

**THE RELATIONSHIP BETWEEN FOREIGN
LANGUAGE LEARNING ANXIETY, ATTITUDE
TOWARD ENGLISH LANGUAGE, LANGUAGE
LEARNING STRATEGIES AND FOREIGN
LANGUAGE ACHIEVEMENT**

Çilem AYDOĞDU

Master's Thesis

Department of Foreign Languages Education

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THE RELATIONSHIP BETWEEN FOREIGN LANGUAGE
LEARNING ANXIETY, ATTITUDE TOWARD ENGLISH
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MASTER'S THESIS

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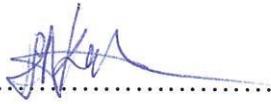
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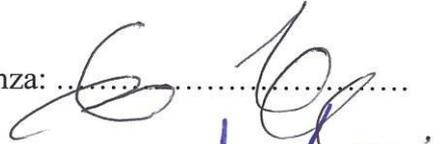
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Yrd. Doç. Dr. Suna AKALIN danışmanlığında, Çilem AYDOĞDU tarafından hazırlanan “The Relationship between Foreign Language Learning Anxiety, Attitude Towards English Language, Language Learning Strategies and Foreign Language Achievement” başlıklı çalışma 15 /01/ 2014 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı’nda Yüksek Lisans Tezi olarak kabul edilmiştir.

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Yüksek lisans tezi olarak sunduğum “THE RELATIONSHIP BETWEEN FOREIGN LANGUAGE LEARNING ANXIETY, ATTITUDE TOWARD ENGLISH LANGUAGE, LANGUAGE LEARNING STRATEGIES AND FOREIGN LANGUAGE ACHIEVEMENT” başlıklı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden olduğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve onurumla doğrularım.

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ÖZET
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**YABANCI DİL ÖĞRENME KAYGISI, İNGİLİZCEYE KARŞI TUTUM, DİL
ÖĞRENME STRATEJİLERİ VE YABANCI DİL BAŞARISI ARASINDAKİ
İLİŞKİ**

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Bu araştırmanın amacı, yabancı dil kaygısı, İngilizce dersine yönelik tutum, dil öğrenme stratejileriyle akademik başarı arasındaki ilişkiyi incelemektir. Araştırma örneklemini, Bingöl Üniversitesi Yabancı Diller Yüksekokulu hazırlık sınıfı öğrencilerinden oluşmaktadır. 100 öğrenci çalışmaya katılmıştır ve bu öğrenciler rastgele seçilmiştir. 30 maddelik İngilizce Dersine Yönelik Tutum anketi, 33 maddelik Yabancı Dil Sınıf Kaygısı envanteri, 52 maddelik Dil Öğrenme Stratejileri anketi ve de başarılarını ölçmek için Cambridge Üniversitesi tarafından Avrupa Ortak Başvuru Metni çerçevesine uygun olarak hazırlanmış Key English sınavı kullanılmıştır. Bu veriler Sosyal Bilimler İstatistik Programı (SPSS) 19.0 programı kullanılarak değerlendirilmiştir.

Bulgular göstermektedir ki kaygı düzeyleri yüksek olan öğrencilerin akademik başarıları daha düşüktür. Tutum puanları yüksek olan öğrencilerinse akademik başarıları daha yüksektir. Strateji kullanımı ve akademik başarı arasında da pozitif ve anlamlı bir korelasyon çıkmıştır. Başarılı öğrenciler sırasıyla üstbilişsel, bilişsel, telafi, bellek, sosyal ve en son olarak da duyuşsal stratejileri kullanmaktadır. Başarılı öğrenciler tarafından en sık kullanılan strateji türü üstbilişsel strateji, en az kullanılan ise duyuşsal stratejidir. Kaygı düzeylerine göre strateji kullanımına bakıldığında en çok telafi stratejileriyle arasında anlamlı bir ilişki bulunmuştur. Kaygılı öğrenciler en sık olarak telafi stratejilerini kullanmaktadır. Diğer strateji türleriyle kaygı arasında anlamlı bir ilişki çıkmamıştır. Tutum puanına göre strateji kullanımına bakıldığında ise bilişsel, üstbilişsel ve bellek stratejileri ile arasında anlamlı bir ilişki olduğu saptanmıştır. Tutum puanları yüksek olan öğrencilerin bilişsel, üstbilişsel ve bellek stratejilerini daha çok kullandıkları belirlenmiştir.

Anahtar Kelimeler: Yabancı dil sınıf kaygısı, İngilizce dersine yönelik tutum, dil öğrenme stratejileri, yabancı dil başarıları.

ABSTRACT

MASTER'S THESIS

THE RELATIONSHIP BETWEEN FOREIGN LANGUAGE LEARNING ANXIETY, ATTITUDE TOWARD ENGLISH LANGUAGE, LANGUAGE LEARNING STRATEGIES AND FOREIGN LANGUAGE ACHIEVEMENT

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The purpose of this study is to investigate the relationship between foreign language classroom anxiety, attitude towards English course, language learning strategy use and academic achievement. The sample group of the study is 100 preparatory class students from Bingöl University. These students are chosen randomly. The scales used in present study are Attitude Toward English Course Scale consisting of 30 items, Foreign Language Classroom Anxiety Scale with 33 items, Language Learning Strategy Scale with 52 items and Key English Test which was prepared according to Common European Framework by Cambridge University. The data collected were analyzed by SPSS 19 programme.

Findings indicated that students with high anxiety levels have low academic achievement. While the results show that students with high attitude levels have higher academic achievement. A meaningful relationship was found between strategy use and academic achievement. According to the analysis, more successful students use respectively the following strategies; metacognitive, cognitive, compensation, social, memory and affective. That is, the students whose academic achievement levels are high use metacognitive strategies most and affective strategies least. There is also a meaningful relationship between language learning strategies and foreign language classroom anxiety. Students whose anxiety levels are high use compensation strategies more. No meaningful relationship was found between the other subcategories of LLSs. It was also found that there was a meaningful relationship between attitude scores and strategy use. The students with high attitude scores use cognitive, metacognitive, memory strategies. No meaningful difference was found between affective, compensation and social strategy use and attitude scores.

Key Words: Foreign Language Classroom Anxiety, Attitude towards English Course, Language Learning Strategies, Foreign Language Achievement.

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ABBREVIATIONS

EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
FL	: Foreign Language
IDs	: Individual Differences
KET	: Key English Tests
LLSs	: Language Learning Strategies
L2	: Language 2
SLA	: Second Language Acquisition
SILL	: Strategy Inventory for Language Learning
SPSS	: Statistical Package for Social Sciences

CHAPTER ONE

1. INTRODUCTION

1.1. Presentation

In this chapter, background to the study, statement of the problem, aim of the study, research questions and significance of the study will be presented.

1.2. Background to the Study

Learning a foreign language has become a requisite to keep up with the developing science, global opportunities and personal needs and interests (Sarigül, 2000). Being monolingual inhibits being an exact active member of globe. Knowing foreign languages helps to expand the view of the world. It also helps mother language through comparison and contrast with foreign language. Understanding the culture of the foreign language develops sense. As it is widely known, learning foreign languages increases job opportunities because knowing a foreign language is an important factor for companies doing business. So, there has been an increase in the number of people wishing to learn a foreign language especially English. Thus, knowing English will play an important role for students, it will not only provide passing exams but also a lifetime help. Thus, learning and accordingly teaching foreign languages have been a significant issue among researchers and language experts.

For years, English language teachers have struggled with the problems of foreign language teaching process. Some of these problems have stemmed from the chosen teaching methods or materials and some have been caused by the learners. Over the years, a lot of approaches and methods have been found to enhance foreign language teaching; however the researchers did not pay attention to learning perspective in the language teaching process. It is a known fact that second or foreign language learners differ in their level of achievement even if they got the same education, this difference proves that teaching methods, materials or teachers are not the only determiners of

language learning process, but also learners or learner individuality are factors affecting foreign language learning and achievement. In addition to learner factor, most of the researchers in this field accept that language learning is not a concept that is related to only cognitive factors and the teaching or teachers. Gardner (1985) uses the term affective domain by broadening it with individual differences such as attitudes and motivation, language anxiety, self-confidence, field independence, personality variables, intelligence, language aptitude, and language learning strategies. Dörnyei (2005) also mentions about the importance of IDs (individual differences) stating that IDs are the most determining predictors of L2 learning success. Therefore, during the learning process, some learners are quicker in learning and getting subjects while others have difficulty in learning. Many researchers have tried to find the reason of some learners' being more successful at learning something, while others are not. They have reached the conclusion that learner differences are the answer of this question. Researchers divide them into various categories. Despite different categorizations; there is not much controversy among researchers about the effect of affective factors or in broader term individual differences on language learning process.

One of the most important hypotheses on affective factors is Krashen's. Krashen (1985) claims that emotional variables can prevent foreign or second language learning. One of these emotional variables is anxiety. Krashen (1985) states that learners with low anxiety are better at foreign language learning. While, high level of anxiety raises the affective filter and prevents comprehensible input to be used, thus it impedes learning.

According to researchers, the other affective domain which has a deep effect on learning is attitude or motivation. Spolsky (1971) indicates that one of the four significant factors related to L2 / FL learning is attitude. If someone has a positive attitude towards the culture of the target language, then it will become easy for him to learn it.

Since the class is a problem- solving environment, foreign language learners use language learning strategies inevitably. It is a widely known fact that language learning strategies are effective in language learning process (Rubin, 1975; Stern, 1975; Naiman et al., 1975; Dörnyei & Skehan, 2003; Griffiths, 2008).

As it is clear, anxiety, attitude and strategies play a primary role in foreign language learning experiences or processes (Dörnyei, 2005). They are the determiners of some differences among foreign language learners and key factors for foreign language achievement or failure. Accordingly, this study handles the relationship between foreign language anxiety, attitude and language learning strategies.

1.3. Purpose of the Study

The main purpose of this study is to find out the role and relation of attitude, anxiety level and learning strategies in foreign language achievement. One of the aims of this study is to determine foreign language anxiety level of students. The other aim is to find learners' attitudes towards foreign language learning and find the language learning strategy choices; and, finally, to search the relationship between foreign language learning anxiety, attitudes towards FL/SL language learning, strategy choice and foreign language achievement. The findings of this study are expected to help future researchers in this field. It also aims to regulate the learning environment by minimizing anxiety increasing factors and to increase positive attitudes creating encouraging factors towards foreign language in the classes and finding the strategies which are mostly used by successful language learners and leading educators to understand the importance of strategy training.

1.4. Significance of the Study

This study will provide better understanding of the complicated relationship between attitude, anxiety and strategy use and their effect upon foreign language achievement. It is probable that accepting the relationship between anxiety, attitude and strategy use in foreign language learning and also accepting their effect on foreign language success would lead to better FL teaching and learning performances.

1.5. Research Questions

The research questions guiding the present study are:

1. Is there a meaningful relationship between students' foreign language classroom anxiety level and foreign language achievement?

2. Is there a meaningful relationship between students' attitudes and their foreign language achievement?
3. Is there a meaningful relationship between students' foreign language achievement and language learning strategy use?
4. What is the foreign language classroom anxiety level of preparatory class students?
5. Is there a meaningful relationship between students' foreign language classroom anxiety level and their strategy use?
6. Is there a meaningful relationship between students' attitudes and their strategy use?

CHAPTER TWO

2. LITERATURE REVIEW

In this part of the study, former studies on this subject are examined. Terms, definitions, classifications related to language learning strategies, foreign language anxiety and attitude toward foreign language will be reviewed.

2.1. Individual Differences

It is a known fact that language learners differ in terms of their success in L2 or foreign language. Two of the most argued questions among second language acquisition (SLA) researchers are why some learners do better and are more successful than others (good language learners) in learning a second language and what the difference between good language learner and unsuccessful learner is. To interpret the source of this difference and to improve teaching quality, there have been numerous teaching approaches in years. The first and the most outdated of the methods was Grammar Translation Method which aimed to teach a language for the sake of its literature and its main focus was translation. The second was the Direct Method which was based on language teaching through only target language and demonstration with not too much attention to communication. Then the Audiolingual Method which focused on memorization of the phrases emerged. The Silent way by Gattegno was another method which saw silence as a tool that fostered autonomy, or the exercise of initiative. Total Physical Response was another method based on the repetition of the actions of the teacher and thus understanding how language is used. As it can be seen, each of the methods mentioned gave importance to improving the teaching itself or materials and are mostly based on teachers. Some approaches and methods achieved acceptance and popularity at different times but were then replaced by methods based on newer or more appealing ideas and theories (Richards& Rodgers, 2001). Most of these approaches or methods ignored the role of differences in learners or affective factors in increasing or minimizing language learning. However, in recent decades the methods have turned

from teacher-centered to the student-oriented ones. Suggestopedia and Communicative Language Teaching are the two examples of the student-centered methods opening a new view to teaching foreign or second language. Despite many teachers or educators who have begun to change their teaching methods from a traditional one to communicative, there is a general acceptance of limitations of the approaches. It has been revealed by extensive studies that teacher-centered innovations, even if they are preferable, are not enough, but there is also a necessity to reconsider the concept in terms of learner-view. This is named as individual differences. It is clear from various studies that learner individual differences (IDs) have an important role in the language learning process (Ehrman, Leaver & Oxford, 2003) because IDs can explain differences between learners' effectiveness and achievement of foreign language.

“No other phenomena investigated within second language acquisition (SLA) have come even close to this level of impact when compared the studies on individual differences 'yielding multiple correlations with language attainment in instructed settings within the range of 0.50 and above’” (Dornyei, 2005, p. 2). It is clear that IDs have a clear effect in mastering foreign language. Thus, there have been various studies, definitions and categorizations on IDs in foreign language studies. Ehrman et al. (2003) are one of them. They divide learner differences into three as;

1. “learning styles;
2. learning strategies; and
3. affective variables” (p.17).

Table 2.1 shows some of the learner differences (adapted from Ellis, 1994, p. 472, cited in Hyland, 2008, p. 33).

Table 2.1. *Individual Differences*

Altman (1980)	Skehan (1989)	Larsen-Freeman and Long (1991)
Age	Language aptitude	Age
Motivation and attitude	Motivation	Motivation and attitude to
Personality factors	Cognitive and affective learning	
Previous language learning factors experience		Personality factors
Proficiency in the L1	<ul style="list-style-type: none"> • Extroversion 	<ul style="list-style-type: none"> • Self-esteem
Language aptitude	<ul style="list-style-type: none"> • Willingness to take risk 	<ul style="list-style-type: none"> • Extroversion
General intelligence (IQ)	<ul style="list-style-type: none"> • Intelligence 	<ul style="list-style-type: none"> • Anxiety • Willingness to take risks
Gender	<ul style="list-style-type: none"> • Anxiety 	<ul style="list-style-type: none"> • Sensitivity to rejection
Learning style preferences	<ul style="list-style-type: none"> • Analytic versus experiential 	<ul style="list-style-type: none"> • Empathy • Inhibition
	Language learning strategies	<ul style="list-style-type: none"> • Tolerance & ambiguity
		Cognitive style
		<ul style="list-style-type: none"> • Analytic/gestalt • Reflectivity/impulsivity • Aural/visual
		Gender
		Learning strategies

As it can be clearly seen from Table 2.1, there are many factors under the title of ‘individual differences’.

Skehan (1990) defines individual differences as aptitude, motivation and learner strategies. As it is seen, the concept of individual differences is rather far-reaching and optional.

Dörnyei (2005) states that despite many subcategories and divisions, one further factor has traditionally been treated as a key ID; it is learning strategies. O’Malley and Chamot (1990) also indicate that language learning strategy has gained an extended recognition in foreign language field.

Other learner variable that affects language learning performance is anxiety (Dörnyei, 2005). He states that “there is no doubt that anxiety affects L2 performance—most of us will have had the experience that if there is an anxiety provoking climate, our L2 knowledge often deteriorates” (p. 15). Therefore; it has been an attractive research question for most of the L2 studies (MacIntyre, 1999; Oxford, 1999).

Another individual difference is attitude. Ushioda (2003) claims that attitude is a factor which both affects and is affected by language achievement.

Gardner and Lambert (1972) have conducted so much research on the relationship between attitude, motivation and language performance of learners. As a result of their study, they found that if learners are psychologically ready to learn, they can enhance their learning. That is, to have a positive attitude is a strong predictor of success.

As Duxbury and Tsai (2010) state, there are a number of researchers who have supported the anxiety which is peculiar to language learning and has a negative effect on learning and achievement (Bailey, 1983; Horwitz, Horwitz, & Cope, 1986; Young, 1991; Katalin, 2006; Zhao, 2009; Toth, 2010).

Duxbury and Tsai (2010) also claim that foreign language anxiety is not peculiar to country or nation. It concerns all universe. If it is too much, it may inhibit students’ achievement in EFL classrooms. Anxiety appears in English courses mostly because of students’ not using their native language. Students feel stressed and more anxious. Campell and Ortiz (1991) make a further comment by stating that the level of anxiety in language classrooms is not at a tolerable level. It is clear that the relationship between foreign language anxiety, gender, sex and age has been studied extensively. The relationship between foreign language anxiety and LLSs has not taken too much attention.

2.2. Definition and Classification of Language Learning Strategies in Literature

Language learning strategies are one of the subcategories of individual differences like aptitude, style, attitude, age, personality and anxiety (Dörnyei & Skehan, 2003). Language learning strategies have been also included in the Socioeducational Model of Gardner and MacIntyre (1993) as individual differences.

Figure 2.1 shows the Socioeducational Model of Second Language Acquisition by Gardner and MacIntyre (cited in Ushioda, 2003)

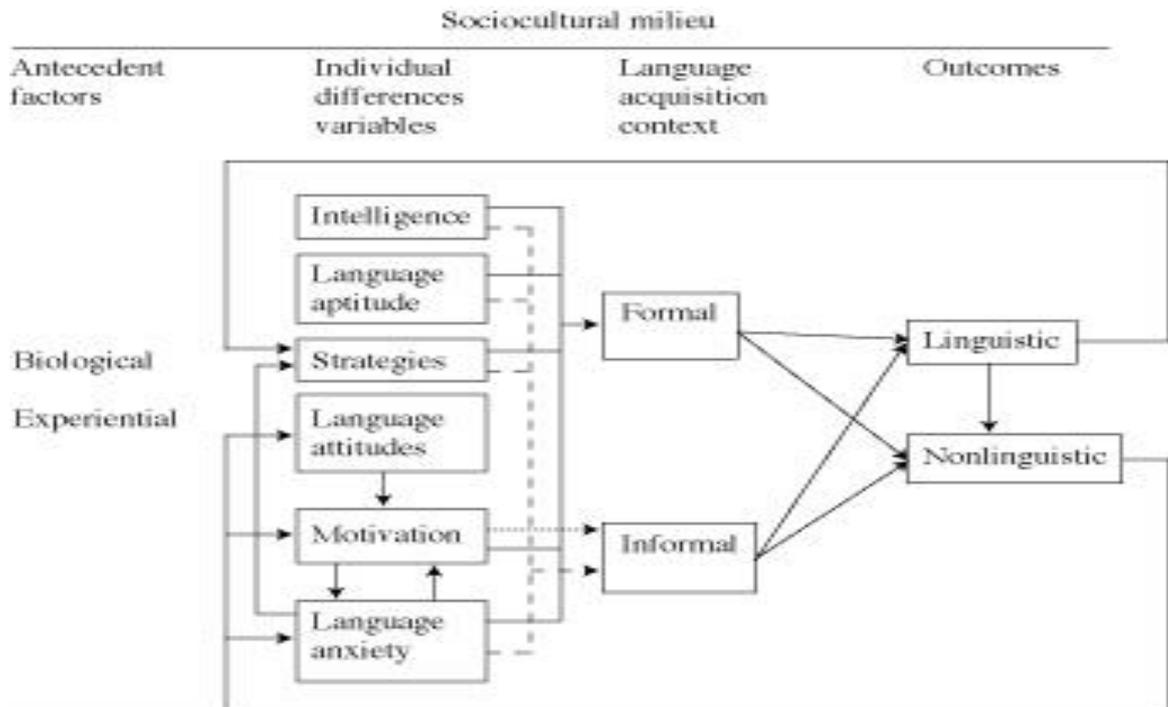


Figure 2.1. Representation of Socioeducational Model of SLA (Gardner & MacIntyre, 1993)

As it is seen in Figure 2.1, Gardner and MacIntyre (1993) handle strategies as one of the subcategories of individual difference variables that have relationship with aptitude, intelligence, motivation and anxiety. Griffiths (2008) has a different view; he does not put language learning strategies as a subcategory of individual differences but claims that language learning strategies are affected by individual variables such as motivation, nationality, age, sex, learning style, personality, autonomy, beliefs, aptitude, affect (anxiety, attitude, attribution) identity, investment.

After all, it is certain that language learning strategies constitute an important aspect of the learning process. Nyikos and Oxford (1993, p.11) state that the initiator of the learning process is the learner. The quality of education sometimes do not have an equal affect on learning, also students' efforts are needed. For most of the years, extensive theoretical definitions and classifications have been made by the field researchers (Rubin, 1975; Stern, 1975; O'Malley et al., 1985; Wenden, 1987; Oxford,

1990; Dörnyei & Skehan; 2003). Many investigators have tried to define and classify language learning strategies those are used by successful language learners in order to provide an equal teaching opportunity for the students. (Oxford, 1990; O'Malley and Chamot, 1995).

Rubin (1975) states that language learning strategies consist of behaviors, steps, or techniques that language learners use to learn language effectively. There have been various classifications on LLSs; however they reflect almost the same functions or definitions to some extent. Griffiths (2008) mentions about the characteristics of LLSs claiming if someone needs to know how effective a strategy may be, he should also consider:

1. why; the nature of learning aim,
2. where; learning situation and context or environment,
3. how; how strategies are employed,
4. for whom; individual variables effecting strategy choice, it is used (pp.15-19).

Only to know what the strategies are is not enough, defining characteristics of strategies are not independent from the strategy use. These four factors affect how effective strategy choices may be (Griffiths, 2008).

There have been so many definitions since 1970's; however, all of these definitions do not always contribute to the LLSs, but create confusion. Griffiths (2008) underlines the theoretical confusion about the language learning strategies by saying:

"... Language learning strategies have almost limitless potential as a tool for facilitating language learning, and because of the promise which they present, they have been extensively written about. In spite of this potential, however, the strategy concept has proved difficult to nail down and it has proved difficult to entirely eliminate fuzzy terminology, conflicting definitions, theoretical inconsistency and incompatible classification system" (p. 49).

It is clear that, as Dörnyei and Skehan (2003) state, there is a "theoretical muddle" in LLSs field (p.610), which leads to a vicious circle impeding to serving LLSs as useful tools. As Griffiths (2008) states "in the face of such criticism, it is important to

examine the theoretical underpinnings of the concept” (p. 38).

Despite the ambiguity in LLSs definitions and classification; most of the empirical researchers use Oxford (1990) Strategy Inventory for Language Learning (SILL) which has a high reliability level and is the most used instrument in the area of language learning strategies and contributes the most exhaustive hierarchy of learning strategies to date.

Some studies (O’Malley et al., 1985; Oxford & Nyikos, 1989; Vann & Abraham, 1990; Griffith, 2008) which applied the SILL claim that using language learning strategies have valuable result for enhancing foreign language proficiency. Following there are six sub-categories of SILL by Oxford (1990).

1. “Memory strategies; grouping, imagery, rhyming, structured viewing (nine items),
2. Cognitive strategies; reasoning, analyzing, summarizing, practicing (fourteen items),
3. Compensation strategies; guessing meaning from the context, using synonyms and gesturing (six items),
4. Metacognitive strategies; paying attention, searching for practice opportunities, planning for language tasks, self evaluating progress, monitoring errors (nine items),
5. Affective strategies; anxiety reduction, self-encouragement, self reward (six items),
6. Social strategies; asking questions, cooperating with active speakers of the language, becoming culturally aware (six items)” (Oxford & Burry, 1995, p. 5).

The SILL by Oxford (1990) is very popular and used frequently by a broad range of researchers and also has been translated into several languages one of which is Turkish.

In addition to extensive definition, there are also various classifications about LLSs which somewhat are similar or have common features with each other. Table 2.2 summarizes the background of language learning strategy classification

Table 2.2.

The Background of Language Learning Strategies' Categorization

<p>Rubin (1981)</p> <ol style="list-style-type: none"> 1. Direct Learning Strategies <ul style="list-style-type: none"> • Clarification/ Verification • Monitoring • Memorization • Guessing/ Inductive inferencing • Deductive reasoning • Practice 2. Indirect Learning Strategies <ul style="list-style-type: none"> • Creating opportunities for practice • Production tricks <p>Rubin (1987)</p> <ol style="list-style-type: none"> 1. Learning Strategies <ul style="list-style-type: none"> • Cognitive Learning Strategies • Metacognitive Learning Strategies 2. Communication Strategies 3. Social Strategies <p>O'Malley (1985)</p> <ol style="list-style-type: none"> 1. Metacognitive Strategies 2. Cognitive Strategies 3. Socioaffective Strategies <p>Oxford(1990)</p> <ol style="list-style-type: none"> 1. Direct Strategies <ul style="list-style-type: none"> • Memory Strategies • Cognitive Strategies • Compensation Strategies 2. Indirect Strategies <ul style="list-style-type: none"> • Metacognitive Strategies • Cognitive Strategies • Socioaffective Strategies

As Table 2.2 represents, extensive classification has been done on LLSs. Still, the classification on LLSs has been going on. As Woodrow (2005) asserts “There is still an issue regarding the classification of strategies” (p.96). For example, Dörnyei (2005) proposes a different classification which has four subcategories on the basis of Oxford (1990) and O'Malley and Chamot (1990):

1. “Cognitive Strategies, involving the manipulation or transformation of the

learning materials / input (e.g., repetition, summarizing, using images).

2. Metacognitive Strategies, involving higher-order strategies aimed at analyzing, monitoring, evaluating, planning, and organizing one's own learning process.

3. Social strategies, involving interpersonal behaviours aimed at increasing the amount of L2 communication and practice the learner undertakes (e.g., initiating interaction with native speakers, cooperating with peers.)

4. Affective strategies, involving taking control of the emotional (affective) conditions and experiences that shape one's subjective involvement in learning" (p.169).

Macaro (2006) is another contributor to the categorization of language learning strategies. He classifies LLSs into two as cognitive and metacognitive.

However, as Oxford (1999) states, despite the different categories and subcategories, all of the language learning strategies have relationship with each other and they support each other to some extent.

2.2.1. Studies Related to Language Learning Strategies in Literature

There have been growing bodies of research on LLSs. Rubin (1975) states that the reason of extensive research in language learning strategies is their being key factors enhancing learning and creating good language learning. In this regard, many researchers dealing with the area of second / foreign language learning have explored language learning strategies (LLSs). As Wenden (1987) states, most of the studies focus on the statements of good language learners about what they do in the language learning process. If the learners choose the correct strategies to study, they can handle their own learning and enhance the learning itself. It is clear that LLSs are certain determiners of foreign language achievement. Therefore; many studies have been done in the field of language learning strategies. Some studies focused on the differences between good language learners and less successful learners in terms of their strategy use, while other studies focused on factors such as attitude, aptitude, sex, age, years of study, learning styles, individual differences and language proficiency (Rubin, 1975; Bialystok, 1979; Abraham & Vann, 1987; Oxford, 1989; Oxford and Nyikos 1989; Chamot & Kupper

1989; Ehrman and Oxford, 1989; Özseven, 1993; Yang, 1993; Sedaghat, 2001; Griffiths, 2008).

Chamot and Kupper (1989) point out that successful language learners select strategies which are consistent with one another and with the requirements of the language task.

O'Malley et al. (1985) found that both the successful learners and unsuccessful learners use LLSs. That is, learners at all levels use of a wide range of learning strategies.

Özseven (1993) investigated whether there was a relationship between language learning strategies and oral performance. He found out a meaningful correlation. That is, those who used direct language learning strategies were more successful in oral production of language. Further support comes from Yılmaz (2001) who again studied learner factors (intelligence, aptitude, attitude, age) and strategy use. She found a meaningful relationship between the participants' level of English and the amount and frequency of strategy use. Learners who were more successful used LLSs more frequently.

Yang (1993) examined the relationship between learners' language attitude and LLSs. 505 undergraduate students of English in Taiwan were the participants of the study. The result of this study indicated that there was a strong relationship between learners' attitude, belief and use of language learning strategies. Students with positive attitudes used LLSs more frequently than students with negative attitudes.

Ehrman and Oxford (1995) tried to find whether there was a relationship between proficiency level and language learning strategies or not. The researchers found that there was a strong relationship between LLSs and success. It was also found that cognitive strategies such as reading for pleasure in the target language, practicing the sounds of target language, writing notes in English were among the mostly used cognitive strategies.

Chang and Huang (1999) investigated the use of LLSs. 46 undergraduate and graduate students of English as a foreign Language in the United States participated into

the study. The findings revealed that motivation had a positive correlation with the choice of LLSs. The results showed that instrumentally-motivated learners used memory and affective strategies more frequently. On the other hand, students who were integratively motivated were found to use higher range of cognitive and metacognitive learning strategies.

Sedaghat (2001) examined the effects of attitude, motivation, and level of proficiency on the use of listening comprehension strategies. The participants were 109 female university students from both Shiraz Islamic Azad University and Shiraz University majoring in Teaching English and English Literature in Iran. As a result of the study, he discovered that students with positive attitudes used metacognitive, memory, cognitive, compensation and social strategies more than those who had negative attitudes towards English.

Griffiths (2004) also looked into the relationship between course level and frequency of language learning strategy use. As a result of the study which included 348 private language school students, Griffiths found that advanced level students use language learning strategies more frequently when compared to elementary students.

Sadighi and Zarafsan (2006) conducted a study to find any effects of motivation and years of study on the use of language learning strategies. The participants were Iranian EFL university students. The study consisted of 126 freshman and seniors. In this study, it was found that attitudes have a significant influence on the use of LLSs. In other words, students who had positive attitudes used LLSs more frequently when compared to those who had negative attitudes.

Hong-Nam and Leavell (2007) made a study on the difference between bilingual students and monolingual students in terms of strategy use. They found that (they used Oxford's (1990) SILL) bilingual students used metacognitive strategies most and cognitive strategies least. They also revealed that bilingual students used language learning strategies more.

Griffiths (2008) conducted a study by 138 students in a private English language school in New Zealand aiming to find the frequency of strategy use by lower level students and upper level students. The researcher used English Language Learning Strategy Inventory (ELLSI) a Likert type scale consisting of 32 items. In order to

identify lower and upper level learners, the researcher used Oxford Placement Test (Allan, 1995). As a result, Griffiths (2008) found that lower level students had lower average of frequency of strategy use than higher level students. And one of the most frequently used strategies reported were social strategies.

Radwan (2011) investigated the use of language learning strategies. 128 students majoring English at a university in Oman participated. Using Oxford's (1990) SILL, he found that the students used metacognitive strategies significantly more than any other category of strategies and revealed that cognitive strategies was the only predictor that determined low and high proficient students.

A number of studies have supported that there is a positive relationship between language learning strategy use and proficiency in foreign language (Tüz, 1995; Saidi, 2012). That is, strategy use makes a learner good (Rubin, 1975). The research findings could be used for the benefit of foreign language teaching and it can enhance the awareness on the importance of strategy training.

2.2.3. Definitions of Attitude in Literature

One of the other components of individual differences is the attitude toward foreign language. Also, it is among the most effective variables according to researchers who have made extensive research in this field (e.g., Gardner and Lambert). As Griffiths (2008) states pioneers of attitude and motivation are Canadian social psychologists Gardner and Lambert (1972). "Almost all writing on motivation seems to be a commentary, in one way or another, on the agenda established by Gardner" (Griffiths, 2008, pp. 20).

As Ushioda (2008) states, "it almost goes without saying that good language learners have positive attitude or motivated" (pp.19). Among the affective factors influencing the success of students in learning a language, attitude is an influential one (Sadighi & Zarafsan, 2006). Chamber (1999) asserts that successful learning depends on positive attitude towards language and learning and attitude is an important component of achievement. Studies of Gardner and Lambert (1972) support the idea that an individual needs positive attitude to enhance his/her achievement in language.

According to Baker (1988), attitudes are not innate but are learnt and they have

feelings and emotions attached to them. Baker states that students are not born with positive or negative attitudes towards a language, but will be affected by mostly the situations in the classroom or in the social life and then gain attitudes. That is, attitudes are shaped by environmental factors.

Most of the field researchers relate attitude to motivation (Gardner, 1985). According to Melendy, motivation is shaped by three stages, these are “attitudes and needs in the beginning stage; stimulation and affective strategies in the middle stage; competence and reinforcement strategies in the final stage” (Melendy 2008, pp.190). Gardner and Lambert asserts that language motivation is different from other kinds of motivation because of the nature and various skills of language. Language learners’ attitudes to the target language culture and people shape their motivation and accordingly influence their success in language learning. If they have a tendency towards the language, students become more eager to learn it and thus they apply LLSs.

So far, many studies have been made to determine the effect of attitude on foreign language achievement and many definitions have been made to explain the term ‘attitude’.

“In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death, if a community is grossly unfavorable to bilingual education or the imposition of a common national language is attempted, language policy implementation is unlikely to be successful” (Baker, 1995, pp. 35). That is to say, attitude is an important factor in foreign language learning.

2.2.3.1. The components of attitude

Attitudes compose of three components; the cognitive, affective and conative components. The cognitive component refers to an individual’s belief, the affective refers to emotional reactions and the conative component comprehends the tendency to behave or act in a certain way towards the attitude (Gardner, 1985).

Lambert (1967), (quoted from Macnamara, 1973, pp. 37) mentions about two types of motivation according to the learners’ aim; ‘integrative’ and ‘instrumental’ motivation toward language learning.

An integrative motivation is an internal desire to know and have an interest towards speakers of a language. This kind of motivation includes positive attitude toward learning.

An instrumental attitude is an external factor which makes somebody to reach his/her goal for the sake of an award. That is, the learner has advantages in learning; it is only a tool not the aim itself. According to Baker (1995), integrative attitude is more effective in pushing someone to achieve a goal when compared to instrumental attitude.

Baker (1995) mentions about three components of language; the cognitive, affective and readiness for action. The cognitive component concerns thoughts and beliefs. The affective component concerns the feelings. The feeling may concern love or hate of the language or an anxiety about learning a language. The readiness refers to the action or a tendency to act. Baker (1995) illustrates these three concepts;

“...The action or conation of attitudes concerns a readiness for action. It is a behavioral intention or plan of action under contexts and circumstances. A person with a favourable attitude to Irish might state they would send their children to a bilingual school. A person with a favourable attitude to bilingualism might indicate his/her readiness to enter adult language classes” (p. 13).

The cognitive, affective and readiness components of attitude may not always complete each other. Baker (1992) illustrates it saying “a person may express favorable attitudes to Irish language, but the same person may have negative feelings to such education, thus will do nothing to get the education. Overtly stated attitudes may hide covert beliefs” (p.14).

These three components model of attitude is best viewed in a hierarchical form (Rosenberg & Hovland, 1960, quoted from Baker, 1995, p.12) as illustrated in the Figure 2.2 below;

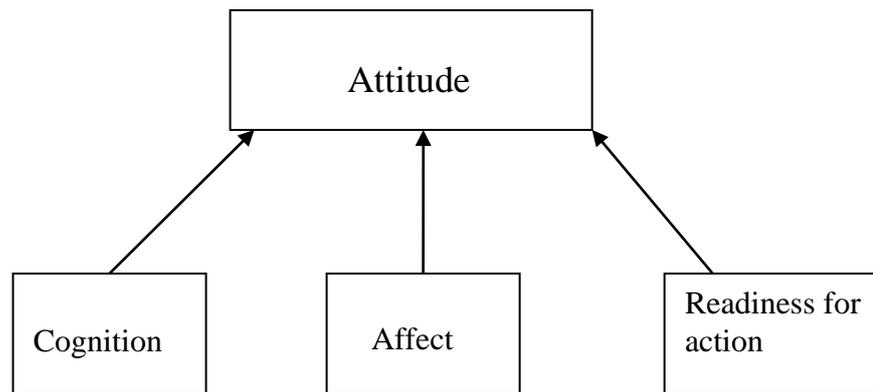


Figure 2.2. Hierarchical model of components of attitude

This hierarchical model of attitude in Figure 2.2 shows the inevitable effect of attitude on behavior. As the model shows, it is not possible to think behavior without the determining effect of attitude.

As it is clear from the figure, attitude plays a primary role in foreign language learning experiences. And it is the answer of some differences among foreign language learners and the key factors for foreign language achievement or failure. Accordingly, this study handles the individual differences of university students.

2.2.3.2. Studies related to attitude toward foreign languages in literature

As attitude is accepted as a predictor of foreign language achievement, the numbers of studies have increased to examine it. There are many studies on the effects of positive and negative attitudes on foreign language achievement. Researchers have also studied on different variables and their relationships with language attitude and other variables such as attitude and language learning strategies (Gan, 2004), attitudes and level of language achievement (Graham 2004), attitude and anxiety (Levine 2003) attitude and gender (Karahan 2007) and so on.

Graham (2004) is one of these researchers. He studied on the attitude and its relationship between gender and proficiency in foreign language. He found out that females had a significantly more positive attitude towards English and they were found considerably more successful when compared to boys. He also found a meaningful and positive relationship between attitude and foreign language achievement.

Mantle- Bromley (1995) conducted a study to see whether a program would increase attitudes towards French and Spanish speakers. She found that negative attitude toward a foreign language can be a barrier for motivation and learning. She concluded that teachers may change students' attitudes towards the target language. To provide success, attitude is necessary.

One of the studies conducted in Turkey on attitude is Tarhan's (2003). She studied on 982 students in 42 Anatolian high schools. She conducted it to see whether the students had positive attitude or not. As a result of her study, it is proved that students have a positive attitude towards English.

Ushioda (2003) examined the role of attitudes and motivation; and, the findings provided that motivated students and students with positive attitude towards second language learning studied regularly and productively to take every opportunity to perfect their language skills. The findings reinforced the importance of students' motivation and attitudes in L2 study.

Sadighi and Zarafsan (2006) examined the effects of attitude, motivation and years of study on the use of language learning strategies. The participants were Iranian EFL university students. In this study, attitude was proved to influence the use of Language Learning Strategies (LLSs) significantly. That is highly motivated students used LLSs more frequently while those with negative attitude used LLSs less.

Karahan (2007) studied the relationship between language attitudes toward English and gender. He surveyed over 190 eight grade students of a private school. The studies showed that female students have higher rates of attitude towards the target culture when compared to male students.

Another study conducted in Turkey is Aydın's (2007). Aydın (2007) investigated three IDs. They were motivation; attitude and perception. The study was conducted on 310 English Preparatory Classes at a private university. The research findings showed that girls have higher scores in positive attitude toward English but there was no meaningful difference in terms of gender. That is attitudes towards target language community and culture do not change in terms of gender.

To sum up, it is evident from results of studies that learners' positive attitudes or negative attitudes have been studied much. It is supported by many researchers;

attitudes do have an impact on foreign language achievement and language learning strategies.

2.2.4. Definition of anxiety in literature

Another factor affecting foreign language achievement and strategy use and choice is anxiety. Anxiety has been the subject of many studies because of its effect on learning. In order to understand the term correctly, the theoretical definitions and types should be given deeply. It is accepted as both an individual difference variable and also as an affective factor. Anxiety is one of the most discussed psychological phenomena (Zheng 2008). Anxiety is not only related to emotions like fear or worry, but also it results in “physical responses such as palpitations, nausea, chest pain and shortness of breathe” (Kılıç 2007, p. 12). That is anxiety is a combination of affective factors and it can turn into physical reactions if it is too much. “It is often associated with fear, frustration, apprehension, uneasiness, insecurity, self-doubt or worry” (Brown 2000, p.35).

Pappamihel (2002) mentions about two types of anxiety; state anxiety and trait anxiety. State anxiety is a type of anxiety that depends on the particular conditions or situations. Some learners who are not anxious in fact may feel anxious if they experience a negative attitude by teachers or his friends in the classroom environment or if they make public speech. Young (1991) emphasizes that it is a temporary feature, and it is a reaction to the particular situation. The other type of anxiety is trait anxiety. A person who has trait anxiety feels anxious in almost every situation he is exposed to. Independent from the situation, the learner mostly feels anxious. They are anxious inborn. Anxiety is a part of personality of these kinds of people. Trait anxiety is defined as one’s anxious feeling in almost every situation not in specific ones (Philips, 1992).

Another type of anxiety is situation specific anxiety as mentioned above. It is caused by the conditions belonging to particular situations. A specific situation sometimes may cause one individual to have anxiety. For example, some people feel uncomfortable in crowds, or while speaking in front of an authority or a special person for him/her. Some kind of situations as mentioned may cause some people to experience extreme anxiety, while it does not affect another person. Foreign language anxiety is

considered as specific situation anxiety. In the case of language learning, situation specific anxiety works (MacIntyre & Gardner, 1994). Zhanibek (2001) illustrates situation specific language learning anxiety by saying that it can be observed in public speaking, classroom activities and written exams.

2.2.4.1. Foreign language learning anxiety

One of the predictors of psychological problems or barriers for foreign language learning is anxiety (Krashen, 1985). General anxiety plays an important role in the development of foreign language anxiety. Horwitz and Cope (1986) argue that as well as being the cause of poor language learning, anxiety can also be the result of it. They remind that the anxiety has potential of being a barrier to learning and performance and it is one of the most accepted phenomena in psychology and education. According to Marwan (2007), foreign language situations have the capacity and tendency of raising anxiety as language learning is a complex integration of skills such as speaking in front of class and taking active roles in the classrooms especially role plays, dialogues, drama. Not only shy students but also all learners at different levels are somewhat affected by anxiety in language learning to some extent (Çubukçu, 2008). MacIntyre and Gardner (1994) state that foreign language learning anxiety is the feeling of tension and apprehension because of the nature of language. That is because of some skills peculiar to language such as listening, speaking. Horwitz (2001) claims that when some people encounter with learning a foreign language they experience anxiety, because the phenomenon of “being” new is something rising tension. Human beings have a negative attitude towards innovations and thus have a fear towards “foreign” language.

Young (1991) mentions about three main factors which cause foreign language anxiety. They are learners’ beliefs about language learning, instructors’ beliefs about language teaching, and language testing anxiety. Firstly, learners’ beliefs about language learning may have an effect on their performance in the class. It is an important factor for foreign language anxiety (Young, 1991). They may have some negative beliefs about their capacity and are less self confident. Some learners have low self esteem, so they worry about what their peers’ thoughts about them. Learners that have negative beliefs about themselves always concern with pleasing others. They regard themselves as unable to learn the target language. Accordingly, it affects their

self-esteem and underestimates their abilities. It slows down the foreign language learning process (Young, 1991). They feel as if they are insufficient. Secondly, instructor belief about language teaching is the other source for language anxiety. Some instructors always try to correct their students' errors. These kinds of teachers think that if they do not correct them immediately and directly by pointing them, the errors will be remnant. They also believe that they have a controlling role in the class, so they always talk and teach. These kinds of teachers are not facilitator, or organizers but a leader in the class. Therefore, they contribute to learners' anxiety.

These kinds of teachers are traditional and always have teacher centered classes. They have a dominant position in class. They direct the class activities and control the language learning of their students. The students of these kinds of teachers are obedient and less active and anxious.

Lastly, anxiety can stem from aspects of language testing. 'Students react anxiously to specific language testing items. Some test formats produce more anxiety than others. If an instructor has a communicative approach to language teaching but then gives grammar tests, this likely leads students to experience frustration and foreign language anxiety' (Young, 1991, p. 429). On the contrary, teachers' oral examination also increases students' anxiety levels. Thus, instead of testing, some researchers suggest evaluation by observing.

Foreign language anxiety does not always affect learning in negative ways but sometimes in positive ways. "The negative type of the anxiety is called as debilitating anxiety, while the positive is facilitative" (KuruGönen 2005, pp.4). If the learner has too much anxiety, it hinders the achievement, performance and thus debilitates the learning. The positive type of anxiety is the mild level anxiety which contributes to language learning achievement of learners and withholds them from a too much relaxation, thus leading them to study hard and use strategies. Facilitative anxiety, according to Şakrak (2009), "helps the learner be more alert, which is considered to be positive factor in order to accomplish a task; in contrast, debilitating anxiety has negative effects on learners" (pp. 29-30).

According to some researchers, the effect of anxiety on language differs in terms of skills of language such as grammar, listening and speaking. Firstly, difficulty in

speaking is the most frequently reported effect of foreign language anxiety. Horwitz and Cope (1986) stated that “Students often report they feel comfortable while responding to a drill and they feel comfortable when they present prepared speeches in foreign language classes. However, learners report they tend to feel more anxious and freeze up in a role play situation” (p.127). Other dimension or skill affected by foreign language anxiety is listening. According to Horwitz and Cope (1986) “Anxious learners complain of the difficulties in discriminating the sounds of a target language message, anxious students experience difficulty in grasping the sounds and the content of a target language message” (p.127). Foreign language anxiety has also an effect in the usage of grammar structures. Learners who have high anxiety level use more complex and difficult grammar structures in writing and speaking. In other words, a mild anxiety level might have a positive effect in the use of grammar structures. Accuracy improves thanks to anxiety but not fluency.

2.2.4.2. Test, evaluation and comprehension anxiety

Horwitz et al. (1986) divide foreign language anxiety into three on which all practitioners agree. These are:

1. “communication apprehension
2. test anxiety
3. fear of negative evaluation” (Zerey 2008, pp.18).

Communication apprehension is a worry about speaking in public (Horwitz et al., 1991). It is about both L1 and L2. Krashen (1985), the theorist of Affective Filter Hypothesis, “sees learner’s anxiety or attitude as an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition. Low personal anxiety and low classroom anxiety are more conducive to SLA” (cited in Richards & Rodgers 2001, pp. 183). Richards and Rodgers give an extensive explanation of Affective Filter Hypothesis, they state learners whose affective filter is low receive more comprehensible input and have a higher level of self confidence, thus can interact in more effective way. According to Çubukçu (2008), having difficulty in public speech, expressing feelings, answering questions, listening are all indicators of communicative apprehension. If individuals’ communication behaviours are reinforced positively, they

will be more eager to communicate (Aydın, 2007). Daly (1991) states that children who are not tend to communicate tend to be more anxious. People who are less proficient in foreign language also have communication problems because of anxiety.

Test anxiety is a combination of tension, stress and anxiety occurring during or before taking a test. Thus, it may inhibit learners' exact ability or knowledge and accordingly impedes achievement. Test anxiety stems from fear of failure in the tests especially in the written tests. These kinds of learners may be good, but they are not good at performance. That is they cannot exhibit or reveal their true performances because of extensive anxiety which cover their brain and thus their body.

“The test anxiety process begins when a person is subjected to a test situation or any situation associated with evaluation. These include immediate events such as teacher's remark, “take out your papers and pencils for a short quiz,” or they may be related to the future, such as career decision that has implications for future challenges and assessments” (Zeidner 1998, pp. 20-21).

According to Horwitz and Cope (1986), oral tests are more prone to raise anxiety when compared to written tests. “Test anxiety has consists of four different phases, these are; test anticipation, test preparation, test taking stage and test reaction” (Covington, 1985, cited in Aydın, 2001 pp. 22). As Aydın (2001) says in the first phase, learners observe the difficulty of test and reflects upon their own preparation, knowledge parallel to test, and try to guess whether they will be successful or not. In the second phase, they prepare themselves emotionally to take the test and expect to be successful. In the test taking process, they feel absolutely anxious and inhibited because of anxiety and in the fourth and last stage; they are exactly disappointed and realize the situation.

Fear of negative evaluation refers to individuals' worries about what others think about them and believing that these thoughts are usually negative (Horwitz et al., 1991). In most of the studies, it was found that there was a strong correlation between high anxiety and evaluations by others (Kitano, 2001; Horwitz, 2001; Liu, 2006). In the study conducted by Kitano (2001) to examine the effects of fear of negative evaluation on students' speaking anxiety, it was found that the students who had higher levels of fear of negative evaluation, had also higher speaking anxiety. The students assume that the evaluations from classmates or teachers are negative and insolent about their

mistakes in mostly speaking, grammar and pronunciation.

2.2.4.3. The sources of language learning anxiety

Young (1991) mentions about three sources of foreign language anxiety dividing them into six categories:

1. “ Personal reasons (competitiveness, age, personality, use of LLSs and so on)
2. Learners’ belief about language learning (perfect pronunciation)
3. Beliefs about language teaching (constant student correction)
4. Instructor –learner interactions (manner of error correction)
5. Classroom procedures (requiring oral production)
6. Language testing (unfamiliar test tasks)” (İpek 2007, pp.19).

An important reason as Young mentions is instructor–learner interactions. “ If a great deal of attention is given to students’ feelings and positive relation, smooth and indirect correction of errors, the students will feel relaxed and confident, thus learning will come naturally and easily” (Larsen-Freeman 2000, pp.82).

Aydın (2001) underlines the three main sources of Turkish students’ foreign language anxiety. These are personal reasons, teacher and teaching stemmed anxieties. Personal reason is the background language learning experiences of learners and also personality factor. “Krashen (1985) points out that in second language acquisition, the key factors of learners’ success in language learning should be associated to the students’ emotional condition. A language learners’ passion of participating the class and confidence from teachers’ encouragements can decide the accomplishment of their SLA” (Lin 2008, pp. 115). Wörde (2003) is another researcher who puts forward eight different sources of foreign language anxiety. These are:

1. learners’ low self-esteem and prejudice
2. negative attitudes of teachers towards students (poor teacher-learner interaction)
3. anxious teachers
4. poor preparation
5. a poor background and experiences of language learning
6. testing (especially if it is oral)

7. inappropriate instruction by teacher
8. A rather competitive and evaluative classroom.

In order to teach students in their best, teachers need to give students an appropriate programme, take into consideration the needs of learners and provide them an anxiety-free classroom environment. As Lazanov says, “give indirect suggestions to enhance students’ self-confidence and convince them success is obtainable” (cited in Larsen-Freeman, 2000, p. 84). These are the things that teachers or education policy makers will do to support language achievement; however, this is not enough: some other factors facilitated by learners such as LLSs are needed.

2.2.4.4. Studies on foreign language anxiety in literature

Because of the important effect of foreign language anxiety in foreign language learning, many studies have been carried out in Turkey and abroad in order to indicate the effect of foreign language learning anxiety in foreign language learning and the affective predictors. It has been one of the most highly examined variables in all areas of Psychology and Education (Horwitz, 2001). Horwitz (2001) suggests that the affective potential of anxiety on learning performance is one of the indisputable phenomena in Psychology and Education.

Researchers and experts have proposed many factors that have an influence on foreign language anxiety and some correlations with some factors.

Firstly, Horwitz et al., (1986) claimed that there is a strong negative correlation between foreign language learning and foreign language anxiety. In their study, they included 75 English learners of Spanish at an American University to answer FLCAS (Foreign Language Classroom Scale) in their language class. At the end of the study, it was found that many students experienced high level of foreign language anxiety in foreign language learning which adversely affected their performance in that language. The results showed that the students who explored high on anxiety reported to be afraid of speaking in the foreign language.

These findings were supported by Aida’s (1994) and Kitano’s (2001) studies focusing on the relationship between language anxiety and Japanese language learning. It was found that there were high levels of anxiety in the Japanese classroom, and the

foreign language anxiety was related to language learning. MacIntyre and Gardner (1994) in a language anxiety research argued that anxiety played a significant role in language learning problems.

Furthermore, many researchers studied on gender and age differences and their correlation with foreign language anxiety. MacIntyre et al., (2002) studied on sex and age affects on willingness to communicate, anxiety and perceived competence among junior high school French immersion students at each grade level. At the end of this study, gender differences in language anxiety were observed and it was found that compared to girls, boys were found to be more anxious in grade 9.

Aida (1994) found that female students scored on the anxiety scale higher than did males. Marwan (2007) studied on gender differences and anxiety factors. He found that male students are more confident than female students in their foreign language learning. Although, a number of previous studies found important relationship between gender and anxiety, Batumlu and Erden (2007) found that gender is not a meaningful variable for foreign language learning anxiety. In addition, Matsuda and Gobel (2003) found that there is no significant effect of gender in foreign language anxiety.

In the field of anxiety types, Aydın (2001) conducted a study and found out that there is a meaningful correlation between state anxiety and trait anxiety. However; MacIntyre and Gardner (1991) reported as a result of their study that there was not any relationship between trait anxiety scores and state anxiety.

Öner and Gedikoğlu (2007) studied on the factors that contribute to FLA at a different types of high schools in Gaziantep. They examined whether there is an effect of learners' parents' education level and occupation on these learners' FLA. It was found that the educational level of learners and occupations have no considerable effect on FLA.

Aydın (2009) studied the sources and effects of test anxiety among foreign language learners and at the end of the study, the results showed that test anxiety considerably affects students' levels of achievement, performance, proficiency and language skills. He concluded that teachers and examiners should receive training to improve their insight into the effects of test anxiety on learning process.

Çakar (2009) studied on the effects of students' previous language learning

experiences on foreign language anxiety with 120 students. It was found that for both high and low anxious students past language learning experiences affect their attitudes towards foreign language.

Taeko, Manalo and Greenwood (2004) found out that, as a result of their study on the relationship between proficiency in foreign language and anxiety, less anxious students were more proficient in oral performance.

As it is clear, there have been studies on foreign language anxiety and some of them revealed the certain relationship between foreign language anxiety and foreign language achievement. It is a strong predictor for some of students' failure or achievement in L2 or foreign language. According to many studies which were conducted abroad and in Turkey, it is clear that foreign language anxiety is a significant factor that affects foreign language learning. Thus, foreign language anxiety is one of the most important individual variables that should be taken into consideration in this study. However, there are not many studies on the relationship between LLSs and anxiety.

CHAPTER THREE

3. METHOD

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

3.1. The Target Population of the Study and Sample Group

The target population of the study of the research was Bingöl University Foreign Languages High School. At first, the study was conducted with 150 participants but because of some factors (such as unanswered items) the number of participants declined. In the end, 100 indiscriminately chosen students from day and evening preparatory classes of English Language and Literature department completed the questionnaires.

Bingöl University was preferred to conduct the study because the researcher works in that city and conducting the study within the borders of the university helped the researcher during the process. Preparatory classes of English Language and Literature department were preferred because the preparatory class students are believed to complete the questionnaire more carefully and to use the language learning strategies more frequently compared to other departments' students.

You can see the numbers and gender rates of the students in Table 3.1

Table 3.1.

Numbers and Genders of Participants

GENDER		
Female	F	56
	%	56
Male	F	44
	%	44
Total	F	100
	%	100

3.2. Instruments

In this study, questionnaires were used as instruments in data collection. 3 different surveys were used. There was no limitation of time for answering them and the researcher gave each survey on different days because of the length of them; and totally, they lasted about one hour for students to score all the items in the three questionnaires. These surveys were Horwitz and Cope's (1986) *Foreign Language Classroom Anxiety* (FLCAS), Oxford's (1990) *the Strategy Inventory for Language Learning*, and Aydoslu's (2005) *Attitude Towards English Course Scale*. These surveys have 110 questions in total and each of them is Likert type, that is, they contain five choices. Fer and Cesur (2007) investigated the validity and reliability of the Turkish version of Strategy Inventory of Language Learning (SILL), which was developed by Oxford (1990). Pearson's correlations between Turkish and English versions of the survey ranging from 6 subscales indicated acceptable reliability. The total internal reliability coefficient of the scale was .92. Findings demonstrated that the subscales had internal consistency reliabilities, item total correlation. Table 3.2 shows the distribution of strategy items according to six strategy subscales.

Table 3.2.

Distribution of Strategy Items According to the Six Subscales

Strategy Type	Items	Total
Memory	1-9	9
Cognitive	10-23	14
Compensation	24-29	6
Metacognitive	30-38	9
Affective	39-44	6
Social	45-50	6
Total		50

About 40-50 major studies have used SILL for their studies. SILL items are evaluated on a five point Likert type scale ranging from 1-5.

1: Never or almost never true of me

- 2: Generally not true of me
- 3: Somewhat true of me
- 4: Generally true of me
- 5: Always or almost true of me

Attitude Scale towards English Course has three dimensions.

1. Cognitive Dimension: It is about the beliefs of students towards English language.

2. Affective Dimension: It covers students' emotions towards English course.

3. Behavioral Dimension: It is about the time and activities, actions spent for English language out of class.

Table 3.3.

Distribution of Attitude Scale Items According to its Dimensions

Attitude	Items	Total
Cognitive	10-16-21-24	4
Affective	1-4-6-7-8-9-11-12-13-14- 17-18-20-22-23-25-26-27- 28-29	21
Behavioral	2-3-15-19	4

As it is seen, the scale consists of 30 questions. The cognitive items' Cronbach Alpha reliability was found as 0.62, affective dimension items' Cronbach Alpha reliability was found 0.93 and behavioral dimension Cronbach Alpha reliability was found as 0.71. It is seen that these surveys are reliable. The items have a five-point Likert scale ranging from 1-5.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neither / nor Disagree
- 4: Agree
- 5: Strongly Agree

Foreign Language Classroom Anxiety Scale consists of 33 items. The

coefficient reliability was found as .93 with all items. It was translated into Turkish by Öner and Gedikoğlu (2007). It is a Likert Type scale which measures participants' communication apprehension, test anxiety and fear of negative evaluation and ranges from 1-5

1: Strongly Disagree

2: Disagree

3: Partly agree

4: Agree

5: Strongly Agree

Foreign language test which is used to determine the level of students' achievement is called Key English Test. It is prepared by Cambridge University compatible with Common European Framework and consists of reading, writing, listening and speaking skills tests. Each skill counts for %25 and the test is A2 level. Cronbach Alpha Reliability was found as 0.84. Students' grades ranging from 100-80 are accepted as high - level, 79-59 as medium-level and 58-38 are accepted as low - level.

3.3. Data Analysis

Five-point Likert scales were used in this study. The surveys were analyzed with SPSS 19 for windows. Some basic criteria such as providing variance homogeneity, normal distribution which are basic criteria of parametric tests in analysis of One Way ANOVA, regression and correlation analysis of data set were revised and for this purpose they were examined. The surveys were checked in terms of their homogeneity.

For the data sets which provide parametric criteria, parametric analyses such as Correlation analysis, Regression analysis and ANOVA were used and for the sets which do not meet parametric criteria nonparametric analysis techniques (Kruskal Wallis, Levene Test, Scheffe were used) and also Spearman Brown, Pearson Moment Correlation tests were used to find the relation between the variables.

CHAPTER FOUR

4. FINDINGS AND INTERPRETATION

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

4.1. Findings Responding to the First Research Question: The Relationship between Foreign Language Anxiety and Achievement

In order to find whether there is a meaningful difference among the students' foreign language anxiety levels according their academic achievement, One Way ANOVA test was applied and the results are shown at Table 7. To determine whether to conduct one way ANOVA is statistically suitable or not, the homogeneity test was applied. Due to the Levene test it was proved that data set showed homogeneity ($F_{(2-97)} = 1,031, p=36$). Table 4.1 shows the students' numbers, arithmetic means and deviations according to their achievement.

Tablo 4.1.

Participants' Arithmetic Mean and Standard Deviation Values According to Their Academic Achievement

Academic achievement	N	X	S.D.
Low	24	97,8333	14,32440
Medium	41	101,7073	15,13645
High	35	89,8000	18,32998

As it can be seen from the Table 4.1, 24 students have low, 41 students have medium and 35 students have high levels of foreign language achievement according to the KET applied.

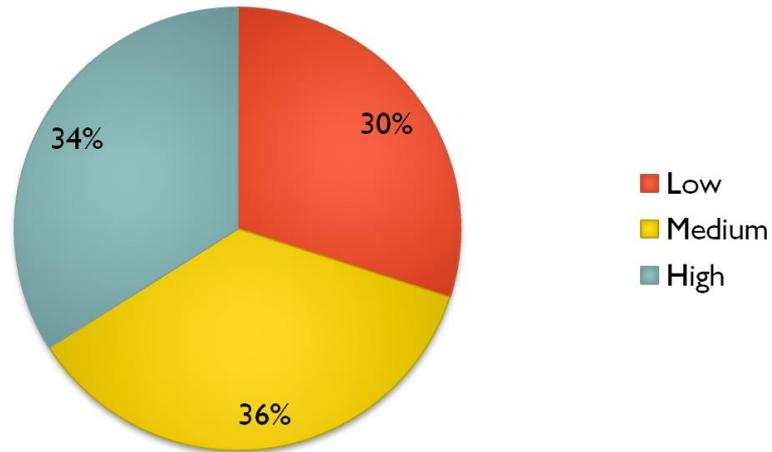


Figure 4.1. Students' Foreign Language Classroom Anxiety Levels

The Figure 4.1 shows the distribution of anxiety level of preparatory classes in details.

Spearman Brown test was used to examine the relationship between foreign language anxiety and academic achievement and the findings are shown in Table 4.2. Table 4.2 shows participants' foreign language anxiety levels according to their *academic achievement*.

Table 4.2.

The Relationship between Foreign Language Classroom Anxiety and Academic Achievement

	Anxiety Scores
Academic Achievement	.230*

**p= .01, * p= .05

It is clear from Table 4.2 that students' foreign language anxiety levels show a meaningful difference according to their academic achievement ($F_{(2,97)} = 5,221 = p < .05$). In order to find the source of the difference between means, a multiple comparison test, Scheffe test was applied.

It was found that the students', whose academic level is low, arithmetic mean is ($X=97.83$), average level students' arithmetic means is ($X=101.70$) and the students', whose academic achievement is high, arithmetic mean is ($X=89.80$). That is students who have a low academic achievement have a higher level of foreign language anxiety

when compared to ones who have high academic achievement level. It can be said that foreign language anxiety has a meaningful effect on academic achievement.

4.2. Findings Responding to the Second Research Question: The Relationship between Participants' Attitudes and Their Academic Achievement

In order to find whether students' attitudes towards English differ according to their academic achievement, One Way ANOVA test was applied.

To determine whether to conduct One Way ANOVA was statistically suitable or not, the homogeneity test was applied. The Levene test proved that data set showed homogeneity.

Table 4.3.

Participants' Arithmetic Means and Standard Deviations According to Their Academic Achievement

	Academic Achievement	N	X	S.D.
Cognitive Attitude	Low	30	16,3333	3,51679
	Average	39	17,4103	3,85745
	High	31	18,6774	3,52503
Behavioral Attitude	Low	30	15,0333	2,79758
	Average	30	16,4103	3,33812
	High	39	18,0003	2,11345
Affective Attitude	Low	31	59,2000	5,74996
	Average	39	56,4900	6,75571
	High	30	54,2000	8,98098
Total scores	Low	30	90,5667	5,68571
	Average	39	90,1282	8,20199
	High	31	91,1935	10,42567

Participants' arithmetic means and standard deviation values according to their academic achievement are given in Table 4.3. In order to find whether there are significant relationships between participants' foreign language attitude levels and their academic achievement means, a correlation test was applied. The results are in Table 4.4.

Table 4.4.

Correlation between Participants' Foreign Language Attitude Levels and Their Academic Achievement

	Cognitive Attitude	Behavioral Attitude	Affective Attitude
Academic Achievement	.232*	.404*	.355**

**p= .01, * p= .05

As a result of correlation analysis, it was found that the relationship between achievement and cognitive attitude was ($r=.232$, $p<.05$) and with behavioral attitude was ($r=.40$, $p<.01$) and with affective factor was ($r=.355$, $p<.0.01$). A meaningful and positive relationship was found between academic achievement and behavioral, affective and cognitive attitude.

4.3. Findings Responding to the Third Research Question: The Relationship between Strategy Use and Participants' Academic Achievement.

In order to find whether there is a meaningful difference between participants' achievement levels in terms of language learning strategies which they used, Kruscal Wallis H test was applied.

Table 4.5.

Students' Strategy use According to Their Academic Achievement

	Academic Achievement	N	Means	χ^2	P
Memory	Low	27	36,91	11.560	.003
	Average	38	49,53		
	High	35	62,04		
Compensation	Low	27	32,00	17.721	.000
	Average	38	52,18		
	High	35	62,94		
Metacognitive	Low	27	24,59	37.481	.000
	Average	38	50,97		
	High	35	69,97		
Effective	Low	27	35,44	10.096	.006
	Average	38	56,14		
	High	35	55,99		
Social	Low	27	31,28	16.382	.000
	Average	38	56,84		
	High	35	58,44		
Total Strategy	Low	27	26,15	31.029	.000
	Average	38	52,25		
	High	35	67,39		

Kruskal Wallis H test was applied to find whether there is a meaningful difference between students' academic achievement levels according to the strategies they used. As a result, it was found that, there is a significant difference in all subcategories of language learning strategies.

Spearman Brown test was used in order to determine the relationship between strategy use and academic achievement. The findings are given in Table 4.6.

Table 4.6.

The Relationship between Strategy Use and Achievement

	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Academic Achievement	.341**	.535**	.412**	.610**	.260**	.346**

**p= .01

As the correlation analysis shows, there is a positive and significant relationship between strategy use and foreign language achievement. The order is respectively as below.

Metacognitive (r= .61, p<.01), Cognitive (r= .535, p<.01), Compensation (r= .41, p<.01), Social (r= .346, p<.01), Memory (r= .341, p<.01) and Affective (r=.26, p<.01). That is, the students whose academic achievement levels are high use metacognitive strategies most and affective strategies least.

More successful language learners use mostly metacognitive strategies and then respectively cognitive, compensation, social, memory and lastly affective strategies.

4.4. Findings Responding to the Fourth Research Question: The Level of Students' Foreign Language Classroom Anxiety

In order to find the anxiety level of students, a cut point was determined statistically. It was found:

Table 4.7.

The Analysis of Anxiety Levels of Students

Anxiety Level	F	%
Low	30	30
Medium	36	36
High	34	34

As it can be clearly seen, 30% of students have low anxiety levels, 36% medium level of anxiety and 34% high level of anxiety.

4.5. Findings Responding to the Fifth Research Question: The Relationship between Students' Anxiety Levels and Strategy Use

In order to determine whether to conduct One Way ANOVA was statistically suitable or not, the homogeneity test was applied. The Levene test proved that data set showed homogeneity. The Arithmetic Means and Standard Deviation Values of Anxiety Level are given in Table 4.8

Table 4.8.

The Arithmetic Means and Standard Deviation Values of Anxiety Level

	Anxiety	N	X	S.D.
Memory	Low	60	27,6167	5,90918
	Average	33	28,1212	5,21870
	High	7	34,0000	4,61880
Cognitive	Low	60	50,9333	7,17308
	Average	33	50,0000	8,19298
	High	7	56,2857	8,90158
Compensation	Low	60	21,8667	3,54375
	Average	33	22,3636	3,99076
	High	7	26,8571	2,67261
Metacognitive	Low	60	34,6333	5,59651
	Average	33	34,4545	6,74116
	High	7	38,5714	4,89412
Affective	Low	60	17,4833	3,67535
	Average	33	18,2727	3,39368
	High	7	19,0000	4,72582
Social	Low	60	15,5533	2,33535
	Average	33	16,2827	3,44368
	High	7	17,1100	2,45582

In Table 4.8., the arithmetic means and standard deviation values are given. In order to find whether there is a meaningful difference between the values, a variance analysis was applied. The results are given in Table 4.9.

Table 4.9.

The Students' Strategy Use According to Their Anxiety Level

		Sum of Squares	SD	Means of Squares	F	P	Meaningful Difference
	Between groups	,740	2	,370			
Achievement	Withingroups	60,620	97	,625	,592	,555	----
	Total	61,360	99				
	Between groups	256,012	2	128,006			
MEMORY	Withingroups	3059,698	97	31,543	4,058	,020	C-A, B-A
	Total	3315,710	99				
	Between groups	228,838	2	114,419			
COGNITIVE	Withingroups	5659,162	97	58,342	1,961	,146	----
	Total	5888,000	99				
	Between groups	156,133	2	78,067			
COMPENSATION	Withingroups	1293,427	97	13,334	5,855	,004	C-A, B-A
	Total	1449,560	99				
	Between groups	104,921	2	52,460			
METACOGNITIVE	Withingroups	3445,829	97	35,524	1,477	,233	----
	Total	3550,750	99				
	Between groups	23,221	2	11,611			
AFFECTIVE	Withingroups	1299,529	97	13,397	,867	,424	----
	Total	1322,750	99				
	Between groups	104,921	2	52,460			
SOCIAL	Withingroup	3445,829	97	35,524	1,477	,233	----
	Total	3550,750	99				

A=Low, B=Medium, C= High

As it can be seen from Table 4.9, there is a significant difference between students' foreign language anxiety level and the subcategory of LLSs, *Compensation strategies* (Compensation, $F(2-97)= 5,855$, $p<.05$). In order to find the source of difference, multiple comparison Scheffe test was applied.

In compensation strategy, as a result of Scheffe test, it was found that high and medium level anxious students use compensation strategies more than low level anxious students.

In cognitive, metacognitive, memory and affective subcategories of LLSs, no meaningful difference was found related to anxiety level.

4.6. Findings Responding to the Sixth Research Question: The Relationship between Attitude Levels of Students and Their Strategy Use

In order to find whether there is a meaningful difference between the levels of attitude according to strategy use, One Way ANOVA was applied and the results are shown in Table 4.10.

Table 4.10.

Arithmetic Means and Standard Deviation Values of Attitude Scores.

Strategy	Attitude	N	X	S.D.
Achievement	Low	40	1,9750	,80024
	Medium	51	2,1373	,80049
	High	9	2,2222	,66667
Memory	Low	40	26,0250	6,57301
	Medium	51	29,7843	4,77206
	High	9	29,2222	4,54911
Cognitive	Low	40	47,0000	6,99450
	Medium	51	53,4510	7,40625
	High	9	54,8889	4,40013
Compensation	Low	40	21,3750	3,80747
	Medium	51	22,9608	3,63847
	High	9	23,5556	4,36208
Metacognitive	Low	40	32,4250	6,19300
	Medium	51	36,3922	5,64297
	High	9	36,8889	2,93447
Affective	Low	40	17,4500	3,16997
	Medium	51	18,0784	4,06371
	High	9	18,3333	3,42783
Social	Low	40	18,9250	5,46029
	Medium	51	21,5686	4,05588
	High	9	22,2222	3,89801

In Table 4.10, students' strategy choices are shown according to their attitude scores. In order to find whether there is a meaningful difference between the means, a Variance Analysis was applied and the findings are given in Table 4.11.

Table 4.11.

The Students' Strategy use According to Their Attitude Levels

		Sum of Squares	SD	Means of Squares	F	p	Meaningful Difference
Achievement	Between groups	,790	2	,395	,633	,533	
	Within groups	60,570	97	,624			
	Total	61,360	99				
Memory	Between groups	326,552	2	163,276	5,298	,007	B-A, C-A
	Within groups	2989,158	97	30,816			
	Total	3315,710	99				
Cognitive	Between groups	1082,484	2	541,242	10,925	,000	B-A, C-A
	Within groups	4805,516	97	49,541			
	Total	5888,000	99				
Compensation	Between groups	70,041	2	35,021	2,462	,091	
	Within groups	1379,519	97	14,222			
	Total	1449,560	99				
Metacognitive	Between groups	393,929	2	196,965	6,052	,003	B-A, C-A
	Within groups	3156,821	97	32,545			
	Total	3550,750	99				
Affective	Between Groups	11,164	2	5,582	,413	,663	
	Within groups	1311,586	97	13,522			
	Total	1322,750	99				
Social	Between groups	183,670	2	91,835	4,22	.017	C-A
	Within groups	2106,840	97	21,720			
	Total	2290,510	99				

A=Low, B= Medium, C= High

It is seen in Table 4.11 that the preparatory class students' strategy use according to their attitude level shows a meaningful difference in Memory, Cognitive, Metacognitive and Social subcategories of Language Learning Strategies; (Memory, ($F_{(2,7)} = 5,298 = p < .05$), Cognitive ($F_{(2,97)} = 10,925, p < .05$), Metacognitive ($F_{(2,97)} = 6,052,$

$p < .5$), and Social ($F_{2,97}$)=4.223, $p < .05$). In order to find the source of difference in means, a Scheffe test was applied.

As a result of Scheffe test, it was proved that the if the students have high or medium scores of attitude towards English, that means they use memory, cognitive, metacognitive, social strategies more frequently compared to students with low attitude level.

No meaningful difference was found between compensation and affective strategies use of students in terms of their attitude level.

These results will be discussed in the next chapter.

CHAPTER FIVE

5. CONCLUSION, SUGGESTIONS AND LIMITATIONS

In the previous chapters, the data analysis and the results of the present study were presented. In this chapter, discussion and conclusion of the study in addition to limitations and suggestions to the further studies will be provided.

5.1. Conclusion

It has been found out that in language learning process individual factors and some affective factors are very important. According to the results of our surveys, attitude, anxiety and language learning strategies have a huge effect on language learning and language learning achievement.

As it can be seen from the survey results, 34 % of the students were found to have high level of foreign language anxiety. The answers to the foreign language classroom anxiety survey showed that students are suffering from foreign language anxiety. According to the results of the same survey, anxiety is a barrier standing in front of the foreign language achievement. It is clear from the study that students who are anxious have less chance to become successful language learners.

The present study has led to the conclusion that, all of the participants use language learning strategies to some extent. According to the findings, the most effective predictor of foreign language achievement is metacognitive strategies. That is, good language learners use metacognitive language strategies most frequently whereas less successful students benefit from metacognitive strategies less. Cognitive strategies, compensation, social, memory and affective strategies are following the metacognitive strategy use respectively. Compensation strategy usage by all of the participants is at the medium level (medium, low, and high level achievement). Consistent with the present study, Radwan (2011) found that as a result of his study, cognitive strategies were the predictors that distinguished low and high proficient students. This study also supports

the study conducted by Ehrman and Oxford (1995). The researchers examined the relationship between LLSs and success and revealed that cognitive strategies have a positive correlation with success. As Ian (2003) states depending on his study, being aware of and giving importance to the use of metacognitive strategies affect the achievement in foreign language in a positive way. In another study conducted by Griffiths (2008), 131 students in a private English language school in New Zealand, it was found that most successful students used strategies such as;

- “ to regulate their own language learning
- to manage their own learning
- to expand their vocabulary
- to improve their knowledge of grammar
- to use the resources such as watching TV or movies” (p. 92)

Some of the other high rated cognitive strategies are saying or writing English words several times, practicing the sounds of English, reading for pleasure, writing notes, messages or reports in English. In the light of the study, it is clear that students who used metacognitive and cognitive strategies enhanced their learning. Thus, teachers need to consider the use of or lead their students to use these kinds of strategies more compared to affective strategies such as keeping diaries etc. as they proved to be used less by successful learners. Griffiths (2008) supports it by saying that affective strategies are low rated items. These strategies are encouraging somebody to speak in English, to giving a reward, talk to someone else about how somebody feels when he is learning English or asking English speakers to correct his mistakes when he talks.

Implications of the present study should lead teachers to provide a strategy training program for their students. Achievement is not only related to the frequency of strategy use, but also to using them in proper situations. The present study has consistent findings with the studies above. On the other hand, there are some studies in the literature which have different findings with the present study. Tüz (1995) examined more successful learners and poor language learners' strategy use and found no relationship between the two. These kinds of differences in studies may stem from the limitation of sample group participated into the surveys.

When it comes to the relationship between attitude and foreign language achievement, it was found that participants are reported to be influenced by the type of attitude. That is, the relationship between attitude and foreign language achievement changes in accordance with subcategories of attitude. If a student has a high level of cognitive and behavioral attitude, he or she proves to have more success in foreign language.

The relationship between strategy use and foreign language anxiety level was another question which was investigated. It was concluded that highly anxious students use compensation strategies more. That is, anxious students use strategies such as trying to find out how to be a better learner of English, planning their schedule to have enough time to study English, paying attention to their mistakes. That is, students with high anxiety level try to improve their English and spend more time on the language. This can be stemmed from their thought of being not proficient.

According to the analysis, it was also proved that students with high scores of attitude used cognitive, metacognitive and memory strategies more frequently when compared to students with low attitude scores. As it is clear, like successful language learners, students with high attitude scores also use cognitive and metacognitive strategies more.

5.2. Suggestions

Teachers and all of the foreign language educators must acknowledge the existence of the effect of foreign language anxiety on foreign language achievement. Not only the teachers but also the parents should accept or take into consideration the responsibility of anxiety for the lack of performance or achievement in foreign language before labeling students as poor language learners. As understood from the data collected in this study, anxiety is an emotional and individual factor which has a great effect in language learning. In the light of this information, the following suggestions may help foreign language practitioners;

- Teachers should help students develop some coping strategies as studying, deep breathing, positive thinking (Jackson, 2001).
- As mentioned before, some students even if they are good language learners

may suffer from test anxiety or fear of negative evaluation. So “Change the grading system by avoiding letter grading and report cards in the elementary school years. Also provide separate comments relating to students’ intellectual performance and personal and social behavior and development” (Zeidner 1998, pp. 165)

- Teachers should be careful about the error correction ways. If the error correction takes place in direct way by pointing out the students, they will feel more anxious and will avoid from participating into class activities. So, a teacher may provide a stress free correction technique (Larsen-Freeman, 2000).

- Learning should be fixed into the use of an authentic interaction as peer collaboration so that the students will acquire the language like their first language rather than learning it with a negative tension.

- “By increasing feelings of self-efficacy, ELL students can feel more in control and better prepared to deal with negative outcomes” (Pappamihiel, 2000).

- Each learner is unique in terms of their ability, capacity, emotions and learning styles, learning strategies so the educators should create or choose individual materials for their students.

- Teachers must be careful and sensitive about the needs of their students.

As this study shows, in language learning strategy use, successful and medium level students use metacognitive and cognitive strategies more frequently compared to less successful learners. While early research went towards identifying just these kinds of learning strategies, it was not long before language educators realized that simply recognizing learners’ contributions to the process was not enough. In order to maximize their potentials and contribute to their autonomy, language learners and especially not so called good language learners need training in learning strategies” (Larsen & Freeman, pp.182). Thus, leaning activities can be more effective if teachers have time for strategy training (Wenden, 1987). For this reason, in preparatory classes of universities;

- Educators should encourage their students to use metacognitive strategies such as correction of their errors, arranging their study program, shortly reflections on their own learning.

- Educators should increase their awareness of language learning strategies.

LLSs education is given in many studies to the control groups and it has been revealed that foreign language achievement increases by the use of correct language learning strategies in the proper time (Rubin, 1975). O'Malley and Chamot (1990) describe four phases in LLSs education. These are;

1. Diagnosis
2. Creating awareness
3. Teaching
4. Evaluation.

- Teachers should determine proper LLSs for each student to meet the needs of them.

- “Educators can be especially encouraged by this study to stimulate learners’ fondness of their TL and so motivate greater use of learning strategies and ultimately sustain learning autonomy” (p. 15).

As Oxford (1990) states, “The more teachers know about such factors, the more readily the teacher can come to grips with the nature of individual differences in the classroom. Such knowledge is the power to plan lessons so that students with many different characteristics, including varied strategies, can receive what they need” (p. 292).

The present study has led to the implication for teaching and learning English in terms of attitude that it is one of the important psychological variables affecting foreign language. In the present study, it is revealed that learners with high attitude scores in cognitive and behavioral attitude subcategories have a higher achievement in foreign language. A teacher should take into account that a demotivated student or a student with negative attitude cannot learn.

- The teacher should not be too strict to avoid discouraging students’ active participation.

- The teacher should use enjoyable activities such as games, songs, films or he can benefit from Desuggestopedia Method techniques like classical music.

- Errors should be corrected gently, not directly, confrontational manner.

- The culture of target language should be fixed into the learning materials, if the students become familiar with the culture, their interest towards it will increase

accordingly.

- “Assuming a new identity enhances students’ attitude and feeling of security and allows them to be more open. They feel less inhibited since their performance is really that of a different person” (Larsen & Freeman, 2000, pp. 82).
- “Learners get more motivated when they believe that what they are going to learn is something useful or beneficial; that is meaningful for them” (Denkci 2008, pp. 18-19). That is, learners should be aware of the usefulness of the target language.

For many years there have been a great attention towards improving the teaching methods, but the studies on learners have increased in recent years, and revealed that despite the efforts of teachers, sometimes a full achievement cannot be obtained. Present study in the effect and role of learner has showed that a successful learning will be present if also individual differences such as attitude, anxiety and language learning strategies are taken into account. The points mentioned above are to the teachers’ advantage in order to have a more positive and anxiety free classroom environment, so enhance the foreign language achievement.

5.3. Limitations of the Study

One of the limitations of the study is the difficulty of finding a standardized English proficiency test. In Turkey, the ‘KPDS’ (an exam to measure the proficiency of English) test is used in studies researching foreign language achievement, but this test does not measure four skills in language so a proficiency test prepared by Cambridge University was used in the present study. The other limitation is the sample group. The research was only conducted in preparatory classes of Bingöl University. Richer sample data might be provided if it could be used in a broadened sample group in different departments of different universities. Another limitation is the used questionnaires such as SILL. This quantitative scale is used in many studies and has a high reliability. However, interviews or qualitative measures would provide richer and more reliable data.

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APPENDIX

Appendix 1. *The Strategy Inventory for Language Learning*DİL ÖĞRENME STRATEJİLERİ ENVANTERİ
Oxford, R.(1990)

Sizin için doğru olan kutucuğa (×) işareti koyunuz.

1 2 3 4 5
Hiçbir zaman doğru değil Nadiren doğru Bazen doğru Sık sık doğru Her zaman doğru

A	1. İngilizcede daha önceden bildiğim şeyler ile yeni öğrendiğim şeyler arasında bağlantı kurabilirim.	1	2	3	4	5
	2. Yeni öğrendiğim İngilizce sözcükleri hatırlayabilmek için tümce içersinde kullanırım.	1	2	3	4	5
	3. Yeni öğrendiğim İngilizce sözcükleri hatırlamak için, sözcüğün sesi ile bir imaj ya da görüntü bağı kurarım.	1	2	3	4	5
	4. Yeni öğrendiğim bir İngilizce sözcüğü, sözcüğün nerede kullanılabileceğini zihnimde canlandırarak hatırlarım.	1	2	3	4	5
	5. Yeni öğrendiğim İngilizce sözcükleri kafiye kullanarak hatırlarım.	1	2	3	4	5
	6. Yeni öğrendiğim İngilizce sözcükleri, resimli kartları kullanarak hatırlarım.	1	2	3	4	5
	7. Yeni öğrendiğim İngilizce sözcükleri, gruplandırarak zihnimde canlandırırım.	1	2	3	4	5
	8. İngilizce derslerimi sık sık tekrar ederim.	1	2	3	4	5
	9. Yeni öğrendiğim İngilizce sözcükleri, sayfa, tahta, ya da levhalarda buldukları yerlere göre hafızamda canlandırarak hatırlarım.	1	2	3	4	5
B	10. Yeni öğrendiğim sözcükleri, birçok kez söyleyerek ya da yazarak tekrarlarım.	1	2	3	4	5
	11. İngilizceyi anadili İngilizce olan insanlar gibi konuşmaya gayret ederim.	1	2	3	4	5
	12. İngilizcedeki sesleri öğrenmek için sesleri tekrar ederim.	1	2	3	4	5
	13. Öğrendiğim İngilizce sözcükleri farklı yapılarda kullanırım.	1	2	3	4	5
	14. Sohbetleri İngilizce olarak başlatabilirim.	1	2	3	4	5
	15. İngilizceyi, İngilizce programları ya da sinema filmlerini seyrederek öğrenmeye çalışıyorum.	1	2	3	4	5
	16. İngilizce kitap / gazete vb. şeyleri zevk için okurum.	1	2	3	4	5
	17. Not, mesaj, mektup ya da raporları İngilizce olarak yazabilirim.	1	2	3	4	5
	18. İngilizce bir metni, öncelikle hızlı bir şekilde daha sonra ise başa dönerek daha dikkatli bir şekilde okurum.	1	2	3	4	5
	19. Yeni öğrendiğim İngilizce sözcükler ile kendi dilim arasındaki benzerlikleri bulmaya çalışırım.	1	2	3	4	5
	20. İngilizce cümlelerin yapılarını anlamaya çalışırım.	1	2	3	4	5
	21. İngilizce sözcüklerin anlamlarını, anlamlı parçalara ayırarak çıkartmaya çalışırım.	1	2	3	4	5
	22. İngilizce bir metni ya da konuşmayı sözcük-sözcük tercüme yapmadan bir bütün olarak anlamaya çalışırım.	1	2	3	4	5
	23. Okuduğum veya duyduğum bir bilgiyi İngilizce olarak özetleyebilirim.	1	2	3	4	5

C	24. İngilizce sözcükleri ilk defa gördüğümde anlamak için tahminde bulunurum.	1	2	3	4	5
	25. İngilizce konuşurken bir sözcük aklıma gelmezse, sözcüğü anlatabilmek için el kol hareketlerim kullanırım.	1	2	3	4	5
	26. İngilizce kullanırken anlatmam gereken doğru sözcüğü bulamazsam bunun yerine yeni bir sözcük bulmaya çalışırım.	1	2	3	4	5
	27. İngilizce bir metni okurken, bilmediğim her sözcük için sözlüğe bakmam.	1	2	3	4	5
	28. Başkası İngilizce konuşurken, konuşan kişinin neler söyleyebileceğini tahmin etmeye çalışırım.	1	2	3	4	5
	29. Eğer İngilizce bir sözcük aklıma gelmezse, aynı anlamlı olan başka bir sözcüğü onun yerine kullanırım.	1	2	3	4	5
D	30. İngilizceyi kullanabilmek için çeşitli yollar denerim.	1	2	3	4	5
	31. İngilizce kullandığım zaman, yaptığım hatalara dikkat eder ve bunlardan yola çıkarak hatalarımı düzeltmeye çalışırım.	1	2	3	4	5
	32. Biri İngilizce konuşurken, onu dikkatli bir şekilde dinlerim.	1	2	3	4	5
	33. Nasıl daha iyi bir İngilizce öğrencisi olabileceğimi öğrenmeye çalışırım.	1	2	3	4	5
	34. İngilizce öğrenmeye yeterli zaman ayırmak için programımı düzenlerim.	1	2	3	4	5
	35. İngilizce konuşabileceğim kişileri bulmaya çalışırım.	1	2	3	4	5
	36. İngilizce kitap / gazete vs. okumak için fırsat yaratmaya çalışırım.	1	2	3	4	5
	37. İngilizce becerilerimin gelişmesi için önüme kesin hedefler koyarım.	1	2	3	4	5
	38. İngilizce öğrenimimdeki gelişmelerimi değerlendiririm.	1	2	3	4	5
E	39. İngilizceyi kullanmaktan çekindiğim zaman, rahatlamaya çalışırım.	1	2	3	4	5
	40. Hata yapmaktan korksam bile, kendimi İngilizce konuşmak için cesaretlendiririm.	1	2	3	4	5
	41. İngilizce kullanmada başarılı olduğumu hissettiğim zaman, kendimi ödüllendiririm.	1	2	3	4	5
	42. İngilizce kullanırken ya da öğrenirken tedirgin olduğumu düşünüyorum.	1	2	3	4	5
	43. İngilizce öğrenimimle ilgili duygularımı (Dil Öğrenme) Günlüğüme yazarım.	1	2	3	4	5
	44. İngilizceyi öğrenirken neler hissettiğimi başkaları ile paylaşıyorum.	1	2	3	4	5
F	45. İngilizce konuşan birinin söylediklerini anlamazsam, o kişiden daha yavaş konuşmasını ya da söylediklerini tekrar etmesini isterim.	1	2	3	4	5
	46. İngilizce konuştuğum zaman anadili İngilizce olan kişilerin hatalarımı düzeltmelerini isterim.	1	2	3	4	5
	47. İngilizceyi diğer arkadaşlarımla /öğrencilerle konuşarak öğrenmeye çalışırım.	1	2	3	4	5
	48. İngilizce öğrenirken anadili İngilizce olan kişilerden yardım isterim.	1	2	3	4	5
	49. Sınıfta soracağım soruları İngilizce olarak sorarım.	1	2	3	4	5
	50. İngilizce öğrenirken aynı zamanda o dili konuşanların kültürü hakkında da bir şeyler öğrenmeye çalışırım.	1	2	3	4	5

The Strategy Inventory for Language Learning

A1. I think about relationships between what I already know and new things I learn in English.

2. I use new English words in a sentence so I can remember them.

3. I connect the sound of a new English word and an image or picture of the word to help me.

4. I remember a new English word by making a mental picture of a situation in which the word might be used.

5. I use rhymes to remember new English words.

6. I use flashcards to remember new English words.

7. I physically act out new English words.

8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.
- B** 10. I say or write new English words several times.
11. I try to talk like a native English speaker.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new-words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word for word.
23. I make summaries of information that I hear or read in English.
- C** 24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.
- D** 30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.
- E** 39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.
- F** 45. If I do not understand something in English, I ask the other person to slow down or say it again
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers

Appendix. 2. Foreign Language Classroom Anxiety Scale.

YABANCI DİL SINIF KAYGISI ENVANTERİ

Horwitz, E. K., Horwitz, M. B., Cope, J. (1986).

1: Kesinlikle katılmıyorum 2: Katılmıyorum 3: Kararsızım 4: Katılıyorum 5: Kesinlikle katılıyorum

1. İngilizce dersinde konuşurken kendimden asla emin olamıyorum.	1	2	3	4	5
2. İngilizce dersinde hata yapmaya aldırmam.	1	2	3	4	5
3. İngilizce dersinde söz sırasının bana geldiğini bildiğim zaman çok heyecanlanıyorum.	1	2	3	4	5
4. İngilizce dersinde öğretmenimin ne söylediğini anlamamak beni korkutuyor.	1	2	3	4	5
5. Daha fazla İngilizce dersi görmek isterim.	1	2	3	4	5
6. İngilizce dersine tam olarak kendimi veremiyorum.	1	2	3	4	5
7. Diğer arkadaşlarımla dil öğrenme konusunda benden daha iyi olduklarını düşünüyorum.	1	2	3	4	5
8. İngilizce sınavlarında genellikle rahatımdır.	1	2	3	4	5
9. İngilizce dersinde hazırlık yapmadan konuşmak zorunda olduğumda paniğe kapılırım.	1	2	3	4	5
10. İngilizce dersinden başarısız olmak beni endişelendirir.	1	2	3	4	5
11. İngilizce derslerinin insanları neden bu kadar çok ürküttüğüne anlam veremiyorum.	1	2	3	4	5
12. İngilizce dersinde o kadar heyecanlanıyorum ki, bildiklerimi dahi unutuyorum.	1	2	3	4	5
13. İngilizce derslerinde gönüllü olarak söz almaya çekiniyorum.	1	2	3	4	5
14. Anadili İngilizce olan biriyle konuşmak durumunda olduğumda rahatsızlık duymam	1	2	3	4	5
15. Öğretmen tarafından düzeltilen hataların neler olduğunu tam olarak kavrayamamak beni	1	2	3	4	5
Gerginleştiriyor.	1	2	3	4	5
16. Derse iyi hazırlandığımda bile kendimi iyi hissetmiyorum.	1	2	3	4	5
17. İngilizce dersine girmek çoğu zaman içimden gelmez.	1	2	3	4	5
18. İngilizce dersinde konuşurken kendime güvenirim.	1	2	3	4	5
19. Öğretmenimin yaptığım her hatayı düzelterek olmasından endişe duyarım.	1	2	3	4	5
20. İngilizce dersinde söz aldığım zaman kalbimin çok hızlı attığını hissediyorum	1	2	3	4	5
21. İngilizce sınavlarına ne kadar çok çalışırsam,kafam o kadar çok karışıyor.	1	2	3	4	5
22. İngilizce derslerine iyi hazırlanmakla ilgili olarak kendimi baskı altında hissetmiyorum.	1	2	3	4	5
23. Diğer arkadaşlarımla İngilizceyi her zaman benden daha iyi konuştuklarını düşünüyorum.	1	2	3	4	5
24. Sınıftaki öğrencilerin önünde İngilizce konuşmaktan çekiniyorum.	1	2	3	4	5
25. İngilizce dersinde konular çabuk ilerlediği için geri kalmaktan endişeleniyorum.	1	2	3	4	5
26. Diğer derslere oranla İngilizce derslerinde kendimi daha gergin ve heyecanlı hissediyorum.	1	2	3	4	5
27. İngilizce dersinde konuşurken heyecanlanıyorum ve aklım karışıyor.	1	2	3	4	5
28. İngilizce dersinde kendimden çok emin ve rahatım.	1	2	3	4	5
29. Öğretmenin İngilizce dersinde söylediği her sözcüğü anlayamazsam tedirgin oluyorum.	1	2	3	4	5
30. Bir yabancı dili konuşmak için öğrenilmesi gerekli olan kuralların çokluğu beni sıkıntıya	1	2	3	4	5

sokuyor.	1	2	3	4	5
31. İngilizce konuşurken diğer arkadaşlarımın bana gülmesinden çekinirim.	1	2	3	4	5
32. Anadili İngilizce olanlarla konuşurken kendimi rahat hissedebileceğimi düşünüyorum.	1	2	3	4	5
33. Öğretmenim önceden hazırlanmadığım İngilizce sorular sorduğunda sıkıntı duyuyorum.	1	2	3	4	5

Foreign Language Classroom Anxiety Scale

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

Appendix 3. Attitude Scale towards English Course

İNGİLİZCEYE DERSİNE YÖNELİK TUTUM ENVANTERİ

Aydoslu, U. (2005)

1: Kesinlikle katılmıyorum 2: Katılmıyorum 3: Kararsızım 4: Katılıyorum 5: Kesinlikle katılıyorum

1. İngilizce sevdiğim bir derstir.	1	2	3	4	5
2. İngilizceyi kullanabileceğim web sitelerine girerim.	1	2	3	4	5
3. İngilizce şarkılar dinlerim.	1	2	3	4	5
4. İngilizce dersinden korkuyorum.	1	2	3	4	5
5. İngilizce zor bir derstir.	1	2	3	4	5
6. İngilizce dersinde zaman çabuk geçiyor.	1	2	3	4	5
7. İngilizce zevkli geçen bir derstir.	1	2	3	4	5
8. Mümkün olsa İngilizce dersi yerine başka bir ders almak isterdim.	1	2	3	4	5
9. Türkçe alt yazısız ya da dublajsız İngilizce filmleri izlemem.	1	2	3	4	5
10. İngilizce bilmenin is sansımı artıracağını düşünüyorum.	1	2	3	4	5
11. İngilizce hikaye kitapları okurum.	1	2	3	4	5
12. İngilizce sınavından çekinirim.	1	2	3	4	5
13. İngilizce dersini sıkıcı buluyorum.	1	2	3	4	5
14. İngilizce ders kitaplarını çalışmaktan hoşlanmam.	1	2	3	4	5
15. İngilizce yayın yapan televizyon kanallarını izlerim.	1	2	3	4	5
16. İngilizce bilgimi artırmak için daha çok zaman harcamak istiyorum.	1	2	3	4	5
17. İlköğretimin I. kademesinden itibaren İngilizce dersi verilmesine karşıyım.	1	2	3	4	5
18. İngilizceden nefret ediyorum.	1	2	3	4	5
19. İngilizce oyunlar oynarım.	1	2	3	4	5
20. İngilizce öğrenmek benim için son derece gereksizdir.	1	2	3	4	5
21. İngilizceyi yaşamımda birçok şekilde kullanacağıma inanıyorum.	1	2	3	4	5
22. İngilizce dersi benim için boşa zaman harcamaktır.	1	2	3	4	5
23. İngilizce ders saatinin sayısı azaltılırsa mutlu olurum.	1	2	3	4	5
24. İngilizce derslerinde islenen konular önemlidir.	1	2	3	4	5
25. İngilizce derslerinde İngilizce konuşmaktan hoşlanmam.	1	2	3	4	5
26. İngilizce çalışmak sinirimi bozar.	1	2	3	4	5
27. İngilizce yazılabileceğim yabancı arkadaşlar edinmeye çalışırım.	1	2	3	4	5
28. İngilizce dersini kaçırmak istemem.	1	2	3	4	5
29. İngilizce ödevlerini yapmaktan zevk alırım.	1	2	3	4	5
30. İngilizce çalışarak zamanımı boşa harcamam.	1	2	3	4	5

Appendix. 4. Ket English Test

English Test

PAPER 1 READING AND WRITING (1 hour 10 minutes)

PART 1

QUESTIONS 1-5

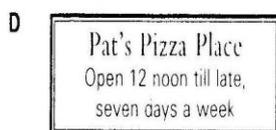
Which notice (A-H) says this (1-5)? For questions 1-5, mark the correct letter A-H on the answer sheet.

EXAMPLE ANSWER
0 You cannot have a cigarette here. **H**



C

Admission:	£6.00
Schoolchildren, Students and	
Over-65s:	£3.00



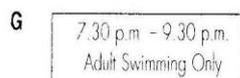
1 You can get a car at any time....

2 You pay the same price but you get more...

3 In the evening, children may not come in...

4 There are two prices for tickets...

5 You can buy food here on Sunday...



PART 2

QUESTIONS 6-10

Read the sentences (6-10) about going to a restaurant. Choose the best word (A, B or C) for each space. For questions 6-10, mark A, B or C on the answer sheet.

EXAMPLE ANSWER

A new restaurant has just.....near our house. **C**

A come B begun C opened

6. One day, we decided to go there for a.....

A plate B meal C dish

7. First we telephoned to.....a table.

A book B keep C take

8. Thewas very long so it was difficult to choose what to eat.

A advertisement B programme C menu

9. The food was very.....so everyone enjoyed it.

A good B sweet C great

10. We were pleased when we got the bill because it was quite.....

A little B cheap C small

PART 3**QUESTIONS 11-15**

Complete the five conversations. For conversations 11-15, mark A, B or C on the answer sheet.

EXAMPLE		ANSWER
 <p>What's the time?</p>	 <p>A Tuesday. B Half past eight. C 1998.</p>	B

11. Why don't you ask Sandra

A. I hope so.

B. Never mind.

C. That's a good idea.

12. Congratulations!

A. I'm sorry.

B. Thank you.

C. What a pity!

13 How is your son?

A. Fine thanks.

B. Four months old.

C. With his father.

14 Can I help you?

A. At two o'clock.

B. I can help you.

C. Yes, please.

15 I'd like to try those shoes on, please.

A. What size are you?

B. Are they black?

C. Do you like it?

PART 4**QUESTIONS 21-27**

Read the article about on Edinburg Festival. Are sentences 21-27 ‘Right’ (A) or ‘Wrong’ (B)? If there is not enough information to answer ‘Right’ (A) or ‘Wrong’ (B), choose ‘Doesn’t say’ (C). For questions 1-27, mark A, B or C on the answer sheet.

Visit the Edinburgh Festival!

Every year, thousands of people come to Edinburgh, the capital city of Scotland, to be part of The Edinburgh Festival. For three weeks every August and September the city is filled with actors and artists from all over the world. They come to Edinburgh for the biggest arts festival in Britain. During this time the streets of the city are alive with music and dance from early morning until late at night. You can even see artists painting pictures on the streets. One of the best parts of the Festival is the 'Fringe', where students do comedy shows in small halls and cafes. Tens of thousands of tourists come to the Festival to see new films and plays and hear music played by famous musicians. This year, you can see over five hundred performances with actors from more than forty countries.

The tickets for these performances are quite cheap and it is usually easier to see your favourite star in Edinburgh than it is in London. So come to Edinburgh next summer, but remember it can be difficult to find a room, so why not book your hotel now!

EXAMPLE ANSWER

0 Edinburgh is the capital of Scotland.
A Right B Wrong C Doesn't say

21 The Edinburgh Festival is a month long.

A Right B Wrong C Doesn't say

22 The Edinburgh Festival is in October.

A Right B Wrong C Doesn't say

23 Actors come to the Edinburgh Festival from lots of different countries.

A Right B Wrong C Doesn't say

24 You can hear music all day.

A Right B Wrong C Doesn't say

25 More than thousand students come to the Edinburgh Festival every year.

A Right B Wrong C Doesn't say

26 It is expensive to go to the theatre in Edinburgh.

A Right B Wrong C Doesn't say

27 It is usually more difficult to see famous actors in London than in Edinburgh.

A Right B Wrong C Doesn't say

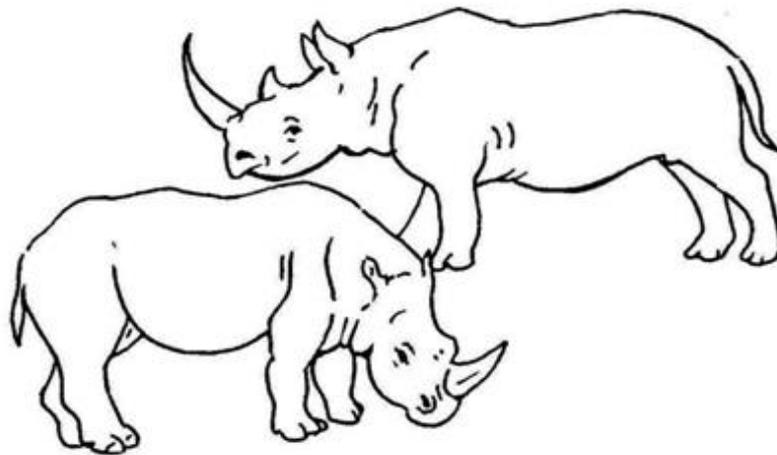
PART 5**QUESTIONS 28–35**

Read the information about rhinos.

Choose the best word (A, B or C) for each space (28–35).

For questions 28–35, mark A, B or C on the answer sheet.

THE RHINO



There 0 five different types of rhino in the world today. The Black and White Rhino live in 28 open fields of Africa. The others live in forests in Asia.

All rhinos have big, heavy bodies. Their skin is very hard and they have very 29 hair. The great body 30 the rhino stands 31 four short legs. Each foot has three toes. They usually walk very 32 , but they can run at 50 kilometres an hour. Rhinos are usually quiet and calm animals, and they only 33 grass and other plants.

A baby rhino weighs 40 kilos when it is born. It has been inside its mother 34 about fifteen months. An adult rhino weighs over 200 kilos and may 35 to be 50 years old.

EXAMPLE ANSWERA are B is C were **A**

- | | | |
|-------------|----------|----------|
| 28 A are | B is | C an |
| 29 A little | B many | C few |
| 30 A to | B of | C for |
| 31 A on | B in | C at |
| 32 A slow | B slower | C slowly |
| 33 A eat | B eats | C ate |
| 34 A since | B during | C for |
| 35 A lives | B living | C live |

PART 6**QUESTIONS 36-40**

Read the descriptions (36-40) of some things you can see at the beach. What is the word for each description? The first letter is already there. There is one space for each other letter in the word. For questions 36-40, write the words on the answer sheet.

EXAMPLE ANSWERYou lie on this on the beach. **T***owel*

- 36 You can have a ride on the water in this. **b** _ _ _
- 37 You may see these swimming in the water. **f** _ _ _
- 38 You put these on when the sun is too strong for your eyes. **s** _ _ _ _ _ _
- 39 People enjoy throwing and catching this. **b** _ _ _
- 40 You can make this with bread at home and eat on the beach. **s** _ _ _ _ _ _

PART 7**QUESTIONS 41-50**

Complete this letter. Write ONE word for each space (41-50). For questions 41-50, write your words on the answer sheet.

Dear John,

Thank you for helping (Example: *me*) with my English. You are ____41__ very good teacher. I enjoyed my stay ____42____ Cambridge. Now I am staying at my brother's flat. ____43____ is studying to be a doctor. I will stay ____44____ him for two weeks and then go home ____45____ Greece. I like London very ____46____. We ____47____ to Regents Park by bus yesterday. It ____48____ very sunny and we had a good time. Tonight; I am ____49____ to see a film with my brother and some ____50____ his friends. I'll write again from Greece.

PART 8**QUESTIONS 51–55**

Read the advertisement and the letter about the Young People's Camp.

Fill in the information on the Application Form.

For questions 51–55, write the information on the answer sheet.

Young People's Camp		
3–9 August		
OR		
10–16 August		
Ages 12–16		
Horse-riding	Swimming	Sports
Write to:		
Mrs Smith, Sunnysands Campsite, Westsea		

Crow Cottage, Bradley

Dear Mrs Smith,

We would like our daughter, Claire, to have a place at the camp at the beginning of August. She is thirteen years old. She likes swimming and playing the piano. Her best friend, Rosie Brown, wants to come to the camp, too.

Linda and Derek Drake

YOUNG PEOPLE'S CAMP APPLICATION FORM

Name:	<i>Claire Drake</i>
Age next birthday:	51 <input style="width: 80%;" type="text"/>
Address:	52 <input style="width: 80%;" type="text"/>
Hobbies:	53 <input style="width: 80%;" type="text"/>
Dates:	54 <input style="width: 80%;" type="text"/>
I would like to be in the same tent as:	55 <input style="width: 80%;" type="text"/>

PART 9**QUESTION 56**

Read the note from your friend Eric.

Write a note to Eric to answer his questions.

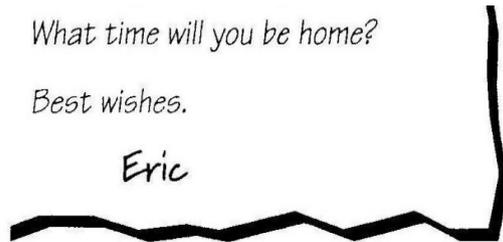
*I'll make the meal tonight.
Would you like meat or fish?
What vegetables do you want?*



What time will you be home?

Best wishes.

Eric



Write 25–35 words.

Write your note on the answer sheet.

PAPER 2 LISTENING (approximately 30 minutes, including 8 minutes transfer time)

PART 1

QUESTIONS 1–5

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For questions 1–5, put a tick under the right answer.

EXAMPLE

0 What time is it?



A

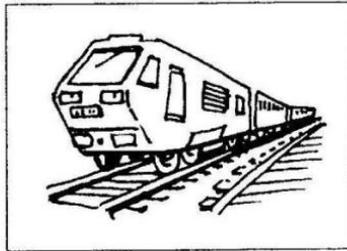


B

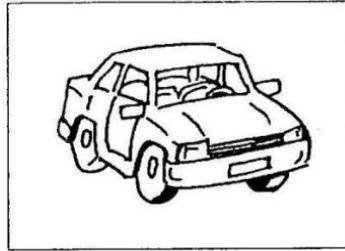


C

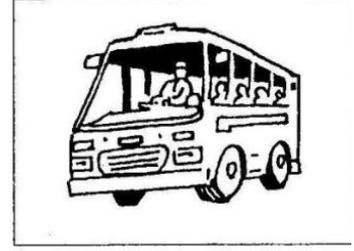
1 How does the man travel to Liverpool?



A

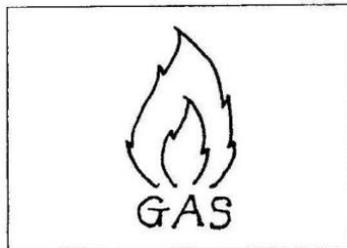


B

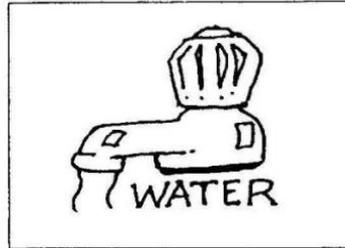


C

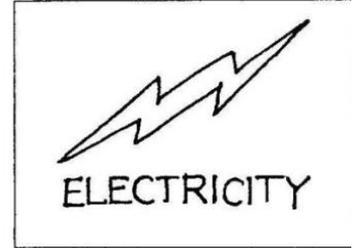
2 Which bill has just arrived?



A



B

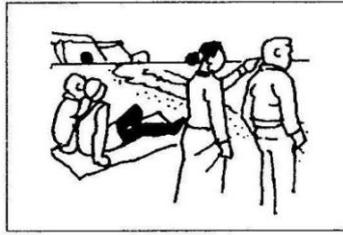


C

3 What will they do tomorrow afternoon?



A



B



C

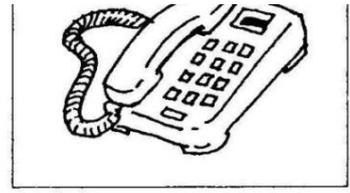
4 How did the man hear about the fire?



A

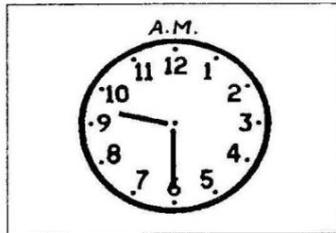


B

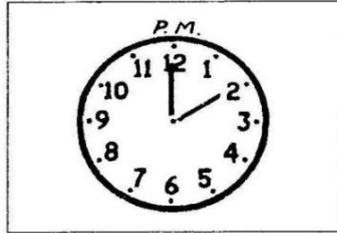


C

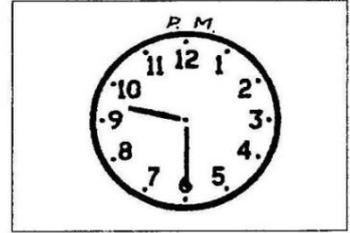
5 What time did Mr Thompson ring?



A



B



C

- 11** The plane leaves at
- A** 12 a.m.
 - B** 2 p.m.
 - C** 3 p.m.
- 12** The bus station is in
- A** Bill Street.
 - B** Hill Street.
 - C** Mill Street.
- 13** The journey to the airport takes
- A** 1 hour 15 minutes.
 - B** 1 hour 30 minutes.
 - C** 1 hour 45 minutes.
- 14** The man's ticket to Buenos Aires will cost
- A** £240.
 - B** £300.
 - C** £320.
- 15** The coach costs
- A** £13.50.
 - B** £14.50.
 - C** £30.50.
- 14** The man's ticket to Buenos Aires will cost
- A** £240.
 - B** £300.
 - C** £320.
- 15** The coach costs
- A** £13.50.
 - B** £14.50.
 - C** £30.50.

PART 5**QUESTIONS 21–25**

You will hear some information about a farm.

Listen and complete questions 21–25.

You will hear the information twice.

PARK FARM

To see:

Farm Animals

Food in:

21

Cat Tea Room

Opens at:

22

Closes at:

5 p.m.

Family ticket costs:

23

£

Don't bring:

24

Not far from:

25

You now have 8 minutes to write your answers on the answer sheet.

Note: The visual material for Paper 3

Part 1 (5-6 minutes)

Greetings and introductions

At the beginning of part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

Giving information about place of origin, occupation, studies. The interlocutor asks the candidates about where they come from/live, and for information about their school/studies/work.

Giving general information about self. The interlocutor asks the candidates questions about their daily life, past experience or future plans. They may be asked, for example, about their likes and dislikes or about recent past experiences, or to describe and compare places.

Extended response

In the final section of Part 1, candidates are expected to give an extended response to a “Tell me something about...” prompt. The topics are still of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

Part 2(3-4 minutes)

The interlocutor introduces the activity as follows:

Interlocutor: (Pablo), here is some information about a music shop.

(Interlocutor shows answer card 1A)

(Laura), you don't know anything about a music shop, so ask

(Pablo) some questions about it.

(Interlocutor shows answer card 1B to Laura)

Use these words to help you.(Interlocutor indicates prompt words)

Do you understand?

Now, Laura ask (Pablo) your questions about the music shop, and (Pablo), you answer them.

1A

**NEW WORLD
MUSIC SHOP****All CDs £8**

Buy the latest dance music here!
Monday to Saturday 9 am - 8 pm
Books and magazines

— 58 Walton Street —

1B

MUSIC SHOP

- name?
- price / CDs? £?
- address?
- open / evenings?
- music magazines?

CURRICULUM VITAE

Personal Information

Name Surname : Çilem AYDOĞDU

Place of Birth/Date of Birth : Bingöl / 01.11.1987

Education

Primary Education : Yüzüncü Yıl Primary School/BİNGÖL -2000

Secondary Education : Bingöl Anatolian High School/ BİNGÖL - 2004

University : Mersin University – 2010, Faculty of Education,
Department of English Language Teaching

Professional Qualifications

Language : English, German

Employment History

2010- 2011 : Milli Egemenlik Primary School-Teacher/ BİNGÖL

2011- : Bingöl University-Instructor

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