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**FOREIGN LANGUAGE LEARNING ANXIETY IN PREPARATORY SCHOOL
STUDENTS CONTRIBUTING FACTORS**

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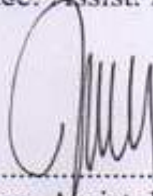
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ÖZET

HAZIRLIK OKULU ÖĞRENCİLERİNİN YABANCI DİL ÖĞRENME KAYGILARININ NEDENLERİ

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İngilizce öğrenmenin hayati bir öneme sahip olduğu günümüzde, lise ve üniversite öğrencileri İngilizce öğrenmek ya da İngilizcelerini geliştirmek adına bir çok çalışma içine girmişlerdir. Ancak bu öğrenme sürecinde onları bir çok zorluk beklemektedir. Gerek psikolojileri gerekse içinde buldukları öğrenme ortamı, öğrencilerin öğrenme süreçlerinde büyük rol oynamaktadır.

Bu çalışmanın amacı öğrencilerin İngilizce öğrenirken, ders ya da sınav sırasında hissettikleri zorluklardan biri olan kaygının nedenlerini saptamaktır. Buna ek olarak öğrencilerin bu kaygılarını azaltabileceğine inandıkları önerileri de dikkate alınmıştır.

Çalışma, Çağ üniversitesi hazırlık okulunda okuyan 80 öğrenci arasında yapılmıştır. Veriler toplanırken öğrencilerle görüşme yapılmış ve araştırmacının notları kullanılmıştır.

Bu çalışmanın sonuçları arasında öğrencilerin İngilizce öğreniyorken ve İngilizce sınavlarında neden kaygılı olduklarının nedenleri ortaya çıkmıştır. Ayrıca, öğrenciler bu kaygılarını azaltabilecek öneriler sunarken, sınıf içinde öğretmenlerin de ne yapması gerektiğine dair açıklamalarda bulunmuşlardır. Bu bilgiler sınıf içerisinde kaygılı öğrencilere sahip olan öğretmenlere ışık tutacaktır.

Anahtar Kelimeler: Dil Öğrenimi, Kaygı, Dil Öğrenme Kaygısı, Yabancı Dil Öğrencileri

ABSTRACT

FOREIGN LANGUAGE LEARNING ANXIETY IN PREPARATORY SCHOOL STUDENTS CONTRIBUTING FACTORS

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Supervisor: Assist. Prof. Dr. Kim Raymond HUMISTON

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English is the most commonly preferred language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate. But, of course, learners may encounter many difficulties while learning an English language.

This qualitative study has two aims: one of them was to state preparation school students' English learning anxiety reasons and the other one has been to identify learners' suggestions to alleviate their anxiety.

The study was carried out at the preparation department of Çağ University in Mersin. The data was gathered through interviews with eighty learners whose ages were between 18 and 22. Results have demonstrated that there are four anxiety-provoking situations among the learners. These are; tests, speaking in front of others, reading a text aloud and answering the teachers' questions. Fear of negative evaluation from peers and fear of being laughed at by other students, teachers' attitudes, students' personalities, lack of preparation and course materials are the reasons that affect learners negatively during the English lessons. According to the findings, there are some recommendations that may help students alleviate anxiety.

Key words: Language Learning, Anxiety, Language Learning Anxiety, EFL Learners

ABBREVIATIONS

CMC	: Computer Mediated Communication
Et al.	: And Others
EFL	: English As a Foreign Language
FLA	: Foreign Language Anxiety
FLCAS	: Foreign Language Classroom Anxiety Scale
USA	: United States of America

LIST OF TABLE

Table 1. Students' thoughts about the English class.....	19
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TABLE OF CONTENTS

COVER.....	I
APPROVAL PAGE.....	II
ACKNOWLEDGEMENT.....	III
ÖZET.....	IV
ABSTRACT.....	V
ABBREVIATIONS	VI
LIST OF TABLE.....	VII
TABLE OF CONTENTS.....	VIII

CHAPTER 1

1. INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	2
1.3. Purpose of the Study.....	3
1.4. Significance of the Study.....	3
1.5. Research Questions.....	3
1.6. Limitations.....	3

CHAPTER 2

2. REVIEW OF LITERATURE.....	5
2.1. Learning.....	5
2.2. Learning According to Behaviorism.....	5
2.3. Learning According to Cognitivism.....	6
2.4. Foreign Language Learning.....	7

2.5. Anxiety and Its Types.....	7
2.6. Foreign Language Learning anxiety.....	8
2.7. Facilitating and Debilitating Anxiety.....	10
2.8. Reducing Foreign Language Anxiety.....	10
2.9. Studies Related to Foreign Language Learning anxiety.....	12

CHAPTER 3

3. METHODOLOGY.....	14
3.1. Context of the Study.....	14
3.2. Participants.....	14
3.3. Research Design.....	14
3.4. Instrument.....	15
3.5. Procedure.....	16
3.6. Data Collection Tool.....	16
3.7. Data Analysis.....	16

CHAPTER 4

4. FINDINGS.....	18
4.1. Introduction.....	18
4.2. Students' Answers.....	18
4.2.1. Students' thoughts about the English class.....	18
4.2.2. The most Anxiety Provoking Situations.....	19
4.2.3. Reasons for Anxiety.....	20
4.2.3.1. Test Anxiety.....	20
4.2.3.2. Fear of Negative Evaluation, Lacking of Vocabulary and Grammar Knowledge.....	20

4.2.3.3. Lack of Preparation.....	21
4.2.3.4. Role of teachers.....	22
4.2.3.5. Students' Personalities.....	23
4.2.3.6. The effects of course materials.....	23
4.2.4. Students' suggestions to reduce anxiety.....	24

CHAPTER 5

5. SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND

IMPLICATIONS.....	26
5.1. Summary of the study.....	26
5.2. Conclusions.....	26
5.3. Recommendations and implications.....	32

6. REFERENCES.....34

7. APPENDIX.....39	
7.1. Appendix 1: Interview questions.....	39
7.2. Appendix 2: Students' answers to interview questions.....	40

CHAPTER 1

1. INTRODUCTION

This chapter covers the background of the study, statement of the problem, purpose, significance of the study, research questions and limitations parts. All of these explained in separate sections.

1.1. Background of the Study

English is our international language and it is ruling our world. Therefore, learning an English language has been accepted important and necessary in Turkey as in other countries, depending on this, there is a great demand to learn English in community courses as well as in public schools. For example, English instruction starts at the early stages of formal education and almost all of the students in high schools elect English as a foreign language.

English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate.

English is also the medium of communication in such fields as aviation and science. Jobs in these fields, unless highly localized, will be closed off to you if you don't speak English. Nowadays in the competitive job market, it is necessary to speak English. So if you learn English you will have a better chance of getting a job that pays more. Also, knowing the English language facilitates your use of the World Wide Web because most of the world's stored information and web pages are in English. So, this importance of English language learning has also been causing university students to participate in English preparation classes in universities for years.

There are a number of reasons why students would want to learn English as a second / foreign language, each reason is individual, and will provide countless benefits in future communications. As with any type of learning, it is important to find a learning methodology that works best for you, and that is easy to access.

Besides finding good ways to learn English language, learners generally encounter some kind of factors affecting their learning process. For example, according to Skehan (1991) intelligence, motivation, attitude, age, gender, personality and anxiety are mostly affect the learners' learning process in classrooms.

In recent years some of the researchers have established the significant role of 'affective factors' in language learning (Wei, 2007, Andres, 2002, Pramanik, 1988).

That's to say, affective sides of language learners have been considered in order to achieve successful language learning. Brown (2007) states that the affective side of the learners is the most influential aspect in language learning success or failure.

Anxiety is an uncomfortable feeling of individuals. It is briefly a fear of something that believed may happen in the soon. It is actually necessary and beneficial to a certain point but a very high anxiety, especially during the English exams, is not acceptable. If anxiety motivates learners to learn and search for new tasks, it is named facilitating anxiety. All of the learners should have this kind of anxiety. Debilitating anxiety, in contrast, motivates learners in a negative way and it negatively results.

Anxiety among language learners can hinder success in acquisition of new language. Teachers have also been aware of students' anxiety but they do not give enough importance to this issue. Thus, the intention of this study is to discover how language learners experience anxiety in their language learning and the factors are more probable to cause anxiety. Moreover, it is investigated what students can suggest to reduce anxiety during the courses and exams. In addition to this, students' recommendations for their teachers are taken into consideration.

1.2. Statement of the Problem

The importance of English language learning cannot be denied. Thus, one of the missions of Cag University is to raise students who know and use English language extensively for their academic purposes and in their daily lives. In order to reach to this mission, most of the course books are in English and almost all of the subjects are taught in English. In addition to this, English is the medium of instruction in class and this requires students to be fluent in English language.

Most of the students have difficulties especially in speaking English in the lessons. They prefer being silent during the courses and they feel highly anxious when they have to speak in front of others or answer the teachers' questions.

The major problem here is that students generally believe one cannot speak until their sentences are grammatically correct. Moreover, a student, who thinks about others' finding his pronunciation mistakes, will be anxious and unwilling to participate to the courses.

Students are worried during the English exams due to fear of failing. A student, who feel highly anxious and nervous during the exams, will not concentrate on the questions and this will result in frustration. Thus, it is crucial to investigate the factors that contribute to students' anxiety because of the negative effects of anxiety.

1.3. Purpose of the Study

Since students are anxious and worried during the English courses and exams, they may not concentrate on what to do and they may not properly learn the new tasks.

The first aim of this study is to discover the reasons behind the students' anxieties. It will be beneficial for the students to figure out the reasons. Because language-learning anxiety is believed that has a negative impact on the learning process. If it is found which factors contribute to anxiety, it may be easy to find the anxiety reductions techniques. The second aim is to state the learners' suggestions as to reduce anxiety. This purpose consists of two parts: what students themselves can and what teachers can do to reduce anxiety.

1.4. Significance of the Study

If there is a problem, it is essential to find a creative solution to prevent its negative effects. Since anxiety has negative impacts on language learning process, firstly, the reasons of it should be investigated and then the reduction techniques should be stated.

This research is significant to the instructors in term of helping them to understand the deeply reasons of students' foreign language learning anxiety. It may also be guide to the teachers as what to do to reduce anxiety levels in the classrooms. Students will feel better and willing to learn in a relaxed classroom atmosphere. In addition to this, being aware of causes of language anxiety and its impacts on language learning process may enable students and teachers to prevent negative effects of anxiety.

1.5. Research Questions

The research questions of the present study are as follows:

- 1- Which factors do contribute to anxiety?
- 2- What do students suggest to reduce anxiety?

1.6. Limitations

Some limitations of the research can be noted: the study is limited to the preparation school students of Cag University in Mersin. The study only focuses on the views and thoughts of students about foreign language learning anxiety. Only interview technique was used to gather the data. Students' background education and 'teacher anxiety' are not focused on in this study.

Further research should mostly focus on the students' background educations and anxieties related to teachers. Other data gathered techniques may be used to get more valid data. This kind of qualitative studies should not be restricted in one university. Because of the time limitation, the present study conducted in Cag university, but further research should conduct in various universities.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Learning

A term 'learning' defines as an acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown, 2007, p. 7). Namely, learning involves active, conscious focus on and acting upon events outside or inside the organism. Bloom (1964) stated a definition of two domains of learning: the cognitive and the affective. The affective domain is the emotional side of human behavior. The development of affective states or feelings involves a variety of personality factors, feelings both about us and about others with whom we come into contact (Brown, 2007, pp. 68-69). So, language learners should be receptive both to the language itself and to those with whom they are communicating. Students may encounter many difficulties in learning process. Their cognitive, individual's belief system, knowledge and perception, and affective, emotional reactions and feeling, affect their achievement. Achievement in the target language depends not only on intellectual capacity, but also on the learners' anxiety level (Horwitz, Horwitz and Cope, 1986), thus this factors will be examined in this study.

There are several theories emphasized about 'learning'. A great number of educators stress on the two important ones. These are Behaviorism and Cognitivism.

2.2. Learning according to 'Behaviorism'

Language itself is a behavior because it is a part of social process. Thus, it is essential to mention about behaviorist theory. According to behaviorists such as Skinner and Watson, learning a foreign language is not different from acquiring a mother tongue. A child come into the world with a mind that is a tabula rasa — a clean slate — bearing no pre-conceived notions about the world or about language. This child is then shaped by his linguistic environment, slowly conditioned through various schedules of reinforcement.

In his article, Demirezen (1988) discussed behaviorist theory and language learning as follows: behaviorist theory has based on spoken language. According to behaviorists speech is a language because there are many languages without written forms and because we learn to speak before we learn to read and write. So spoken language must have a priority in language teaching. In this line, language learning is a mechanical process leading the learners to habit formation whose underlying scheme is the conditioned reflex. So it is definitely true that language is controlled by the consequences of behavior. All learning is the establishment of habits as the result of reinforcement and reward. Positive reinforcement is reward while negative reinforcement is the absence of positive reinforcement. Namely, according to behaviorism language is learnt in the way other habits are learnt. This theory maintains a focus on a change in observable behaviors as the manifestations of learning and language learning is practice-based. Teachers should create conditions to allow students the opportunity to increase rewards, such as give students with a success rate of large practical opportunity for students to a willingness to practice, and practice, recognized, rewarded.

2.3. Learning according to ‘Cognitivism’

Cognitivism, on the other hand, is actually a response to behaviorism. In this theory, learning is shaped by acquired learning strategies and prior knowledge and attitudes, called schemas. The cognitive view of learning is teacher-centered, and information must be presented in an organized manner in order to achieve the most efficient learning. It is essential to find out how one’s mind obtains processes and stores the information in this theory. So, cognitive theory looks beyond behavior to consider how human memory works to promote learning, and an understanding of short term memory and long term memory is important to educators influenced by cognitive theory (Lilienfeld, Namy & Woolf, 2010).

Cognitive theorists view learning as an internal mental process including insight, information processing, memory, and perception where the educator focuses on building intelligence and cognitive development. The individual learner is more important than the environment. . The way that learners attend to, code, transform, rehearse, store and retrieve information and learners’ thoughts, beliefs, attitudes, and values are also key elements of learning process. Memory in cognitivism is prominent because cognitivists regard memory as the result of learning. It classifies sensory register, short-term memory, and long-term memory by how information is stored. In this theory, reinforcement, contrary to behaviorism, is used primarily as feedback (Ertmer & Newby, 1993).

2.4. Foreign language learning

According to Krashen (1981), foreign language learning is an explicit, conscious process that uses grammatical rules, depends on aptitude, and follows from simple to complex order of learning.

There are many factors negatively affect the foreign language learning process in the classrooms. It may because of a classroom situation, which means fewer hours in which learners are faced to language comparing to first language acquisition. Moreover, there are many things happening in classes that disturb the process, such as anxiety and fear of making mistakes, lack of motivation to learn or unwillingness to sound foreign because of lack of vocabulary or grammar of the target language. Such factors as stress or self-consciousness also make linguists tend to talk of affective factors which influence the entire process. According to Krashen's (1982, pp. 30-31) affective filter hypothesis, there is a metaphorical barrier in the learners mind and that prevents learners from acquiring language even when appropriate input is available. Affect refers to feelings, motives, needs, attitudes, and emotional states in his hypothesis. A learner who is tense, anxious, or bored may filter out input, making it unavailable for acquisition.

2.5. Anxiety and its types

Everyone occasionally experiences some anxiety. It is a normal response to a stressful event or perceived threat. Anxiety as an affective state is an uncomfortable emotional state in which one perceives danger, feels oneself powerless, and experiences tension in the face of an expected danger (Blau, 1955) and for Horwitz, Horwitz & Cope (1986) anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Anxiety is stated to consist of two components: cognitive and somatic anxieties. Cognitive one refers to the mental aspect of anxiety experience including negative expectations, preoccupation with performance and concern about others' perceptions. Somatic anxiety, on the other hand, refers to learners' perceptions of the physiological effects of the anxiety experience as reflected arousal and unpleasant feeling states such as nervousness, sweating, and tension (Morris & Hutchings, 1981).

There are three types of anxiety: trait anxiety, state anxiety, and situation- specific anxiety. Scovel (1978) defines trait anxiety as a permanent predisposition to be anxious whereas state anxiety is related to some particular event or act. Individuals who are more anxious and more likely to become anxious regardless of situation are referred to as having trait anxiety; anxiety is a part of their character and those who are able to appraise situations

accurately as being threatening or not within reasonable limits are said to have state anxiety. A third type of anxiety as a situation specific anxiety refers to anxiety experienced in a well-defined situation. Individuals who have situation-specific anxiety can assume certain events as anxiety producing only when certain factors are present. A student, for instance, may be anxiety free in Turkish exams. However, he gets nervous foreign language exams.

2.6. Foreign language learning anxiety

Language anxiety is an effective factor that affects achievement in L2. It is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process (Horwitz, et al. 1986).

Young (1991) defined language-learning anxiety from three aspects: the learner, the teacher, and the instructional aspects. He conducted that language anxiety may caused by personal and interpersonal factors, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language testing.

Learner beliefs about language learning are a major contributor to language anxiety. For instance, learners generally believe that pronunciation is the most important issue in language learning. Namely, most beginning students will not sound like a native speaker and they end up frustration and stress (Young, 1991).

Krashen (1988, cited in Young, 1991) suggests that individual's degree of self-esteem is highly related to language anxiety: '... the more I think about self-esteem, the more impressed I am with its impact. This is what cause anxiety in many people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. Anxious and low self-esteemed students are more likely to avoid the foreign language class or to withdraw from courses with several communication demands. They may prefer hiding in the back rows and avoiding any possible involvements in the class activities.

Young (1991) stated that instructor' belief about language teaching is another source of language anxiety. Instructors who believe that their role is to correct students constantly when they make any error and who feel that they cannot have students working in pairs can affect students in a negative way. Moreover, if teachers believe that their role is more like a drill sergeant than a facilitator is, this may be contribute to learners' language anxiety. The social context that the instructor sets up in the classroom can have an important effect on the learners.

Foreign language learning anxiety is described as the apprehension experienced when a situation requires the use of foreign language with which the individual is not fully proficient (Gardner and MacIntyre, 1993). Thus, foreign language anxiety is described as a situation-specific anxiety. Horwitz et al. (1986) identify three related foreign language anxieties: communicative apprehension, fear of negative evaluation, and test anxiety. Communicative apprehension occurs when learners have immature communication skills although they have mature ideas and thoughts. It is a fear about real communication with others. Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating people. Individuals, who have difficulty in speaking in front of the others, are likely to experience greater difficulty speaking in a foreign language class. Fear of negative evaluation occurs when L2 learners feel that they are not able to make the proper social impression. Namely, it is an apprehension about others' evaluation, avoidance of evaluative situations, and the expectation. Test anxiety is an apprehension over academic evaluation. It is about a fear of failing in test situations and an unpleasant experience held consciously or unconsciously by learners in many situations. It is a type of anxiety concerning apprehension over academic evaluation, which comes from a fear of failure.

Causes of test anxiety identified by Horwitz et al. (1986): this may be, for instance, the high expectations of some students for achieving a high grade in the course. In a test situation, the student inevitably encounters difficulties and demanding obstacles that may increase his tension. Thus, the student may become frustrated rather than rational towards the task.

Students' certain beliefs about language learning also contribute to student's tension and frustration in the foreign language classroom. Because students generally believe that, nothing should be said in the foreign language classroom until it can be said correctly and it is not okay to guess unknown vocabularies. These kinds of beliefs may increase students' anxiety level because students will avoid speaking until they find appropriate word and correct sentences (Horwitz et al., 1986).

The effects of foreign language anxiety also extend outside the foreign language classroom. A high level of foreign language anxiety may also correspond with communication apprehension, causing individuals to be quieter and less willing to communicate (Liu & Huang, 2011).

2.7. Facilitating and debilitating anxiety

Language learning anxiety has been considered as a negative psychological factor in the language learning process by many of the teachers who have seen its impact on learners. Researchers have concluded that a little anxiety can be motivating and beneficial in language learning, but when it passes a certain point, it seriously influences the learners' ability to focus and resulting in poorer performance (Crookall and Oxford, 1991; p. 141, cited in Humphries, 2011). Scovel (1978) distinguishes harmful and helpful anxiety as facilitating and debilitating anxiety. Facilitating anxiety motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approval behavior. Facilitating anxiety also keeps you motivated to succeed. This type of anxiety does not hinder test preparation and test taking abilities. In fact, this may help to improve performance. Debilitating anxiety, in contrast, motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behavior". This type of anxiety has a negative affect and impact on a student's test preparation and test taking abilities. When someone has testing anxiety, they are feeling the influences of debilitating anxiety.

Foreign language anxiety and communication apprehension play an important role in foreign language learning because of their debilitating effects. A great deal of studies have found that these two factors have negative effects on achievement and performance (Aida, 1994; Phillips, 1992; Saito, 1996)

2.8. Reducing Foreign Language Anxiety

Numerous studies have been conducted about foreign language learning anxiety. However, what students should actually do to reduce or end their anxiety in language classrooms has received little emphasis. According to Tobias (1979), anxiety probably work as a mental block to cognitive performance at all three cognitive stages; input, processing and output. Therefore, anxiety arousal environments should be reduced in the language classrooms. Accordingly, if a student thinks that he is anxious because of his lack of academic skills, he may study harder, or if he believes that his cognition creates the anxiety, he may alter the thought processes related to language learning.

Because of the debilitating effects of language anxiety, communication apprehension should be reduced in language classrooms and linguists and instructors have been discussing how the Computer-mediated communication can help language learners to reduce their anxiety for years. Computer-mediated communication (CMC) is defined as any communicative transaction that occurs through the use of two or more networked computers

(Thurlow, Lengel, Tomic, 2004). Computer-mediated communication can create a rather anonymous environment, where the computer serves 'as a shield from being on stage'. Thus, learners may feel less apparent and this can reduce their anxiety. Also it provides opportunities for language learners to practice their language. Another benefit of computer-mediated communication is a strong equalizing effect of it. That is; computer-mediated communication features more balanced participation, with speakers sharing the floor more equally (Warschauer, 1996). Accordingly, Arnold (2007) has designed his study to investigate if computer-mediated communication reduces foreign language communication apprehension. He investigated learners' transient emotional state during computer-mediated communication and reported that many learners temporarily experience low levels of anxiety during computer-mediated communication. Thus, it can be said that computer-mediated communication provides enough practice and positive communication experiences for many students to become generally more comfortable in foreign language speaking situations. Warschauer (1996) found that even reticent students who avoid from speaking in language classrooms become active participants in the electronic setting. As a result, the benefits of computer-mediated communication technique cannot be denied.

In her article, Shahi (2009) has advanced some proposals to alleviate the effects of anxiety in the classrooms. She believes that teachers are responsible for creating a feeling of security and trust among the learners and learners who trust each other may feel better in classrooms and so their anxiety can reduce. She also highlights that if a student is easily anxious, he/she needs teachers who are more like friends helping him/her to learn and less like authority figures goading him/her to perform.

Another study was held by Keramida in 2009 to help students overcome foreign language speaking anxiety in the English classroom in Greece. The researcher implemented some classroom interventions to reduce foreign language speaking anxiety. For instance, firstly, 'short-term project works' were used because in the project works, students are more personally involved so they do not feel that they are constantly assessed. Secondly, 'Teacher-student relations' were revised and students were persuaded that errors are a natural part of learning a foreign language and also students were encouraged to ask for help without running the risk of embarrassment. Then, 'scaffolding' was provided for the students so that the students had an opportunity to continue speaking despite making a mistake. After that, students' test scores were kept private to reduce preoccupation with fear of negative evaluation. At the end, although the researcher highlighted that these are simply an attempt to

move from theory to practice, focusing on a specific learning situation and the effectiveness of the interventions are remarkable.

Kondo and Ying-Ling (2004) conducted a study among 209 university students in Japan. They aimed to find out tactics for coping with language anxiety. It was proposed that five strategy may be used to reduce anxiety: (1) preparation; studying hard, trying to obtain good summaries of lecture notes, (2) relaxation; taking a deep breath, trying to calm down, (3) positive thinking; imagining oneself giving a great performance, trying to enjoy the tension,(4) peer seeking; looking for others who are having difficulty controlling their anxiety, asking other students if they understand the class, and (5) resignation; giving up, sleeping in class.

According Foss and Armeda (1988) if a student recognize his/her fears; he/she will be able to interpret anxiety-provoking situations in realistic ways. To help students recognize their fears about language learning, they proposed that the teacher ask students to verbalize their fears and thoughts and then to write them on the board. Thus, students can see that they are not alone in their anxieties. Another technique for reducing language anxiety is to use an anxiety graph. The aim of this graph is to help determine the nature of anxiety in a given interaction. This can be repeated throughout the course to graph an individual's anxiety over time. An instructor can also use the graph in individual conferences, discussing with each how best to cope with the anxiety experienced most frequently. It can be preferred for students to share their graphs in groups, a process that enables them to see how similar their responses are to those of other students. Final suggestion of them is to write a journal. Students can learn to recognize feelings of inadequacy so they may arrive at expectations that are more realistic. Journals can be used a vehicle for intrapersonal reflection of the language-learning process. Students also can write through their feelings of inadequacy to arrive at a more realistic, positive sense of their progress.

2.9. Studies related to foreign language learning anxiety

There are numerous studies about foreign language learning anxiety in the related literature. Young (1990) discovered in his study that students experience higher level of anxiety while speaking in foreign language in front of the class. Kondo and Ling (2004), additionally, stated that low proficiency, speaking activities, and fear of negative evaluation by classmates were three major causes of language learning anxiety. In their study, MacIntre and Gardner (1991) found that test anxiety was ranked the highest, followed by communication apprehension and fear of negative evaluation by the others. The reason of this

may be the parents' high expectations from their children's performance. The parents will react negatively to their children's poor performance or failure in tests. In another study, Na (2007) explored high school students' English learning anxiety in Chinese EFL Classrooms. He analyzed 115 students. The results indicated that students indeed had comparatively high anxiety in English learning and they experienced more fear of negative evaluation.

In their study, Williams and Andrade (2008) examined anxiety in Japanese university EFL classes concerning the type of situations that provoked the anxiety, the perceived cause of the anxiety, and the ability to cope with the anxiety. Findings indicated that anxiety was most often associated with the output and processing, in the sense of mental planning, stages of the learning process and that student attributed the cause of anxiety to the teacher or other people. Other findings were that the effect of and response to anxiety were associated with gender and perceived ability level. Another study was held by Liu and Huang (2011) in order to examine the relationship between foreign language anxiety, English learning motivation, and performance in English. Findings revealed that the respondents generally did not feel anxious in English and were moderately motivated to learn English, foreign language anxiety and English learning motivation were significantly negatively correlated with each other, and both foreign language anxiety and English learning motivation were significantly correlated with students' performance.

In her study, Cubukçu (2008) investigated the relationship between foreign language anxiety and self-efficacy of the students. The results showed that both aspects were uncorrelated and gender played no important role in terms of the anxiety level and self perception ratings of these students. On the other hand, Capan and Simsek (2012) identified in their study that a significant correlation between the participants' FLA levels and their gender as males in contrast to females received higher scores on the FLCAS.

Kondo and Yang (2003) conducted a study among 148 university students in Japan and noted that classroom anxiety was associated with three main factors: low proficiency, speaking activities, and fear of negative evaluation by classmates.

Yamashiro and McLaughlin (2001) investigated the effects of anxiety and motivation on students' proficiency levels among 220 Japanese junior college and university students in Japan. They found that higher levels of anxiety tend to indicate lower levels of proficiency and a higher level of motivation may lead to a higher level of anxiety, which in turn may lead to a lower level of proficiency.

CHAPTER 3

3. METHODOLOGY

3.1. Context of the study

Çağ University was founded in 1997 by the Baybogan Education Foundation. It is located between Adana and Mersin cities in Mediterranean region. Its population is getting higher day by day. It is a member of European Universities Association and has already signed many cooperation agreements with universities in Europe and USA.

The university provides many opportunities for an education as well as a social life. The education at Cag University provides the students with an effective educational environment. In addition to this, students are satisfied with the opportunities of sports and leisure time facilities. One of the aims of the university is to raise students who can speak English as well as a foreign language. Thus, there is a preparatory school that each newly enrolled student has to complete with a grade of 70%. After passing preparatory class, students can study at the departments.

The main purpose of the compulsory preparatory class is to teach learners the basic rules of the target language and enable learners to use the vocabulary and grammar items of the target language. By the way, students can communicate with foreigners and express themselves. There are three levels in preparatory school: beginner, elementary and pre-intermediate. Students are placed in these classes according to their proficiency levels.

3.2. Participants

Participants of this study consist of 80 preparatory school students. 50 of them are female and 30 of them are male. Their ages are between 18 and 22. They have different English proficiency levels. The present study's aim is to investigate the reasons of foreign language anxiety, so students' English proficiency levels are not considered.

3.3. Research Design

For the research design of the study, qualitative approach is used. This approach is chosen, because this study mainly aims at providing an insight into the phenomenon of language learning anxiety from the perspectives of language learners and qualitative approach may be better enable to bring participants' thoughts and voice to the study and so gain deeper insights into their experiences of anxiety.

Qualitative data are collected in the form of words or pictures rather than numbers. The kinds of data collected in qualitative research include interview transcripts, field notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, textbook passages, and anything else that can convey the actual words or actions of people. Qualitative researchers analyze their data inductively. In this kind of studies, there is no formulated hypothesis beforehand and then seek to test it out. Qualitative researchers spend a considerable amount of time while collecting their data by observing or interviewing (Fraenkel, Wallen, Hyun, 2011, p. 427).

In the current study, as it is mentioned before, interview technique is used. Interview is a face-to-face conversation for specific purpose. The nature and the type of interview vary according to the purpose. There are three main types of interview: structured, semi structured, and in depth interviews. In structured interviews, usually, a structured questionnaire is used and in semi-structured questionnaire, open-ended questionnaires are organized. The depth interviews consist of covered one or two issues or questions that are based on what the interviewee says (Britten, 2006, p.12). Interviewee's behavior, experience, opinion or belief, feelings, knowledge, sensory, background or demographic information comprise the types of questions for qualitative interview (Britten, 2006, p.15). Interview technique has some advantages. In this technique, interviewer can sets questions according to the aim of his/her study and allows the informants to respond in any manner they see fit. In addition to this, this technique may be used young children.

3.4. Instrument

In this study, only interview technique is used and interview questions are as follows:

- What are the students thinking about the English class?
- What is the most anxiety-provoking situation during the English lessons?
- Do they know the reasons of their anxiety during the English lessons?
- Have their instructors or class friends played a role in their feelings and anxieties?
- Do they think they are a person who gets nervous or anxious easily?
- What can they offer to find out the factors that may reduce their anxiety?

The last question consists of two parts as: what students can do to reduce anxiety during English lessons or exams and how their teachers help them feel less anxious.

3.5. Procedure

The researcher is an English teacher and she knows that students have some problems while learning a foreign language. These problems can be about students themselves, about teachers or about the course materials.

Each student has been anxious during the English courses in their life. Teachers are also aware of this kind of problem in classrooms, but nobody considers or tries to find solutions. Although university students have had English language knowledge since they were in primary school, they have still cognitive and affective problems during the English lessons. Most of them are usually anxious or unwilling to participate to the lessons and they cannot get good marks that they want to get. Thus, the researcher aims to interview with students and want to hear reasons of anxiety from them. She interviewed with students while they were resting and eating. Male students were unwilling to answer interview questions and they tend to be interviewed by groups. Females were more willing than males and they answer almost all the interview questions. They were not given a set of questions on the paper that they would answer. The researcher, in contrast, wanted them to speak and explain their opinions and beliefs about their anxiety in the English courses.

3.6. Data Collection Tool

Preparation school students' opinions and beliefs about foreign language learning anxiety are considered according to the aim of this study. Thus, while the researcher were asking her questions to the students, at the same time she were noting the interviewee's gender, age and the answers. That's to say, the researchers' notes were used while analysing the data.

3.7. Data Analysis

Researcher noted all the information while she was interviewing with the students. The meaningful information related to foreign language anxiety of students is taken into consideration in the current study. Data gathered from students were categorized according to the interview questions.

Data analysis in qualitative research is an iterative and continuously comparative process that involves reducing and retrieving large amounts of written information. In the qualitative research, researchers tend to make generalization that is a statement or claim of some sort that applies to more than one individual, group, object, or situation.

Although a generalization might not be true in every case, it describes, more often than not, what we would expect to find (Frankel, Wallen, Hyun, 2011, p. 436).

In the qualitative researches, researchers are less definitive and less certain about the conclusions that they found out. They have usually ideas to be shared, discussed, or investigated further. Modification in different circumstances and under different conditions will always be necessary for their study. Qualitative studies are so dependent on the researchers in both collecting and interpreting information. Thus, gathered data may be researcher biased while it is being interpreted (Frankel, Wallen, Hyun, 2011, p.438).

The qualitative content analysis is defined by Hsieh and Shannon (2005, p. 1278) as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns. In his book, Patton (2005, p. 453) describes content analysis as any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings.

Fraenkel and Wallen (2006, p. 494) states many advantages of using content analysis. According to them, content analysis is extremely useful as a means of analyzing interview and observational data and the researcher may search into records and documents to get some feel for the social life of an earlier time. In addition, the data are readily available and almost can be returned to if necessary or desired, content analysis permits replication of a study by other researchers.

In the current study, the researcher noted all the beneficial information that she could get from the students. Then, she categorized the similar answers according to questions. For instance for the first question, the descriptions of students' feelings about English class, two key words were chosen considering the given answers and those key words were explained according to gender. In other words, mostly given answers to questions were taken into consideration in this study.

CHAPTER 4

4. FINDINGS

4.1. Introduction

For this study, the researcher preferred interviewing with the students about foreign language anxiety. Of course, she talked to more than a hundred students but she should focus on anxious students according to her study, so the opinions of fifty girls and thirty boys have considered. Their ages are between 18 and 22.

It is believed that each student has experienced anxiety during the English courses and exams. Thus, to find out the reasons and possible solutions for anxiety, students were interviewed during lunch breaks. Although most of the students were unwilling to speak, the researcher was able to get the helpful information by encouraging them to answer her questions. Students informed that this was not an exam or something that would affect their passing grades and their teachers would not learn anything related to their answers. This explanation was done by the researcher because students focused on the passing grades and they assumed that anything could affect their grades.

4.2. Students' Answers

4.2.1. Students' thoughts about the English class

The researcher first asked about their feelings about English class. Thirty girls think that English is necessary and should be learned. Therefore, they are glad to be in preparatory class. Fifteen girls think that it is a compulsory education. They are forced to be in preparatory class, so they do not like this issue. Five girls do not know what they are feeling. They think that English is not necessary for them and they only want to get valid marks and pass the class.

Twenty-two boys are glad to be in preparatory class and English learning is necessary for them. Eight boys think that they are forced to be in preparatory class and they want to get valid marks and pass the class. In addition, most of the male students think that the duration of the courses is too much for them. The lessons should be 40 minutes. They lose their concentration after half an hour and so, lessons become boring and unbearable.

Table 1. Students' thoughts about the English class

<i>Thoughts</i>	<i>Females (N)</i>	<i>Males (N)</i>
Necessary	30	22
Compulsory	15	8

As it is showed in the table 1, most of the females would like to learn English language and they feel lucky in the preparatory class. They want to learn English and they believe that if they know English language, they will find a better job in the future. They of course have encountered some difficulties during the lessons, but they still insist on studying and learning. Some students do not take place in the table. They do not know what they are feeling and their aim is to pass the class. Most of the males like females want to learn English language and they believe that English language is necessary in every field nowadays. Students, who agree that English language is a compulsory education, do not like this compulsory incorporation and they would like to get valid marks to pass the class.

4.2.2. The most anxiety provoking situations

The researcher secondly asked them about the most anxiety-provoking situations during the lessons and then they started to explain the reasons for their anxiety, so at the same time she got the answers for her third question. After that, she asked her forth question. That's to say second; third and forth questions are related to each other.

The most anxiety provoking situations are categorized as follows:

- Answering the teacher's questions
- Reading a text alone and
- Speaking in front of peers

These are because, as the researcher understood, all of the students think that they are under pressure from teachers and classmates. Students explained why they felt most anxious especially during these situations in the following answers.

4.2.3. Reasons for anxiety

For the third question, the reasons for anxiety, students gave similar answers and these are categorized as follows:

- Test anxiety
- Fear of negative evaluation
- Lack of vocabulary and grammar knowledge
- Lack of preparation
- Teachers' attitudes
- Students' personalities
- The effects of course materials

Students actually gave the answer for fourth and fifth questions by answering third question. The researcher was able to get extensive information by the answers of third question.

4.2.3.1. Test Anxiety

Definitely, all the participants have test anxiety. They want to get valid marks and pass the class; they mean they do not want to repeat the class. They infer that nobody wants to be seen like an idiot by their teachers and classmates. Thirteen girls and five boys react bodily like sweating, heart beating, or hand shaking.

The reason of their test anxiety is to fail. As the researcher understood, they do not want to be the last one in the class and they infer that if they fail, it will also be a problem with their family. Students also mentioned about the forgetting problems during the test. According to them, they forget some kind of things during the exam because of their high anxiety. If they fail, they will have to participate to summer courses. They all agree that nobody wants to come to school during hot summer days.

4.2.3.2. Fear of negative evaluation, Lacking of vocabulary and grammar knowledge

Almost all of the students emphasize the fear of negative evaluation from others and they have a fear of creating unsuccessful student image for themselves in the class. They also compare themselves to the successful students in the class and that makes them to feel more anxious.

They think that other students in class can speak as a native speaker and if they knew enough vocabulary and grammar to form sentence, they would participate to class. They do not want to stop and think of a word in the middle of their sentence, because that made them nervous. In addition, they do not want their teachers or classmates to irritate them during their speech. They avoid from speaking by the fear of laughing at and they infer that there are conceited students who assume that they know everything in the class. Some of the students think that there are students who talk too much in the class, so they do not need to participate to the lessons and they do not to be called as an arrogant. They usually think that their friends would notice their mistakes while they are speaking or reading a text aloud, so these kinds of feelings really make them nervous. They usually feel themselves unsuccessful and they suppose that peers' proficiency levels are high from theirs.

4.2.3.3. Lack of preparation

It has mostly stated that students feel highly anxious when they do not prepare for the class a day before the English lessons. They know that avoiding from participating to the lessons because of others' thoughts is cowardice. However, they cannot stop themselves from being anxious during the lessons.

In addition, they think that their lacking of preparation contributes to test anxiety. If they do not prepare well to the exam, they would feel more anxious before the exam, and their anxious manner leads to frequent mistakes during the exam.

Almost all of the boys have hesitation and pronunciation problems. They compare themselves to successful girls in the class and they infer that girls can pronounce English words better than they can. Girls are always more brilliant than them. They start to talk and never stop. There is no need to boys to participate. Therefore, they maintain silence and that issue discourage them. When a boy incorrectly spell a verb and a girl look at him during that time, boys feel highly anxious and worried. Boys usually did not trust themselves because they inferred that there were girls that could speak English fluently in the class. In addition, most of the males think that English language is difficult to pronounce and they cannot correctly pronounce the words. Thus, they avoid from speaking.

4.2.3.4. Role of teachers

The students began to mention about instructors' attitudes towards them during the lessons. The researcher's intention was to find out that if there was any relationship between their anxiety and instructors' attitudes. Students think that their teachers believe that they know everything and students can understand what teachers' mean even they speak quickly during the lessons. Students complain about being forced to speak during the lessons without preparation. They believe that they might be less anxious if they would be alone with their friends because they infer that all of them are the same.

Almost all the participants think that teachers, of course, played an important role to make the class atmosphere anxious or relaxed. According to them, teachers think that students know everything and can be quick as them. If teacher is serious and impatient, it creates anxious atmosphere in the classroom. Students imply that there are some factors positively affect the students' views as to their teachers. Teachers' encouraging behaviors, kind, and tolerant attitudes during the lessons decrease students' anxiety. Participants also believe that teachers should be trustier and know what to do in the classroom. If the teacher knows her job well and behave the students' friendly, they do not feel anxious. According to many students, teachers should give more time for responses, because they think in Turkish and they try to translate it into English. Of course, it takes a little bit more time and during this time, they get anxious because of teachers' impatient manners.

Almost all the students agree that English language is already difficult to learn and they cannot pronounce words well. Beside these, if the teacher creates uncomfortable environment in the classroom, they get more anxious and English lessons are unbearable. In addition, when teacher harshly warn them to correct their pronunciation mistakes, they get nervous and sometimes they forget what to say. Then, they do not want to participate to the lessons anymore because they think that they are not a child but teachers often forget that they are adult learners, not primary students. Some of them infer that teachers' characters change during the lessons. They become serious and angry. They do not smile and glare. Students do not know enough words and grammar, that is to say, they are not good at English, or sometimes they do not prepare for the lesson. These combine with the teachers' dour face and so they get nervous and bored. Most of the boys mention about understanding problems. They generally do not understand what teacher is talking about and then they get nervous and start to look at the ground. They are afraid of being asked questions that they actually do not understand. They do not like teachers' sudden questions. Some of the girls have an opinion that teacher should say or do something while they are speaking, because If she does nothing,

they think that they are doing something wrong and this makes them nervous. Students would like to see a teacher who knows her job well, because they want to trust their teachers. In addition, they want their teachers to be more patient and not to threaten her students with low marks. According to them, their biggest problem is low marks. They are all worried about exam results. If they know that the results will be good, they usually do not get anxious. So students should not be evaluated according to their exam results. If a teacher classifies the students to successful and unsuccessful, this makes them nervous and they feel more anxious in that kind of teacher's lessons.

4.2.3.5. Students' personalities

As it is said before, personality plays an important role in a person's life and behaviors. If a person is an excited or more nervous in nature, it may affect his situations in lessons too. Only nine girls highlight that they are a little bit nervous in other lessons and in their daily life. The students actually do not get considerable amount of anxiety in other classes and in their daily life, I mean, they have still anxiety but not too much. Some of the students mention about their Germany classes. They do not feel more anxious in Germany lessons because the teacher does not force them to speak and others in class cannot speak in Germany too. Actually they feel anxious in every exam and according to them, it is normal. Exams make students anxious because they will evaluate according to their exam results at the end of the year. Learning an English language is necessary and compulsory. They think these two factors make students anxious. If they fail in Germany class, it will not be a chaos, but if they cannot get valid marks in English, it would be a big problem.

4.2.3.6. The effects of course materials

Some of the students mentioned about the course books. They think that the level of the book is not suitable for everyone. Some of the activities are too hard to them and when teachers do not do clear explanations about the exercises, students can not do activities so they avoid from participating to the lessons. According to students, course books are also one of the main predictors that make courses good or boring. Some of the exercises are too simple but others, especially speaking ones are too hard for them. They do not know enough vocabulary but in the exercises, they are supposed to talk about almost everything. They think it is too much for them.

They infer that some of the activities are too boring and unnecessary for them. When they get bored, they cannot concentrate on the topic. In addition, they have a problem with listening activities. They cannot follow the speaker and then, when they ask to the teacher what the speaker said, she looks at them like an idiot. It makes them angry.

4.2.4. Students' suggestions to reduce anxiety

The researcher finally asked students about anxiety reducing techniques, what they recommend, what they and their teachers can do to reduce their anxiety.

Students want their teachers;

- To give more encouragement during the lessons
- To give more time for responses
- To be more patient and friendly
- To give up thinking that students know everything
- To use more visuals and make extra Turkish explanations about the topics
- To create a team in the classroom

A great number of participants think that teachers are the unique predictors to enhance the classroom environment. If teachers are tolerant, all the students will be less anxious and if teachers are proficient in their job, students will be more successful. Students need more encouragement and patient manners during the lessons. According to some students, teachers should give up thinking that students know everything and can understand them whatever they say and they should notice that students need encouragement during the lessons. Teachers should approve them while they are talking even if they make mistakes. Students also express that teachers usually become very angry and impatient during the exams. They do not let students ask even a question. These kinds of behaviors make them highly nervous. Teachers should be calmer and more patient at least during the exams.

Students do not want to be threatened with low marks and they do not want to be evaluated according to their exam results. Most of the students want their teachers to use more visuals and make explanations about the topics. Smart boards should be used during the lessons. When teacher only reads a text and then wants the students to answer the questions, students do not understand anything, so they avoid from participating to the lesson. Most of the girls offer to come into the class one by one during the speaking exams.

If they are alone with their teacher during the speaking exam, they know that they will feel less anxious. Students do not like the teachers who behave them as if they are children and they want their teachers to create a team in the classroom. Students feel more anxious in a

competitive environment. Students do not want to see a teacher with a dour face and teachers should be only their guide. Teachers may specify the topics that students should learn and then they should study on their private computers. Most of the students think that computers cannot classify them as a successful or unsuccessful.

Students' suggestions for themselves to reduce anxiety;

- Making practice and preparation for the class
- Positive self-talk
- Doing nothing

Students know that if they prepare well to the exams and they know the contents of exam subjects, they will be less anxious and more self-confident during the exams. Losing concentration is a big problem among the students. They imply that if they do not think of failing in the exams or do not think that others finding their mistakes, they will be more successful and they can concentrate on what to do. They infer that they should be self-reliant and struggle to learn more in English. That's to say, making practice and preparation before the lessons, positive self-talk and doing nothing are three main strategy that used by the students. Some of them try to think that nobody is better than they are when they have to speak in front of others. This relieves them.

They are also aware that if they study hard, they can easily pass the class. Most of the boys believe that they cannot learn English and they also cannot speak like a native speaker, so they do not struggle themselves to be perfect. They do not care others thoughts and they only try to get valid marks to pass the class. According to most of the girls, they need to listen English songs and watch movies in English, so they can improve their listening and understanding skills, but they do not have enough time to deal with these kinds of activities. Learners want their teachers to be more patient during the lessons. Teachers should give encouragement and information about the topics and exams. Students need to hear Turkish explanations about newly learned topics or grammar rules. According to them teachers should use smart boards or more visuals. In addition, teachers should not change their behaviors during the exams. Students do not want to see an angry teacher before the exams and they want to hear more Turkish explanations. Moreover, students want to be taken into consideration by their teachers. Most of the students know that they should study more. They should listen songs, and read novels in English language. Some of them prefer doing nothing to cope with their anxiety. They do not know what to do and actually, they do not believe that their anxiety can be reduced. Few of them offer to use personal computers during the lessons, because they believe that computers cannot classify them as a successful or unsuccessful.

CHAPTER 5

5. SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

5.1. Summary of the Study

The present study focused on the preparation school students' views and suggestions. It had two aims: one of them was to figure out the reasons of EFL learners' English learning anxiety and the other one was to state what learners may recommend coping with their anxiety. Interview technique was used because it is believed that learners can express themselves better than answering any questionnaire.

It has found that there are three anxiety-provoking situations among the learners. These are; speaking in front of others, reading a text aloud and answering the teachers' questions. The reasons for anxiety are as follows; test anxiety, fear of negative evaluation, lack of vocabulary and grammar, lack of preparation for the course, teacher's attitudes, and the effects of the course materials.

5.2. Conclusions

Empirical studies on students' speaking anxiety in foreign language class conducted by Young (1990) and he found out that students experience higher level of anxiety especially while speaking in front of class and according to him, this may be because of low self-efficacy and students' personalities. He believes that speaking is probably considered the most stressful one among the four skills from the perspective of foreign language learners (1992). Kitano (2001) has focused on the sources of foreign language speaking anxiety and he believes that a fear of negative evaluation as a personality trait and self-perception of speaking ability in the target language are two potential sources leading to foreign language speaking anxiety.

This study shows parallel results with the study of Jackson (2002), who says this foreign language anxiety is frequently associated with speaking and this is why students are reticent and cannot speak before the class comfortable. He conducted a study among business students in China and tried to find out why students held back from participating in discussions and what could be done to increase their involvement to the lessons. The findings of his study suggested specific strategies that 'case leaders' and 'business communications teachers' might adopt to increase the participation of reticence students.

Liu (2006) conducted a study among Chinese undergraduate non-English majors at three different proficiency levels. He displayed that the students felt the most anxious when they responded to the teacher or were singled out to speak English in class. Horwitz (1986) investigated a foreign language learning anxiety of EFL learners and that study displayed that taking exams, speaking and being evaluated in language courses were the three things made the foreign language learners more anxious during the courses.

Participants expressed that thoughts and negative evaluations of peers have been quite important for them in the class. They have also suffered from the fear of speaking, making mistakes while speaking. This issue has summed up by one participant. He expresses that he does not to say even a word during the lessons because if others laugh at him, it will be his death. This thought parallel to Aydın's (2008) finding that speaking in front of other learners is a situational source of anxiety in foreign language classrooms. This finding was also been supported by Pappamihiel's (2002) study in which one of the participant said that one cause to made him feel anxious was being afraid that the other students will laugh at him when he says something in a class.

Similar to the findings of Aydın, Yavuz and Yeşilyurt's (2006) study among Turkish students in Balıkesir University, according to this study, test anxiety is one of the sources of learners' anxiety. Furthermore, some students mentioned about some physical problems such as heart beating and sweating before the exams. They also stated that their test anxiety reason was being failed. They actually feel nervous and worried when they think about the exam results not only the tests themselves.

Cubukcu (2007) believes that test anxiety is one of the most important aspect of negative motivation in learning. This type of anxiety has been described as an unpleasant feeling or emotional state that physiological and behavioral effects and that is experienced in formal testing or any other evaluative situations. Ohata (2005) found that learners were afraid of taking tests, because test-taking situations would make them anxious about the negative results of getting a bad grade. This may lead to other psychological stresses, such as losing concentrate or feeling inferior to others.

Lack of preparation can contribute to test anxiety. Most of the participants expressed they know that their lacking of preparation contributes to test anxiety. If they don't prepare well to the exam, they feel more anxious before the exam and their anxious manner leads to frequent mistakes during the exam. From this statement, it can be understood that knowing all the information has been covered during the study sessions, can help students to enter the testing situation with a more positive attitude (Shahi, 2009).

Many of the students expressed that teacher's spontaneous questions made them nervous. They infer that when teacher suddenly would like them to answer her question, even if they know the correct answer, they get anxious and they usually forget what to say. That's to say, teacher's sudden behaviors affect the atmosphere in the class. Because students thought in Turkish and they needed a time to translate into English.

Learners suffer from fear of negative evaluation, which is aroused by factors, such as fearing of leaving unfavorable impressions on others, fearing of making mistakes and being laughed at, and fearing of being found fault by others.

Similar to the findings of Na's (2007) study among high school students' English learning anxiety in China, this study also revealed that preparation students experienced more fear of negative evaluation from their peers and their teachers as well. Moreover, fear of negative evaluation leads to the fear of being called on in class and fear of making mistakes while speaking. What is more, it makes learners anxious when their teachers asks questions and makes corrections. According to Young (1991), this may be because of some classroom activities or tasks that students have to take part in and he modified a list of classroom activities that may perceived by students as anxiety-producing activities: (1) spontaneous role play in front of the class; (2) speaking in front of the class; (3) oral presentations or skits performed in the class; (4) presenting a prepared dialogue in front of class; and (5) writing work on the board.

Fear of negative evaluation occurs when language learners feel that they are not able to make the proper social impression. It is an apprehension about others' evaluation, avoidance of evaluative situations, and the expectation (Shahi, 2009).

Teachers themselves and peers are sources of fear of negative evaluation for students. Because they believe that teachers are fluent speakers and peers are negative viewers (Horwitz et al, 1986). Additionally, similar to the findings of Kitano's (2001) study among college learners in Japan, this study demonstrated that fear of negative evaluation is a source of language anxiety.

Students are afraid of being acknowledged lazy by other. This issue consists of comprising of self to other students in class and fearing of creating unsuccessful student image for them. These worries mostly stated by male students as a hesitation and pronunciation problems. That's to say they are more inclined to hesitate and feel anxious in the language classroom. They compare themselves to the successful girls in the class. Thus, they avoid from participating to the lessons. Some of the male students compressed this issue by saying:

'I do not trust myself because there are girls that speak English fluently in the class. Girls are always more brilliant than boys. They start to talk and never stop. There is no need to me to participate. So I maintain silence and this issue discourages me'

This result of the present study is in line with Yan and Horwitz's (2008) study in which examines learners' perceptions of how students' anxiety works together with other variables in influencing language learning and found that most of the people believed that females are better language learners than males. Females are also seen as more talented using language in general, more expressive, and simply hard working.

Subaşı (2010) investigated learners' English language learning anxiety in Anadolu University. She also found parallel results to the present study that learners compared themselves to the good students in the class and this comparison led them to feel greater amount of anxiety. In addition, students did not want to create a stupid image for themselves in the classroom.

Many of the students thought that they did not know enough vocabulary and grammar to form a correct sentence by saying:

'I don't know enough vocabulary and grammar to form sentence. Sometimes, I begin to speak and in the middle of my sentence, I stop and start to think of a word. Then, my classmates start to talk and irritate me. So I can't complete my sentence.' and *'If I quickly find the appropriate words to express my thoughts, I can participate to lessons more. But I don't want to be seen by my classmates like a stupid'.*

This result of the present study is in line with Liu's (2007) study in which Chinese students' anxiety in oral English classrooms. He also found that lack of vocabulary and grammar caused anxiety in classrooms.

Cortazzi and Jin (1994) claimed that Chinese English learners often thought vocabulary was a big obstacle for their English learning and lack of vocabulary was identified as one of the main causes for student anxiety in the present study.

The results of this study also confirmed the results of Horwitz et al.'s (1986) study for the French and Spanish classrooms. She identified that language learners has mature thoughts and ideas but an immature vocabulary and grammar with which to express them. She proposed that students are unsure of themselves and what they are saying, they may feel that they are not able to make the proper social impression. This fear of negative social evaluation may result in frustration and apprehension.

Lack of preparation for the class was another source of learners' anxiety. Many of the learners inferred that if they studied or prepared well for the course beforehand, they would be less anxious. In his study, Liu (2007) found the similar result as to learners' lacking of preparation anxiety.

Similar to the present study, Tsui (1996) also found more students attributed their anxiety to lack of preparation and his students expressed that they would be less anxious and more confident to speak English with preparation.

It is obvious from the previous studies that teachers are more important that affect the classroom environment and students' feelings (Wörde, 2003, Horwitz et al., 1986, Cubukcu, 2007, Subaşı, 2010, Katalin, 2006, Riasati, 2011, Bekleyen, 2004). In the present study, teacher student relationship is also concerned.

Most of the learners put an emphasis on teachers' characters. If the teacher was patient, good-humored, gave them importance, and did not evaluate them by their exam grades, they felt less anxious. Some students found teachers' error corrections were disturbing, while others found it necessary if it was in a good way. Some girls inferred that teachers did not give them enough importance and listen them in an ignoring face. This finding was also in the same line with Price's research and she reported that her study clearly showed that 'instructors had played a significant role in the amount of anxiety each student had experienced in particular classes (1991, cited by Wörde, 2003)

There were additional factors to the attitudes of teachers such as teacher-student relationship and teachers' corrections during the lessons. In other words, as Young (1991) noted that teacher's beliefs about teaching a foreign language are one of the anxiety provoking factors.

Students mentioned about the course-material. Most of them thought that main course books are quite difficult and complex for them. When teacher did not properly explain the unit, they could not learn anything and this increased their anxiety. Some of them also inferred that more visuals and smart boards would be used instead of only using of the class board. Learners want their teachers to use smart boards and visuals, because they think that if they see and hear the newly learned topic at the same time, they will learn easily and not to forget. In this kind of learning environment, they may feel less anxious. Listening activities were sometimes being problematic for them because of the speed of the native speaker.

The findings of the present study also were in the same line with Subaşı's (2010) research in Anadolu University. In her study, there were students that found the book and

activities did not match the level of the students and in the present study, there were also some students thought that the level of the book was high for them.

When the researcher asked that what could be done to reduce your anxiety, most of the participants stopped talking for 2 minutes because, they did not actually know what to do. Then that question was shared into two parts: what students themselves could do to reduce their anxiety and what teachers could do in the classrooms to help reducing their anxiety. Making practice and preparation before the lessons, positive self-talk and doing nothing are three main strategy that used by the students. They know that they should trust themselves, they should give up thinking not to pass the class, and they should prepare before the classes. Few of the students, especially, male learners preferred doing nothing and maintaining to avoid from participating to the lessons. This finding was in the same line with Dalkılıç's (2001) study. She conducted a study among university students and she found that doing nothing, avoiding the task, performing the task, making practice, self-encouragement and preparing before the lesson were techniques that used by the anxious students.

Kondo and Yin-Ling (2004) designed a study to develop a typology of strategies that students use to cope with the anxiety they experience in English language classrooms. Findings suggested that five main strategy categories: preparation, relaxation, positive thinking, peer seeking, and resignation, doing nothing or sleeping in class. Three of these techniques were parallel to the present study, and in this study learners also suggested that preparation, positive self- talk and resignation, giving up, were better tactics for them.

According to students, teachers were very important and could do many to make class relaxed. Most of the students wanted teachers to make clear explanations about the topics and give them more time to answer the questions during the lessons. If a teacher used only a blackboard and did not do Turkish explanations, students felt anxious and lost concentration. Moreover, they believed that they needed more encouragement and patient manners during the lessons. Students thought that they were all friends and in the same level, so there should be created cooperative environment in the classroom by the teachers.

In her study, Bekleyen (2004) also found that teachers' manners were important for the students and she noted that encouragement, kindness and honesty of the teachers were three crucial factors that made the class environment relaxed.

Riasati (2011) found the similar results about what teachers could do to reduce students' anxiety in his study. He identified that his participants would like teachers to remove fear of tests and establish a friendly relationship with students. According to his participants, run pair and group work activities should be used during the lessons. Therefore, students'

motivation to learn a new language may increase. In the present study, learners also stated that teachers' establishing a friendly and a relaxed classroom environment may increase their motivation, and self-confidence. According to him, only in relaxed and stress-free environment learners can show their full capabilities and learn the material effectively and successfully.

Horwitz et al. (1986) noted the reasons of instructor are related anxiety. Harsh manner of correcting student's error was stated as anxiety-provoking factor. Moreover, students believed that being incorrect in front of their peers and looking or sounding 'dumb' also increased students' anxiety. Moreover, they identified anxiety-related behaviors in language classrooms. They noted that students were anxious when they avoided trying to convey difficult or personal messages in the foreign language. Students expressed that they knew the grammar items but they forget during, for instance, in the role-play activities. In addition, they complained about difficulties of the pronunciation of English language. They also confessed that they knew the correct answer in the test but they put down the wrong one because of their being anxious.

In Keramida's (2009) study, it was tried to find out how to help students to overcome foreign language speaking anxiety in the English classroom and it was a case study which aims at examining the characteristics of anxious students with a view to implementing classroom interventions to reduce foreign language speaking anxiety. 'Teacher immediacy' consisted of two types of immediacy as a verbal and a nonverbal. In a verbal immediacy, teacher used, for instance, students' first names and nonverbal immediacies covered using of positive gestures and eye contacts. These immediacies were employed and it concluded that these reduced anxiety and impact positively on motivation to learn.

5.3. Recommendations and Implications

According to previous studies, it is obvious that, anxiety issue has been a crucial and should be investigated. Teachers should take care of the possibility that anxiety is responsible the students' poor performance. Language teachers should try to establish a friendly, supportive, and non-threatening classroom environment. It is essential for teachers to be friendly rather than strict and critical in class that helps to make students feel less nervous to participate to the lessons, especially while responding to teachers. If teachers offer some incentives and more grades for participation, students may feel less anxious during the English lessons. In addition, teachers should create an open and safe environment in the classrooms. They should allow more time for responses and they should organize more

interactive discussions. They should address the needs of students as well as they become careful with the selection of error correction techniques. If they want their students to be less anxious and willing to participate to the lessons they should not single out students for questions.(Cubukcu, 2007).

Horwitz et al. (1986) reported that learning situations and context should be made less stressful. Thus, teachers could play an important role in easing the anxiety of their students. A relaxed classroom environment is significant in reducing anxiety. This may consist of teachers' attitudes towards students and the language. Wörde (2003) believes that if teachers make class interesting and fun, students may get less anxious. He also reported that teachers should be sensitive to students' fears and insecurities and help them to confront those fears as well as speaking more slowly or consider using English to clarify key points or give specific directions.

Students, on the other hand, might prepare well for class and practicing lessons with their classmates. If students increase feelings of self-efficacy, they may get more in control and better prepared to deal with negative outcomes (Pappamihel, 2002).

Students should develop regular study habits. They should regularly study and practice in English language. They should take risks in front of the class and trust themselves. Building a confidence may be a crucial technique to reduce anxiety. Learners also should be aware of what they can and cannot do. According to this, they should change their study habits. Students should improve their English proficiency according to the present study, because they believe that their anxiety usually increase when they have to speak in front of others and in the exams. They infer that their lacking of grammar, vocabulary and preparation take role in these times. If they are persistent and hardworking as well as expanding vocabulary knowledge and getting prepared for oral English lessons, they can cope with their anxiety and be more successful.

Students should not create negative scenarios for themselves and they should give up thinking others' evaluations. They should learn to remain in control during the exams by recognizing the underlying causes of anxiety. In addition, students may do relaxation exercises by taking long deep breath and then let it out slowly during the exams.

Students should be sure that if they can understand what is taught in class and if they are properly studying. They should ask for the topics that they could not understand.

Teachers may not classified students according to their marks and be always encouraging. It is beneficial that teachers may be more patient and make more Turkish explanations about the course contents during the lessons.

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7. APPENDIX

7.1. Appendix 1: Interview Questions

- What are the students thinking about the English class?
- What is the most anxiety-provoking situation during the English lessons?
- Do they know the reasons of their anxiety during the English lessons?
- Have their instructors or class friends played a role in their feelings and anxieties?
- Do they think they are a person who gets nervous or anxious easily?
- What can they offer to find out the factors that may reduce their anxiety?

The last question consists of two parts as: what students can do to reduce anxiety during English lessons or exams and how their teachers help them feel less anxious.

7.2. Appendix 2: Students' Answers to Interview Questions

Statements about answering the teacher's questions, reading a text alone and speaking in front of peers;

'Teachers believe that we know everything and we can understand what they mean even they speak quickly during the lessons. They want us to speak without preparation and they suppose that we can do over our capacity.'

'Especially, when the teacher forces me to participate to the lesson, I freeze up and I am ashamed of her.'

'When teacher suddenly would like me to answer her question, even if I know the correct answer, I get really anxious and I usually forget what to say. I mean, teacher's sudden behaviors affect the atmosphere in the class.'

'If I am alone with friends in the class, I may less anxious. Because I know that they are alike me. They can not correctly pronounce the words too'

They also compare themselves to the successful students in the class and that makes them to feel more anxious. The following comments are about this issue:

'Others can speak like a native speaker, but I can not. Therefore, teacher likes them and praises the good students. I think, I am jealous of them'

'I don't know enough vocabulary and grammar to form sentence. Sometimes, I begin to speak and in the middle of my sentence, I stop and start to think of a word. Then, my classmates start to talk and irritate me. So I can't complete my sentence.'

'If I quickly find the appropriate words to express my thoughts, I can participate to lessons more. But I don't want to be seen by my classmates like a stupid'

'I don't want to say even a word during the lessons because if others laugh at me, it will be my death'

'There are conceited students in the class. They think that they know everything and they can do the best. I don't like this kind of people and when they start to speak, I can be silent forever'

'Some of my close friends don't like the students who talk too much in the class, so I avoid from participating to the lessons. Because I don't want to be called arrogant.'

'I usually think that my friends will notice my mistake while I am speaking or reading a text aloud, so I can not concentrate on reading. These kinds of thoughts make me really nervous.'

'The proficiency levels of my close friends are better than mine, so this situation discourages me.'

'I sometimes think that nobody is better than me in the class, but again I get nervous while I am speaking, I don't know why. This may be because they can think that I am unsuccessful.'

It has mostly stated that students feel highly anxious when they did not prepare for the class a day before the English lessons. There are some statements exemplify this view;

'I know that avoiding from participating to the lessons because of others' thoughts is cowardice. However, I cannot stop myself from being anxious during the lessons. This may because of my lacking of preparation for the class.'

'I feel that teacher will ask all her questions to me when I lack of preparation. This makes me nervous.'

'Of course, I feel better if I study on the course subject before the lessons.'

'I know that my lacking of preparation contributes to test anxiety. If I don't prepare well to the exam, I feel more anxious before the exam and my anxious manner leads to frequent mistakes during the exam.'

Almost all of the boys have hesitation and pronunciation problems. There are some statements exemplify that belief below:

'I don't trust myself because there are girls that speak English fluently in the class. Girls are always more brilliant than boys. They start to talk and never stop. There is no need to me to participate. So I maintain silence and this issue discourages me'

'Last week, I incorrectly spelled a verb 'arrive'. Each girl looked at me, as I was an idiot. Therefore, I do not like the girls in class. They behave as if they know everything. Yes, they can correctly pronounce each word and it makes me nervous that to be forced to speak in front of them'

'I feel unsure of myself and what I want to say even if it is correct. I am afraid of pronouncing any word in an absurd way'

'English words are so difficult to pronounce and they are very different from Turkish ones. I want to participate to the lessons but I cannot memorize how to spell each word. So it makes me shy during the lessons.'

Statements exemplify the students' views about their instructions below;

'Mistakes should be calmly corrected by the teachers but students should not be threatened by the low marks.'

'Teachers should give more time for responses, because we think in Turkish and we try to translate it into English. Of course it takes a little bit more time and during this time, we get anxious because of teachers' impatient manners.'

'English language is already difficult to learn and I can't pronounce words well. Beside these, if the teacher creates uncomfortable environment in the classroom and if he threatens me with low marks, I get more anxious and English lessons are unbearable'

'When teacher harshly warn me to correct my spelling mistakes, I get nervous and sometimes I forget what to say. Then, I do not want to participate to the lessons anymore'

because I am not a child but teachers often forget that we are adult learners, not primary students'

'Teachers' characters change during the lessons. They become serious and angry. They do not smile and glare. I do not know enough words and grammar, that is to say, I am not good at English, or sometimes I do not prepare for the lesson. These combine with the teachers' dour face and so I get nervous and bored.'

'I generally don't understand what teacher is talking about and then I get nervous and start to look at the ground. I am afraid of being asked questions that I actually do not understand. It is not good that teacher's suddenly asking questions.'

'Teacher should say or do something while I am speaking, because If she does nothing, I think that I am doing something wrong and this makes me nervous.'

'If the teacher knows her job well, I trust her and I eagerly listen to her. Actually, the teacher who knows her job well and be patient during the lessons, will not threat her students with low marks and this makes the students feel less anxious.'

'I think our biggest problem is low marks. We are all worried about exam results. If I know that the results will be good, I usually do not get anxious. So students should not be evaluated according to their exam results. If a teacher classifies the students to successful and unsuccessful, this makes me nervous and I feel more anxious in that kind of teacher's lessons.'

The statements below explain that students actually do not get considerable amount of anxiety in other classes and in their daily life, I mean, they have still anxiety but not too much:

'I am learning a Germany as a foreign language and I can't speak in Germany too. However, I do not feel more anxious in Germany lessons. It is because the teacher doesn't force me to speak and others in class also can't speak in Germany too.'

'I feel anxious in every exam, it is normal, isn't it? Exams make students anxious because you will evaluate your exam results at the end of the year.'

'Learning an English language is necessary and compulsory. I think these two factors make students anxious. If you fail in Germany class, it won't be a chaos, but if you can't get valid marks in English, it will a big problem.'

'Yes, I am an excited person, for example, I get anxious while I am driving a car or talking to somebody that I don't know. My anxious character makes me a little bit more anxious during English lessons, too.'

According to students, course books are also one of the main predictors that make courses good or boring. The statements below exemplify this issue;

'Some of the exercises are too simple but others, especially speaking ones are too hard for me. I do not know enough vocabulary but in the exercises, we are supposed to talk about almost everything. I think it is too much for us.'

'Why do not they ask our opinions about the course books? Because I think, some of the activities are too boring and unnecessary for us. When I get bored, I can not concentrate on the topic.'

'We have a problem with listening activities. We cannot follow the speaker and then when we ask to the teacher what the speaker said, she looks at us like an idiot. It makes us really angry.'

Students' recommendations in order to reduce their anxiety;

'I think teachers should give up thinking that we know everything and we can understand them whatever they say and they should notice that we need encouragement during the lessons. They should approve us while we are talking even if we make mistakes.'

'Teachers usually become very angry and impatient during the exams. They don't let us ask even a question. These kinds of behaviors make me highly nervous. They should be calmer and more patient at least during the exams.'

'Teachers should use visuals. They should not read a text and wait for us to speak.'

'Students should be come into the class one by one during the speaking exams. If I am alone with my teacher during the speaking exam, I know that I will feel less anxious.'

'We are all adults, but teachers sometimes forget it and behave us like we are children. They seem angry about even everything in class. Nobody wants to participate this kind of teacher's lessons.'

'Teachers should create a team in the classrooms. We are all friends, not competitor, so we need cooperation, not a competitive environment in the classrooms.'

'Teachers should explain new subjects at least two times in a lesson. They should use the smart board and various visuals. They should encourage us instead of being impatient.'

'I think being patient is to be kind and gracious. If the teacher is not a down faced and if she answers our questions in a good manner, she is called as a patient teacher.'

'Smart boards are excellent tools that should be used more especially in English lessons. Because we need to hear the words while we are reading. If I study this kind of environment, I may feel less anxious.'

'I think teachers should be only our guide. They may specify the topics that we should learn and then we should study on our private computers. Computers can't classify us as a successful or unsuccessful, aren't they?'

'I try to think that nobody is better than me when I have to speak in front of others. This relieves me.'

'I should learn to trust myself. Nobody is actually better than me in class, but why I still feel anxious, I don't know.'

'I believe that I cannot learn English and I also cannot speak like a native speaker, so I do not struggle myself to be perfect. I don't care others thoughts and I only try to get valid marks to pass the class.'

'I need listen English songs and watch movies in English, so I can improve my listening and understanding skills, but I don't have enough time to deal with these kinds of activities.'