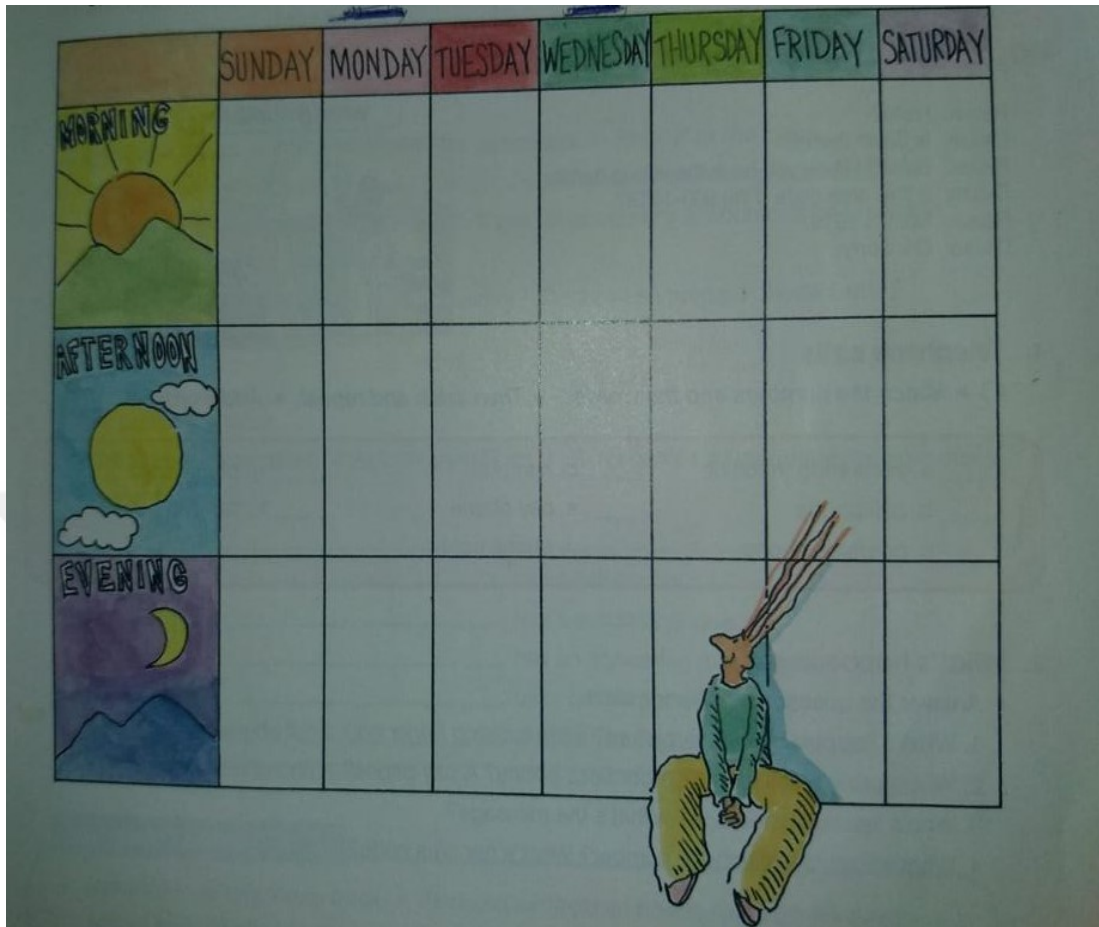_____ h. receiver
i. _____

Lesson 2   **The Kitchen**

What's in the ki

_____ a. cabin
_____ b. coffee
_____ c. dishw
_____ d. dryer
_____ e. elect
_____ f. pan
_____ g. refrig
_____ h. sink
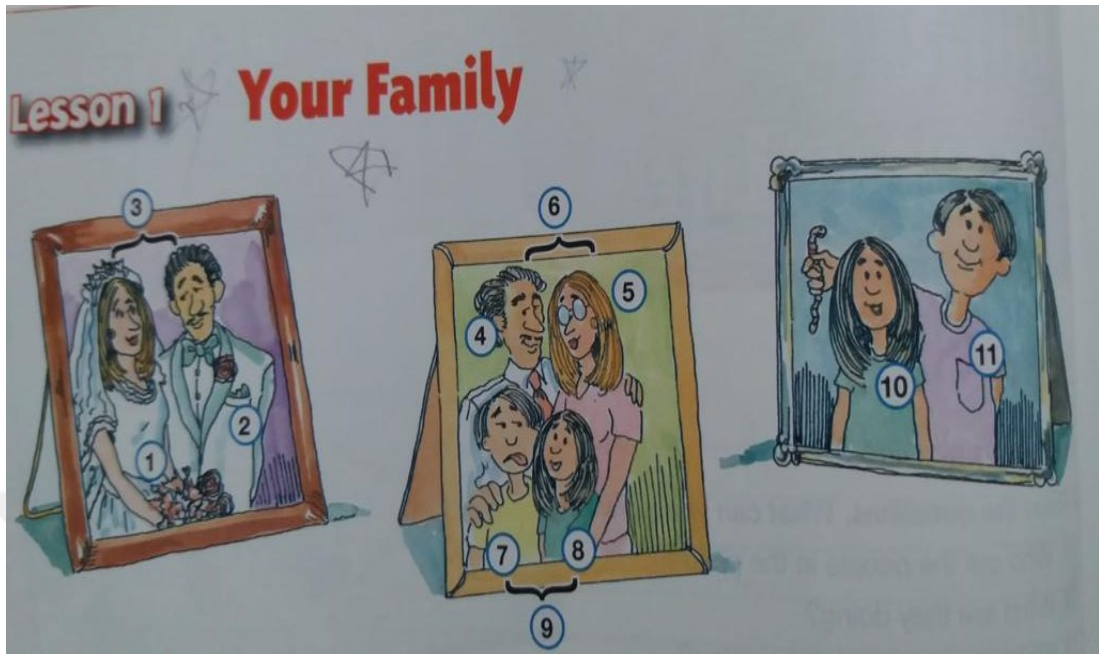_____ i. stove
_____ j. toast
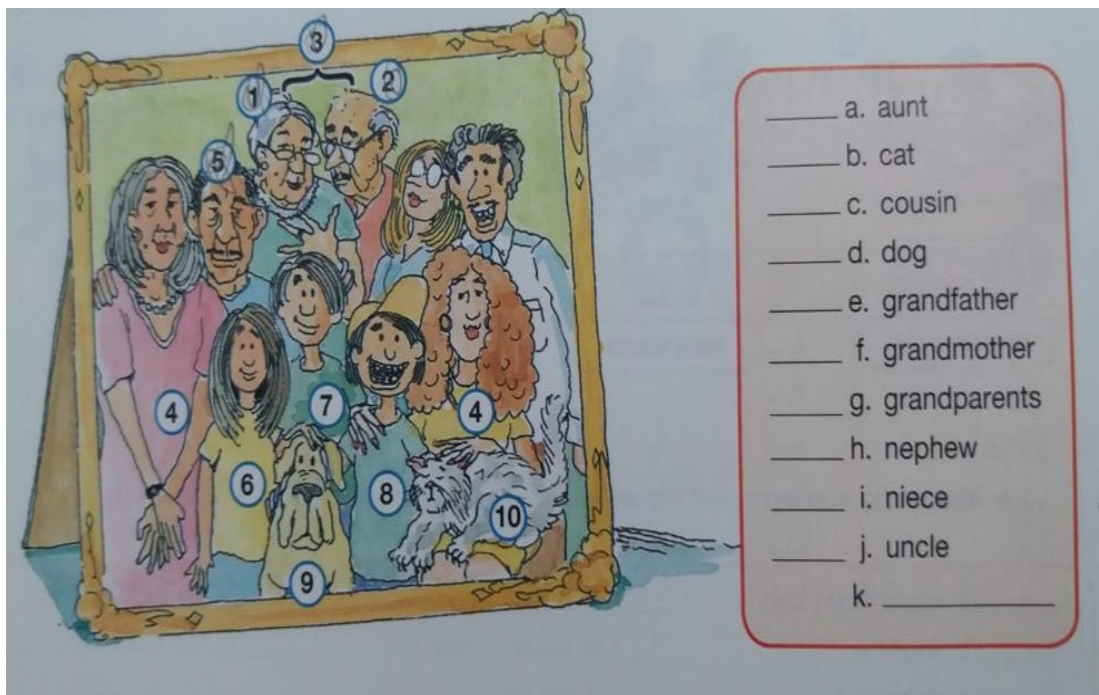_____ k. wash
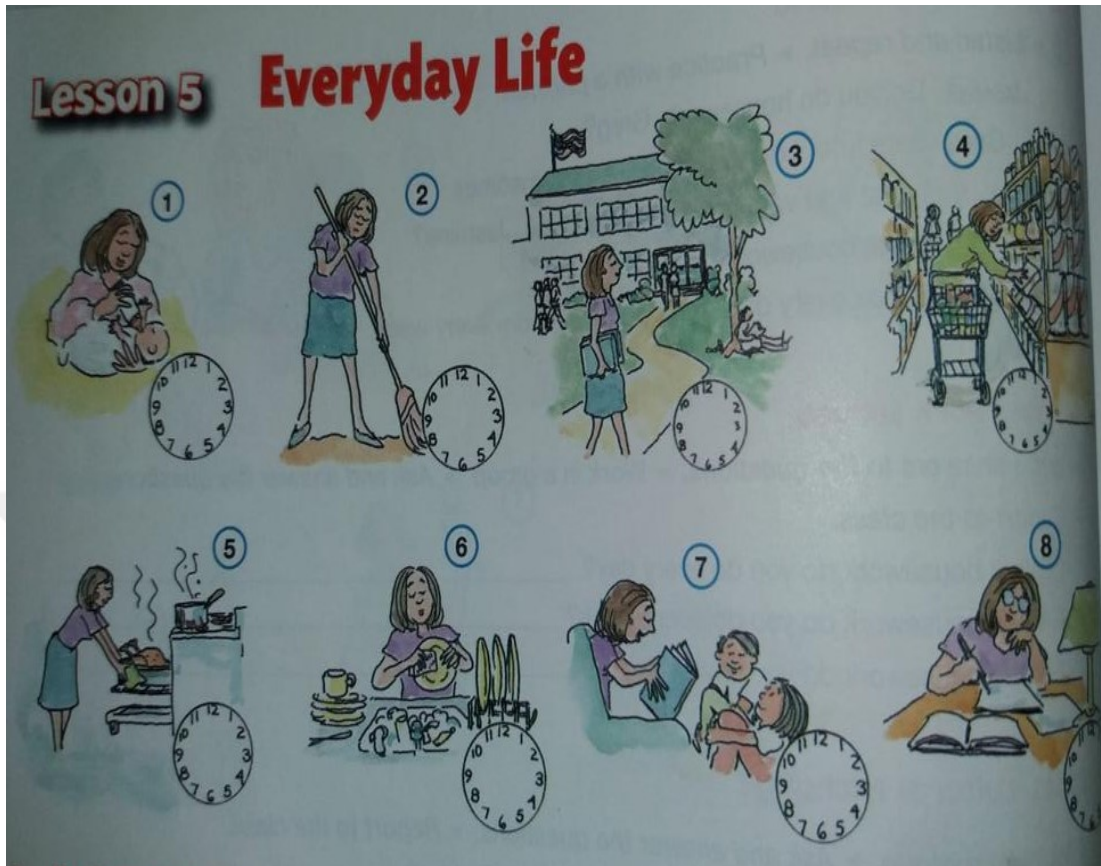l. _____
m. _____

What are the

_____ n. doing

Appendix 4

Appendix 5

Appendix 6

_____ a. aunt
_____ b. cat
_____ c. cousin
_____ d. dog
_____ e. grandfather
_____ f. grandmother
_____ g. grandparents
_____ h. nephew
_____ i. niece
_____ j. uncle
k. _____

Appendix 7

Appendix 8

T.C.
ONDOKUZ MAYIS ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
28.06.2019	6	2019 - 204

KARAR NO:
2019 - 204

Üniversitemiz Eğitim Bilimleri Enstitüsü yüksek lisans öğrencisi Özge DURAN GERÇEKCİOĞLU' nun Dr. Müfit ŞENEL danışmanlığında " Öğretmen ve Öğrenci Merkezli Sınıfların Yabancı Dil Konuşma Kaygısı Üzerindeki Etkıleri" isimli yüksek lisans tezine ilişkin anket çalışmasını içeren 19498 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Eğitim Bilimleri Enstitüsü yüksek lisans öğrencisi Özge DURAN GERÇEKCİOĞLU' nun Dr. Müfit ŞENEL danışmanlığında " Öğretmen ve Öğrenci Merkezli Sınıfların Yabancı Dil Konuşma Kaygısı Üzerindeki Etkıleri" isimli yüksek lisans tezine ilişkin anket çalışmasının kabulüne oy birliği ile karar verildi.