

ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

TEACHERS AND STUDENTS' VIEWS ON ANXIETY IN ENGLISH
CLASSROOMS AND ATTITUDES TOWARDS ENGLISH

Songül ÇELEBİ

MASTER OF ARTS

ADANA, 2009

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To Çukurova University Institute of Social Sciences

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ÖZET

İNGİLİZCE DERSİNE YÖNELİK TUTUM VE KAYGILARA İLİŞKİN ÖĞRENCİ VE ÖĞRETMEN GÖRÜŞLERİNİN İNCELENMESİ

Songül ÇELEBİ

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Danışman: Yrd. Doç. Dr. Neşe CABAROĞLU

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Öğretmen olma sorumluluğu, kişilere, hem araç (öğretmen) hem de amaç (öğrenci) olarak fazla önem verdiği için, diğer mesleklerden farklı ve çok daha zordur. Öğretme süreci, büyük emek, sabır ve zaman gerektiren kişi gelişimini, o kişinin yardımıyla yapmayı içerir. Bu çalışmanın amacı, öğrencilerin ve İngilizce öğretmenlerinin yabancı bir dili öğrenme/öğretme ve dil öğrenmenin duyuşsal boyutları (kaygı ve tutumlar) arasındaki ilişki hakkında ne düşündüklerini ortaya çıkartmaktır. Veriler, hem nicel [Yabancı Dil Sınıf Kaygısı Ölçeği (FLCAS) (Dalkılıç, 2001), İngilizce Dersine Yönelik Tutum Anketi (Tunç, 2003)] hem de nitel (görüşme ve gözlem) veri toplama araçlarıyla, Adana ili Karaisalı ilçesindeki üç farklı ilköğretim okuluna devam eden altıncı sınıf öğrencilerinden toplanmıştır. Nicel verilerin sonuçlarına göre, öğrencilerle on altı görüşme (kaygıyla ilgili sekiz görüşme, tutumlarla ilgili sekiz görüşme) yapılmıştır. Ayrıca bu öğrencilerin öğretmenleriyle de İngilizce öğretilmede kaygı ve tutum hakkındaki görüşlerini ortaya çıkarmak amacıyla görüşmeler yapılmıştır. Görüşmelere ek olarak, 2008-2009 eğitim-öğretim yılı II. döneminde her bir öğretmen sınıflarında üçer defa gözlenmiştir. Sonuçlar, öğretmenin sınıf içindeki hareket ve uygulamalarının, İngilizce dersinde değerlendirilmenin, sınıfta anadil ve yabancı dil kullanımının, oturma düzeni ve motivasyonun öğrencilerin sınıftaki kaygıları ve İngilizce dersine yönelik tutumlarıyla ilişkili olduğunu göstermiştir. Ayrıca öğrencilerin gereksinim ve ilgilerine uygun çeşitli aktivite uygulaması ve materyal kullanımının, öğrencilerin kaygı ve tutumları üzerinde etkili olduğu bulunmuştur. Bunlara ek olarak, öğrencilerin İngilizce öğrenirken hata yapma korkuları, arkadaşlarının tepkileri, aile baskısı ve özgüvenlerinin, öğrencilerin kaygıları üzerinde etkili olduğu görülmüştür. Diğer taraftan, öğrencilerin İngilizce öğrenmekteki amaçları

ve İngilizce'yi bir ders veya yabancı bir dil olarak algılamalarının İngilizce dersine yönelik tutumları üzerinde etkili olduğu görülmüştür.

Anahtar Kelimeler: Öğretmen, Öğrenci, Duyuşsal Faktörler, Kaygı, Motivasyon, Tutumlar, EFL, ELT

ABSTRACT**TEACHERS AND STUDENTS' VIEWS ON ANXIETY IN ENGLISH
CLASSROOMS AND ATTITUDES TOWARDS ENGLISH****Songül ÇELEBİ****Master of Arts, English Language Teaching****Supervisor: Asst. Prof. Dr. Neşe CABAROĞLU****September 2009, 102 pages**

The responsibility of being a teacher is different and much more difficult than any other job in that it lends high importance to human beings as both the instrument (the teacher) and the aim (the student). The process of teaching involves the development of a person with the help of that person, which requires a great deal of effort, patience and time. The purpose of this study was to find what learners and ELT teachers thought about the relationship between learning/teaching a foreign language and affective dimensions of language learning (i.e. anxiety and attitudes). The data were collected through both quantitative [The Foreign Language Classroom Anxiety Scale (FLCAS) (developed by Horwitz et al. (1986) and translated into Turkish by Dalkılıç, 2001), and a Questionnaire on Attitudes Toward English (developed by Aiken (1979) and translated into Turkish by Tunç, 2003)] and qualitative (interviews and observation) data collection tools from sixth grade learners attending three different middle schools in Karaisalı, Adana, Turkey. Depending on the results of the quantitative data, sixteen interviews with learners (eight about anxiety, eight about attitudes) were conducted. Additionally, interviews with instructors of these learners were carried out in order to reveal their views regarding anxiety and attitudes in teaching English. In addition to interviews, each teacher was observed in their classrooms three times during the 2008-2009 academic year in the spring term. The results showed the acts and applications of the teacher in the classroom, being evaluated in English lesson, L₁ and L₂ use in the classroom, seating arrangement and motivation were related to students' anxiety in the classroom and their attitudes towards English lessons. Also, the inclusion of an assortment of activities and materials suitable to the learners' needs and interests were found to have positive influences on students' anxiety and attitudes. Additionally,

students' fears of making errors in English (L₂), their peers' reactions, family pressure, and self-confidence were found to be effectual on students' anxiety negatively. On the other hand, students' goals for learning English and their regarding English as a lesson vs. English as a foreign language were recognized to be effective on their attitudes towards English lessons.

Keywords: Teacher, Student, Affective Factors, Anxiety, Motivation, Attitudes, EFL, ELT

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CHAPTER 1

INTRODUCTION

In this chapter, definitions of affective factors, previous studies about these, the purpose of the present study, the research questions and limitations of the study are presented.

1.1. Background of the Study

Learning a foreign language is a hard and lively process, which requires the learner to entail the new language in his/her life, so that the outcome can become natural and effective. When the first and focal goal of schools is considered, one is highly apt to hear from teachers that educating the young and equipping them with the required information share a balanced importance.

On the other hand, a higher tendency is towards the achievement of school subjects. In Prescott's opinion (1938, p.202), "the patterns of affective behavior shown by children are certainly as important as their number knowledge, eye-movement habits, and language skills; yet they are widely ignored by school people." Teachers' giving more significance to learners' achievement is likely to be seen in foreign language teaching when some studies focusing on the relationship between an affective variable and success are looked into (Na, 2007; Gardner, Masgoret, Tennant and Mihic, 2004; Yamashita, 2004; Brown, 2000; Abu-Rabia, 2004; Phillips, 1992; Cheng, Horwitz and Schallert, 1999).

The importance of affective factors were mentioned by several researchers (Stevick in Finch, 2001; Bernat, 2004; Bloom, 1976). For example, Kubanyiova (2006, introduction, para.1) stated that "The quality of learning engagement in the classroom does not depend on students' cognitive abilities alone, but is also influenced by complex motivational and affective factors." Similarly, Beane (1990, p.7) illuminated the meaning of affect by stating that "it is a crucial component that integrates with other dimensions in both inner states and outward expressions." In other words, it is possible to say that affect functions as a bridge revealing the connection between the

psychological side of people with their physical acts; hence, creating a suitable environment to discover the learner in language learning.

Bialystok and Fröhlich (1978, p.327) define affective factors as “individual characteristics relating to factors such as attitude and motivation”. In relation to affective factors, Bloom (1976, p.75) maintains “We regard the initial affective characteristics as a complex compound of interests, attitudes, and self-views.” In other words, what the learners are affected by and attracted to, what they feel and think, and what they believe personally, constitute their emotional traits. With regards to these factors, Na (2007, The relationship between anxiety and English achievements, para.1) carried out research regarding anxiety of Chinese high school learners and found out that anxiety had a negative impact on learners. For instance, it has been shown that *test anxiety*^{*1} and anxiety experienced in English classrooms had a relationship to the success of the learners (Na, 2007). Also, Brown (2000, p.181) explained the relationship between success and attitude by maintaining that “It seems clear that second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and, in all likelihood, because of decreased input and interaction, to unsuccessful attainment of proficiency.” Additionally, Brown (2000, p.162) stressed the importance of motivation in L₂ learning by alleging that “Motivation is something that can ... be global, situational, or task-oriented. Learning a foreign language requires some of all three levels of motivation.” That is to say, the enclosure of affective factors into the process of learning English seems to have importance so as to manage an effective language learning.

Taking into consideration the importance of affective factors in language teaching, it can be said that in order to create an affective classroom environment, teachers should pay attention to affective factors, help students feel comfortable and develop positive attitudes towards English and English lessons.

*1 The words were written in italic form because they refer to terms and kept in their original context.

1.2. Statement of the Problem

The process of teaching English as a foreign language is a broad area which comprises the enclosure and cooperation of various factors such as affective and cognitive dimensions of learning, the teacher and the learner. The reviewed literature showed a connection between affective factors (anxiety, motivation and attitudes) and English learning (Na, 2007; Gardner, Masgoret, Tennant and Mihic, 2004; Kristmanson, 2000; Oxford and Shearin, 1994; Yamashita, 2004).

As one of the participants of the classrooms, the act of teachers recognizing the affective factors and the learning process is important (Boyacıoğlu, 2000; Savaşan, 1990; Ohata, 2005). Krathwohl, Bloom, and Masia (1973, p.55) maintain that “In fact, a large part of what we call ‘good teaching’ is the teacher’s ability to attain affective objectives through challenging the students’ fixed beliefs and getting them to discuss issues”. In other words, considering what is on learners’ minds as well as their emotions is essential for teachers.

Despite the importance of role in affective factors, the reviewed studies (Çakıcı, 2001; Emeksiz, 2006; Aydoslu, 2005; Kuru Gönen, 2005; Baştürkmen, 1990) showed that they generally focused on affective domain usually from the point of view of the learners’ aspect through generating a gap in the field by not paying enough attention to the teacher aspect. The present study aimed at filling this gap by obtaining the viewpoints of EFL (English as a foreign language) teachers about the place of affective factors (anxiety and attitudes) in teaching English.

There are ample studies regarding motivation, attitudes and anxiety; nevertheless, they generally focus on one variable (for example, Çakıcı, 2001; Emeksiz, 2006; Aydoslu, 2005; Kuru Gönen, 2005). In this study, two dimensions of affective factors (i.e. anxiety and attitudes) in relation to learning and teaching English were investigated. For this purpose, students at the ages of twelve or thirteen were included. The ground behind choosing students at this age group was their being adolescents. Yavuzer (2003, p.243) delineates this period as “the transition period from childhood to adulthood” which “involves the permanent and quick development that can be observed in the individual”. In other words, children change while they grow up. Since the sixth

grade learners are experiencing the adolescence, their attitudes and feelings about English lessons could bring out interesting results.

1.3. Purpose of the Research

Keeping in mind the importance of studying affective factors in learning and teaching a foreign language, the present study aimed at investigating the viewpoints of both students and ELT (English Language Teaching) teachers about the relationship between learning/teaching a foreign language and affective dimensions of language learning (anxiety and attitudes).

1.4. Research Questions

In this study, answers to the following research questions were investigated:

- 1) What are the students' general attitudes towards English and English lessons?
- 2) What are students anxious about in English lessons?
- 3) What are the students' views about the role of affective factors (attitudes and anxiety) in language learning?
- 4) What are the teachers' views about the roles of attitudes and anxiety in language learning?
- 5) Do teachers take the affective factors (attitudes and anxiety) into consideration
 - a) while preparing for the lesson?
 - b) during their teaching of the language?
- 6) What are the similarities and/or differences between students' viewpoints and teachers' viewpoints regarding the role of attitudes and anxiety in language learning?

1.5. Limitations

The study was carried out only in one of the administrative district of Adana with sixth grade students and four teachers. Therefore, the results might not be generalized to larger groups.

1.6. Operational Definitions

Affective Domain: In Brown's opinion (2000, p.143), affective domain refers to "the emotional side of human behavior, and it may be juxtaposed to the cognitive side."

Anxiety: Horwitz, Horwitz and Cope (1986, p.128) make the description of anxiety in a foreign language as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process."

Attitude: Brown (2000, p.180) regards attitudes as "the result of parents' and peers' attitudes, of contact with people who are 'different' in any number of ways, and of interacting affective factors in the human experience."

Motivation: Ellis (2002, p.75) describes motivation as "the attitudes and affective states that influence the degree of effort that learners make to learn an L2."

SBS: A kind of exam that the Ministry of Education in Turkey prepares and that middle school students (6th, 7th and 8th grades) take at the end of the year in order to attend special high schools (for example, Anatolian High Schools, Anatolian Teaching High Schools) other than traditional high schools.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

This chapter provides background theoretical information and findings from empirical studies related to affective factors, with anxiety and attitudes in particular, conducted in Turkey and abroad.

2.2. Affective Factors

Shumin (1997, Factors affecting adult EFL learners' oral communication, para.5) states that “The affective factors related to L2 or foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation.” Of these, motivation, anxiety and attitude will be dealt with in detail in the following sections.

2.2.1. Motivation

Ellis (2002, p.75) describes motivation as “the attitudes and affective states that influence the degree of effort that learners make to learn an L2”. Also, Masgoret and Gardner (2003) state that a motivated student becomes determined and cautious during the application of activities, feels ambitious and eager, regards achievement as a strengthening factor, and utilizes approaches so as to reach his/her objectives. That is, whether the learner will make any attempt to learn the L₂ is linked to the degree of his/her being enthusiastic for doing so.

In a study by Liu (2007), it was found out that a close parallel could be drawn among motivation, success and constructive feelings and thoughts. Additionally, she found that English language achievement might support motivation and holding positive points of view.

In the studies concerning affective factors, the impact of anxiety on motivation is also recognized. In Gass and Selinker’s opinion (2001), a relationship exists between anxiety and motivation in the way that the student may not have eagerness to do

anything when s/he does not feel anxious. According to Horwitz, Horwitz and Cope (1986), the possible impacts of anxiety on the learners could include either being too hard-working and interested in; or ignoring the lessons. Therefore, it is conceivable to say that the level of anxiety might have positive effects on language learning to some extent.

Also, teachers might be related to learners' motivation. In a study, Noels, Clement and Pelletier (1999, p.30) found out that "Perceptions of the language teacher as controlling and as failing to provide constructive information about the student's learning corresponded with lessened identified regulation and intrinsic motivation." That is, how the students regard their instructors' treatment of them during the teaching of the language, might impinge upon the learners' willingness to learn and their attitudes.

As a consequence, motivation could be said to have a great significance in English language learning, hence making it essential for the teacher to motivate her/his students when teaching.

2.2.2. Anxiety

Another concept important for the present study is anxiety. Scovel (as cited in Brown, 2000, p.151) maintains that *anxiety* "is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry". Also, Horwitz, Horwitz and Cope (1986) state that anxiety is accepted as a big problem during learning a second language, and they make its description in a foreign language as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.128).

Horwitz et al. (1986, p.127) mention three types of anxiety as "1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation". Similarly, Gass and Selinker (2001, p.357) talk about two types of anxiety: "Social anxiety" which "is basically concerned with constructing and/or maintaining a favorable impression upon others", and "Test anxiety" which involves "fear of not doing well on tests".

There is a slight and persistent relationship between anxiety experienced in language learning and *cognitive processing* (MacIntyre & Gardner, and Oxford as cited in Hauck and Hurd, n.d., *Language Anxiety*, para.1). Na (2007, Literature review, para.2) states that “affective factors, such as attitudes and motivation, were thought to account a lot for language learning outcomes. Anxiety, as a very important affective factor, has been considered very important.” Likewise, Berberoğlu (2001) found out that apprehension has been the most recurrently influential factor on the success of learners in English language. In other words, how worried the students are regarding anything allied to learning a language (themselves, the teacher, the process itself) carries immense importance.

As for the reasons behind anxiety, various motives have been found so far. For instance, Chan and Wu (n.d., *Sources of Language Anxiety in English Learning*, para.1) carried out research in Taiwan and discovered that *language anxiety* was to be the result of a great many things such as “low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure from students themselves and their parents.” Moreover, Chan and Wu (n.d., *Anxiety-Provoking Situations*, para.1 and 8) claimed that “tests, speaking in front of others, spelling, incomprehensible input, and speaking to native speakers” were among the grounds inciting the learners to feel anxious. Similarly, Young (1991, p.427) talked about six different factors that instigate anxiety in learning a language: “personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures” and “language testing”. Besides, Horwitz et al. (1986, p.126) corroborate that “Foreign language anxiety frequently shows up in testing situations.” To sum up, a good many grounds springing from either the learner, the teacher, or the practice in the class affect apprehension.

As for suggestions to cope with anxiety, Zhang and Chang (as cited in Na, 2007, conclusion, para.2) advise teachers to prepare a comfortable environment where students can communicate without hesitation, and to talk to them about the fact that anxiety exists in the process of learning English and it is possible to reduce the anxiety level via self-control. That is to say, EFL teachers should enlighten the learners about anxiety and dealing with its adverse effects. In order to better cope with anxiety, Horwitz et al. (1986) advises teachers the following:

- try to supply learners with a calming situation,
- look for the grounds of anxiety the learners suffer from in addition to paying attention to correcting the students' mistakes,
- realize how much counselling the learners are in need of, and aid them so that they can manage their anxieties while learning an L₂ (pp.131-132).

2.2.3. Attitudes

Another significant concept for the present study is attitude. Brown (2000, p.180) claims that attitudes are “the result of parents and peers’ attitudes, of contact with people who are ‘different’ in any number of ways, and of interacting affective factors in the human experience”.

As for types of attitudes, Smith (1971, pp. 84-85) talks about three types as: “the dumb-bell attitude” during which achievement is never experienced by the learner, “the irrelevant attitude” which arises from the idea of getting merely some benefits through the language without having any personal curiosity, therefore being unable to realize the significance of L₂, and “the uninterested, bored attitude” which springs from finding out the miscellany of the L₂ context in limited and ordinary ways.

“Attitudes” could be either positive or negative, and they could have been shaped in relation to anything in the learning environment (Smith, 1971). Likewise, what the learners feel or think about “school” could mean how they feel or regard people and things related to it. That is, a generality of attitudes seems to take place (Bloom, 1976).

As for foreign language process, despite being cognisant of the significance of what learners believe about or feel towards L₂, teachers mostly prefer ignoring this fact as long as it does not cause trouble (Smith, 1971). Hyrkstedt and Kalaja (1998, p.356) found in their research that “language attitudes are not mental entities to be found in the minds of subjects” and “attitudes are not stable, rather they are variable by nature”. Also, Yurdagül (2005, p.34) talked about the help of “culture and attitudes” in understanding the perspectives of learners about studying an L₂. Additionally, Smith (1971, p.86) said that “development of positive attitudes toward the culture and native

speakers of the languages we teach, will carry over into a positive attitude toward the language itself and the learning of that language”. Then, the inclusion of authentic materials may augment the chance of holding good thoughts for L₂ learning.

2.3. Teacher’s Role in Student Attitudes and Anxiety

Krathwohl, Bloom and Masia (1973, p.18) state that “Each man’s home is his castle, and his interests, values, beliefs, and personality may not be scrutinized unless he voluntarily gives permission to have them revealed”. When this point is considered in terms of EFL classrooms and learners, teacher should have the ability to pass through the borders of the learners, and find what they hold inside, as long as the purpose is to recognize their opinions and feelings which influence their approach to the learning process.

Wright (1988) talks about the mutual collaboration between instructors and students in the learning process. Assisting the learners to develop constructive feelings for studying English is an anticipated responsibility of the instructor. Due to the fact that the moods of the learners could be altered, as the chief person in charge, the instructor should search for the grounds behind pessimistic feelings for English, and then assist the learners in managing such unconstructive thoughts (Çakıcı, 2001). Similarly, in his study, Cutrone (2001) states that students’ holding positive stances about English has a connection with the characteristics of the instructors in general; thus being polite and encouraging to novice learners, talking about themselves and the learners, could lead the learners to possess constructive feelings for the instructor.

As is clear from the reviewed literature, teachers have a significant role in anxiety and attitudes while teaching English.

2.4. Related Studies

As stated earlier, many studies about affective factors in L₂ learning have been done in the field including recently. In this section, the related studies in Turkey and abroad are presented.

2.4.1. Studies in Turkey

One of the researchers interested in affective factors was Savaşan (1990, p.7) who carried out research about “self-esteem, motivation and anxiety” among preparatory students at three universities. She counselled ELT teachers to follow the novelties taking place in the field, and take advantage of the latest techniques that they viewed as apposite and practical in the classroom.

Baştürkmen (1990) found that learners were extremely motivated, but holding more “instrumental motivation” (Abstract). Also, she recognized that learners’ “attitudes” related to their purpose for studying English held greater value than their feelings for English as a subject.

Berberoğlu (2001) found that 11th graders were not eager to participate in English lessons as they thought that English was a subject that would not be included in the university entrance exam.

In Emil’s study (2003), the hard-working learners had more “self-esteem” as compared to the inert learners without any variation in gender. She also realized that a great connection existed among “self-related anxiety/problems, environmental, adjustment, family problems and academic events/problems” with “self-esteem” (Abstract).

Yurdagül (2005) discovered that the accomplishment of learners diminished in relation to the degree of their apprehension and thoughts. In other words, she gathered in conclusion that in the existence of pessimistic thoughts and suffering from great apprehension, learners were not successful in L₂.

Karahan (2007) discovered that learners had somewhat optimistic feelings and thoughts towards English. Despite being aware of the meaning of English, they were not very eager to study it. She also realized that learners did not approve of “Turkish people” communicating with each other in English.

2.4.2. Studies Abroad

Tanveer (2007) dealt with why students experienced the problem of apprehension while learning a second language. He recognized that studying or performing in the second language was thought to be a permanent predicament by certain students. He also discovered that what the instructors had in mind with regards to educating in an L₂, and how they responded to students when they made mistakes, influenced students' nervousness.

Liu (2006), in her study with university students of various grades found that a lot of learners were worried. Also, she realized the existence of a direct connection between aptitude and worry in the language. Besides, she found that an enhancement in the amount of verbal experience with English helped to diminish anxiety in conversing in the L₂.

Bloom (2007) concluded that the grounds behind the fact of concern in her classroom might have been the existence of a disagreement between anticipations of the learners and the procedure they encountered. She also found that getting high marks, making the instructor happy, and not seeming unintelligent to friends were among the reasons for the learners' apprehension.

Disick (1972) studied attitudes and found that taking part in something useful in a funny way was acknowledged more than participating in something causing humiliation or uneasiness.

Kuhlemeier, Van Den Bergh and Melse (1996, p.494) found that learners holding constructive thoughts were more successful in German. They also realized that studying German in a "communicative" process, in contrast to a structure-based process, fostered optimistic stances more.

Shohamy (1982, p.17) found that learners liked "tests" that did not cause them to suffer from apprehension much. She also discovered that learners wanted the "tests" to involve samples of authentic ways of interaction.

So far, the characteristics of chosen affective factors (anxiety and attitudes), their importance in the language learning process, the role of teachers in relation to these factors and related studies to these affective factors have been discussed. In the following chapter, information about the research design, the participants and data collection tools will be given.

CHAPTER 3

METHOD

3.1. Research Questions

The present study aimed at investigating the viewpoints of both students and ELT teachers about the relationship between learning/teaching a foreign language and affective dimensions of language learning (anxiety and attitudes). In relation to these purposes, responses to the following research questions were sought:

- 1) What are the students' general attitudes towards English and English lessons?
- 2) What are students anxious about in English lessons?
- 3) What are the students' views about the role of affective factors (attitudes and anxiety) in language learning?
- 4) What are the teachers' views about the roles of attitudes and anxiety in language learning?
- 5) Do teachers take the affective factors (attitudes and anxiety) into consideration:
 - a. while preparing for the lesson?
 - b. during their teaching of the language?
- 6) What are the similarities and/or differences between students' viewpoints and teachers' viewpoints regarding the role of attitudes and anxiety in language learning?

3.2. Design of the Study

The present study adopted both quantitative and qualitative data collection design. Patton (1990: 13-14) makes a comparison between both designs and explains "Approaching fieldwork without being constrained by predetermined categories of analysis contributes to the depth, openness, and detail of qualitative inquiry" and "Quantitative methods, on the other hand, require the use of standardized measures so that the varying perspectives and experiences of people can be fit into a limited number of predetermined response categories to which numbers are assigned". Both qualitative

and quantitative data collection method were chosen as they permit a variety of data gathering techniques and methods of analysis. An additional reason for choosing both designs was to apply triangulation. Triangulation is, as Cohen and Manion put it (1994: 233), an “attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint.” Additionally, “by drawing on other types and sources of data” researchers may accomplish “a deeper and clearer understanding of the setting and the people being studied” (Taylor and Bogdan, 1998: 80). With these in mind, it can be said that two types of triangulation were achieved in this study: “methods triangulation” (by using both qualitative and quantitative methods) and “triangulation of sources” (by gaining insight into both teachers and students thoughts) (Patton, 1990: 464).

The quantitative data were collected via a questionnaire (Questionnaire on Attitudes Toward English) and a scale (the Foreign Language Classroom Anxiety Scale). The questionnaire was originally developed by Aiken in 1979 for measuring the attitudes concerning Maths and Science (Tunç, 2003). Tunç made use of its Turkish adaptation for the attitudes towards English lesson. As to the scale, it was originally developed by Horwitz et al in 1986 (as cited in Dalkılıç, 2001) and Dalkılıç used its Turkish adaptation. The researcher obtained permission from Tunç, Dalkılıç and Horwitz in order to carry out the questionnaire and the scale in the present study. Detailed information about the questionnaire and scale is given in section 3.5.1. and 3.5.2. of the dissertation.

The purpose behind the use of questionnaire and scale was solely to identify the participants for the main study. In other words, the quantitative data collection tools were used to choose the participants for the interviews. By taking into consideration the lowest and highest scores obtained, 16 students (eight about anxiety, eight about attitudes) were selected for the main study from among 162 students. The data obtained from the questionnaire and scale were not subjected to further quantitative analysis.

In addition to the questionnaire, semi-structured interviews were conducted with the teacher and student participants. For more information about the participants and interviews, readers are advised to refer to section 3.3. and 3.5.3. respectively. The following table summarises the research design of the study.

Table 1. Research Design: Data Collection Instruments, Sources of Data and Linkages with Research Questions

Research Question	Data Collection Procedures and Instruments	Purpose	Date	Participants
What are the students' general attitudes towards English and English lessons?	Interview on attitudes	to find the students' general attitudes towards English and English lessons	From December 5 th , 2008 to January 2 nd , 2009	8 students (4 with positive attitudes and 4 with negative attitudes)
	Questionnaire on Attitudes Toward English (Tunç, 2003)		November 28 th	163 students
What are students anxious about in English lessons?	Interview on anxiety	to find what students are anxious about in English lessons	From January 2 nd , 2009 to January 16 th , 2009	8 students (4 with high anxiety and 4 with less anxiety)
	FLCAS (Dalkılıç, 2001)		November 21 st	162 students
What are the students' views about the role of affective factors (attitudes and anxiety) in language learning?	Interview on attitudes and anxiety	to find the students' views about the role of affective factors (attitudes and anxiety) in language learning	From December 5 th , 2008 to January 16 th , 2009	16 students (8 students for anxiety and 8 students for attitudes)
What are the teachers' views about the roles of attitudes and anxiety in language learning?	Interview	to find the teachers' views about the roles of attitudes and anxiety in language learning	From January 16 th , 2009 to January 22 nd , 2009	4 ELT teachers

Table 1. (Continue)

Do teachers take the affective factors (attitudes and anxiety) into consideration: a. while preparing for the lesson? b. during their teaching of the language?	Interview	to find whether teachers take the affective factors (attitudes and anxiety) into consideration	From January 16 th , 2009 to January 22 nd , 2009	4 ELT teachers
	Interview Observation	while preparing for the lesson and during their teaching of the language	From February 11 th , 2009 to February 27 th , 2009	
What are the similarities and/or differences between students' viewpoints and teachers' viewpoints regarding the role of attitudes and anxiety in language learning?	Interviews (with students and teachers)	to find the similarities and/or differences between students' viewpoints and teachers' viewpoints regarding the role of attitudes and anxiety in language learning	From December 5 th , 2008 to January 22 nd , 2009	16 students (8 students for anxiety and 8 students for attitudes) and 4 ELT teachers

3.3. Participants

Participants of the study were the 7th grade students attending three different middle schools in Karaisalı, Adana in the 2008-2009 academic year. They were selected in two steps for two different purposes.

The most important decision to be taken in the first phase of the study was related to the grade level of the students. Although initially the purpose was to conduct the study with participants attending the 7th grade, this was not possible to do so as the researcher was appointed to teach the 7th graders in the year she was due to collect her data from the students. One of the envisaged data collection procedures was observation

and it would not be possible to conduct observations in her own class with her own students as her role would be different as an observer. Thus, students from the 6th grade were included in the study. The intention behind the choice of 6th grade (and initially 7th grade) was that they were students around the age group between young learners and high school learners, a critical age when cognitive and affective developments are experienced and when the attitudes develop (Disick, 1972).

After the determination of the age/grade level of the participants, the students were administered Foreign Language Classroom Anxiety Scale (FLCAS) and the questionnaire on attitudes toward English.

In the second phase of the study, the students were selected according to the extreme case sampling strategy. Patton (1990:169) maintains that extreme (or deviant case sampling) strategy “focuses on cases that are rich in information because they are unusual or special in some way.” According to Miles and Huberman (1994:28), extreme or deviant case sampling strategy is carried out in order to learn “from highly unusual manifestations of the phenomenon of interest.” With this in mind, the participants of the second phase of the study were selected by taking into consideration the scores they got from the FLCAS and the questionnaire on attitudes toward English. Out of 162 students, one student with the lowest score and one student with the highest score from the scale were selected in each school for a further data collection procedure (i.e. interviews), totalling eight students. A similar procedure was applied in order to select the rest of the eight students by taking into consideration the answers given to the attitude questionnaire (163 students totally). As a result, for the second phase of the study in which a semi-structure interview procedure was followed, 16 students in total were selected. The table in the following page gives detailed information about the participants of the interviews.

Table 2. Information about the Participants of the Interview on Anxiety

	Anxiety-Highest				Anxiety-Lowest			
Participant	An2	An6	An8	An3	An5	An4	An7	An1
Score	130	145	138	137	57	41	49	47
School	A	B	C ₁ *	C ₂ *	A	B	C ₁ *	C ₂ *
Age	12	12	12	13	12	12	13	12
Gender	M	M	M	F	F	F	M	M
Total No of Students	8							
Mean Scores	92.23							

*One school, two classes

Table 3. Information about the Participants of the Interview on Attitude

	Attitude-Highest				Attitude-Lowest			
Participant	A6	A5	A8	A7	A2	A1	A3	A4
Score	112	120	110	116	40	53	66	67
School	A	B	C ₁ *	C ₂ *	A	B	C ₁ *	C ₂ *
Age	11	12	13	13	12	12	12	12
Gender	F	F	F	F	F	M	M	M
Total No of Students	8							
Mean Scores	91.98							

*One school, two classes

As to the teacher participants of the study, four English teachers who taught English to 6th graders in Karaisalı middle schools in the 2008-2009 academic year participated in the study. They were selected through convenience sampling strategy. Patton (1990: 180) delineates convenience sampling as “doing what’s fast and convenient”. Also, Fraenkel and Wallen (1990: 75) state that “A convenience sample is a group of individuals who (conveniently) are available for study.” The following table gives detailed information about the teacher participants of the study.

Table 4. The Characteristics of the Teacher Participants

Teacher	School	Age	Gender	Years of Whole Experience	Years of Experience at This School
T1	A	25	F	2,5 years (State school)	2, 5 years
T2	B	33	M	8 years (State schools)	1 year
T3	C ₁ *	26	F	5 years (3 years at private courses/2 years at state schools)	4 months
T4	C ₂ *	31	M	3 years (State school)	3 years

* One school, two classes

3.4. Context of the Study

As stated earlier in this chapter, participants of the study were students attending schools which were located in the centre of Karaisalı, one of the administrative district of Adana. School A, which was a boarding school, had two English teachers one of who participated in the present study. However, as the second English teacher was not appointed to teach the 6th graders, it was not possible to include her in the study. There were two 6th grade classes in this school with 54 students in total. This school had a language laboratory with such audio visual materials as flashcards and posters, source books, a tape recorder, and bulletin boards.

In the second school, School B, there were two English teachers one of who was the researcher. Thus only one teacher participated in the study from this school. Similar to School A, this school was equipped with a language laboratory with a few student made charts, a TV set, a bulletin board and a set of VCDs. There were 57 students attending 6th grade in this school.

School C had two different English teachers with two 6th grade classes; therefore the researcher classified them as C₁ and C₂ in order to refer to two different groups. C₁ had no language labs but offered some CDs along with a limited number of source books and bulletin boards. There were 25 students attending 6th grade in this group.

C₂ had a language laboratory again with source books along with some CDs, Turkish story books, a few student made charts, a colour chart and bulletin boards. There were 27 students attending 6th grade in this group.

The student participants of the present study took four hours of English lessons per week in a total of 37 weeks in 2008-2009 academic year. The students followed a text book (i.e. Spot On), which involved activities related to all four skills, grammar and vocabulary.

3.5. Data Collection Tools and Procedures

In this study both qualitative and quantitative data collection tools and procedures were applied. These tools and procedures are as follow:

- Foreign Language Classroom Anxiety Scale (FLCAS) (originally developed by Horwitz et al, (1986) and translated into Turkish by (Dalkılıç, 2001),
- Questionnaire on Attitudes toward English (originally developed by Aiken (1979) and translated into Turkish by Tunç (2003) for the attitudes toward English lessons,
- Semi-structured interviews,
- Observations.

In the following sections, detailed information about these tools and procedures will be given.

3.5.1. Foreign Language Classroom Anxiety Scale (FLCAS)

Bernard (2000: 286) states that “A *scale* is a device for assigning units of analysis categories of a variable”. Also, he talks about “Likert-type scales” by uttering that “The 5-point scale might become 3 points or 7 points, and the *agree-disagree* scale

may become *approve-disapprove, favor-oppose* [...] These are all *Likert-type scales*” (p.294). Oppenheim (1997, p. 200) states that “the Likert scales tend to perform very well when it comes to a reliable, rough ordering of people with regard to a particular attitude.”

As to the Foreign Language Classroom Anxiety Scale used in the present study, it was originally developed by Horwitz et al. (1986, as cited in Dalkılıç, 2001). The scale was adopted and translated into Turkish by Dalkılıç (2001) who used it in her doctoral study. The scale consists of 33 items which focus on various types of anxiety such as “I feel relaxed during the English exams” (item 8), “I become worried when I have to talk in English lessons without preparation” (item 9), “Although I’m well prepared for English lessons, I feel anxious” (item 16), or “I feel afraid of other students’ making fun of me when I speak English” (item 31). The Turkish versions of the questions are listed in the scale (Appendix 8). Students are required to make a selection from strongly agree to strongly disagree for the statements provided. The scale was applied to 162 students.

3.5.2. Questionnaire on Attitudes Toward English

Oppenheim (1997, p.100) defines “questionnaire” as “an important instrument of research, a tool for data collection” and he mentions its significance by stating “The questionnaire has a job to do: its function is measurement.”

Another instrument used to collect data was a questionnaire which was originally developed by Aiken (1979) for measuring student attitudes concerning Maths and Science. The questionnaire was later translated to Turkish and adapted to measure learner attitudes towards English lessons by Tunç (2003). The questionnaire composed of 24 items. Some of the items included were “English is not a very appealing lesson” (item 1), “English is one of the lessons I feel afraid of most” (item 20), and “English is entertaining and motivating for me” (item 13). The Turkish versions of the questions are listed in the questionnaire (Appendix 9). It was a “Likert Type scale” asking the students to select one of the statements (from strongly disagree to strongly agree) (Tunç, 2003, p.47). The scale was applied to 163 students.

3.5.3. Interviews

Researchers interview people to obtain information from them that one cannot directly observe (Patton, 2002: 340). According to Kvale (1996: 5-6), “the research interview is based on the conversations of daily life and is a professional conversation” and it “has a structure and a purpose.” He further maintains that the research interview “goes beyond the spontaneous exchange of views as in everyday conversation, and becomes a careful questioning and listening approach” (ibid.).

Various interview typologies are suggested by various researchers depending on the criteria used. In the present study semi-structured, open-ended interviews were carried out with teacher and student participants. The interview comprised of pre-arranged, carefully worded questions. They were conducted in Turkish in order to gain insight into teachers’ and students’ views about possible influences of anxiety on language learning, to find out the reasons behind students’ anxiety, and what the students expected from their teachers in order to reduce their anxiety. Selection of the participants for the interview was explained earlier in this chapter, in section 3. 3. In order to answer those questions, the Turkish versions of the following questions (Appendix 5) were probed:

- 1) a) What kind of a personality do you have?
b) Do you ever feel anxious during English lessons?
- 2) a) What do you think about the activities applied in the classroom?
b) During which activities do you feel anxious?
c) Which activity makes you anxious most?
- 3) Which language does your teacher speak in the classroom? How do you feel when s/he speaks English? How do you feel when s/he speaks Turkish?
- 4) How do you feel when you make a mistake in the lesson?
- 5) a) How do you feel while studying for the English exam?
b) How do you feel during the exam?
- 6) Could you compare the times that you feel anxious or comfortable in the English lesson? What are the differences? What are the similarities?
- 7) How does the anxiety you feel in the classroom affect your learning English?
Why?

- 8)** If you were an English teacher, what would you do to reduce the anxiety level of your students?

Another additional aspect covered in the interviews was the attitudes of the learners towards learning English and their English lessons. Interviews were conducted with students in Turkish in order to find out what their thoughts were about the role of their attitudes towards English in their learning, what they perceived as the motives behind their attitudes and what they expected from their teachers to do in order to create or maintain positive attitudes towards English as a subject. The Turkish versions of the questions (Appendix 6) posed during the interviews consisted the following:

- 1) How do you feel about English?
- 2) a) Do you want to learn English?
b) If yes, why? What is/are your purpose(s) for learning English?, If no, why not?
- 3) What do you think about your English lessons?
- 4) How do you feel in English lessons?
- 5) What do you think about the activities applied in the classroom?
- 6) How do your feelings towards English affect your learning English?
- 7) Do you carry out anything related to English after school? What do you do?
Why?
- 8) If you were an English teacher, what would you do for the students to like/ better like the lesson?

As to the interviews conducted with the teachers, there were again eight questions in Turkish. The Turkish versions of the following questions (Appendix 7) were enquired in the teacher interview:

- 1) a) How do your students behave during English lessons?
b) How do you define the general attitudes of your students towards English?
- 2) What do you think the effect of your students' attitudes towards English is on their learning English?
- 3) a) During the preparation process for the lesson, do you take into consideration your students' attitudes towards English?
b) During the lesson, do you take into consideration your students' attitudes

towards English? What do you do?

- 4) What do you think other English teachers should do for the students to develop positive attitudes towards English lessons?
- 5) What do you think the effect of your students' anxiety in the classroom is on their learning English?
- 6) What kind of changes do you observe in your students' behaviours when they are anxious? (physical or psychological)
- 7) a) During the preparation process for the lesson, do you take into consideration your students' anxiety in the classroom?
b) During the lesson, do you take into consideration your students' anxiety in the classroom? What do you do?
- 8) What do you think that other English teachers should do to reduce students' anxiety in the classroom?

The purpose was to identify the views of the teachers in relation to the role of student anxiety and attitudes towards English in language learning, whether they were aware of the affective state of their students, and whether they took those two affective factors into consideration both while preparing for the lesson and during their teaching. Finally, the interview data obtained from both the teachers and students were further analysed in order to find out the similarities and differences in their views regarding the issues mentioned above.

3.5.4. Observations

Observation is one type of data collection method that “involves the researcher immersing herself or himself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events and so on, within it” (Mason, 1996: 60). The role of the researcher in the present study was that of a “participant as observer” in the sense Denzin (1970: 190) defined: I made my presence as a researcher and the purpose of the research known to the participants. The purpose behind the usage of the observation was to see whether the teacher took into consideration the affective factors (namely attitudes and anxiety of the students) when teaching English. During observations an observation checklist developed by the researcher was used (see Appendix 1).

3.6. Data Collection Procedures

Before the main data collection procedure started, the researcher piloted the interviews/interview questions (twice), tested the reliability of the FLCAS and the questionnaire, and conducted one pilot session of observation. In the following sections, these procedures will be explained in detail.

3.6.1. Piloting

3.6.1.1. Piloting of the Interview

The purpose behind the piloting of the interview was multifaceted. These were:

- To see how long interviews would last approximately,
- To find out if there were any problems with wording and sequence of the questions,
- To identify the probes and follow up questions that could be used,
- To anticipate potential problems,
- To improve the interviewer's interviewing skills - as put by Powney and Watts, (1987: 37) this is particularly important as the quality of the data collected through interviewing is dependent upon the skill of the interviewer.

Selection of the participants of the pilot interviews was done on a voluntary basis. The piloting of interviews on anxiety was carried out with 6 seventh grade students in a state school in Adana different from the ones in which main data collection was carried out. Additionally, four students (two of whom also participated in the interviews on anxiety) were interviewed about their attitudes towards English and English lessons.

The teacher participants of the pilot study were selected from various schools in Adana, which was again done on a voluntary basis. The interviews were conducted in Turkish with six participating teachers.

The piloting showed the researcher that the questions needed some modifications in terms of wording and number of questions. Taking into account the feedback given by the participants, the researcher made necessary modifications.

Another set of interviews with the modified version of the interview schedule was carried out with five different students and two teachers. Depending on the feedback received from participants of the second piloting, the modified versions of the interview schedules were used in the main study.

3.6.1.2. Piloting of the FLCAS and Questionnaire on Attitudes toward English

Although originally the translated version of the FLCAS and questionnaire on attitudes toward English were tested in terms of their reliability by Dalkılıç (2001) and Tunç (2003), due to the difference in the age and grade level of the participants of the present study, the scale and the questionnaire were subjected to a reliability test again. The purpose was to see the suitability of the wording/terms used in the scales and the questionnaire to the level and age of the students.

The FLCAS was administered to 104 seventh grade students attending a state school in Adana (a school which was not included in the main study). The responses of the participants were analysed by SPSS programme. The Cronbach's Alpha for the test was .90. The mean was found to be 91.48 and Std Dev. 21.90.

As to the questionnaire, the value for Cronbach's Alpha was .87, the mean 87.70 and the Std Dev. 14.33. In conclusion, it was decided that both instruments were reliable to be used in the study.

3.6.2. The Main Study: Data Collection Procedures

Before the main data collection procedures started, the researcher obtained official permission from Adana Governorship in order to be able to gain access to the three middle schools in Karaisalı (Appendix 10). Later, the researcher visited the schools, introduced herself to the principals, explained the purpose of her research and presented the official permission document. The same procedures were followed for the teacher participants and student participants. The first data collection tool utilised was the FLCAS. In the following section the procedure will be explained.

3.6.2.1. The Application of FLCAS and Questionnaire

As explained earlier in this chapter (sections 3.5.1. and 3.5.2.), the FLCAS was applied to 162, 6th grade students to find out their anxiety regarding English learning and English classrooms. These students from three different schools in Karaisalı were administered the scale. Time allocated to answer the questions on the scale was approximately 35 minutes. One week later, the Questionnaire on Attitudes toward English was administered to the same students (this time there were 163 students one of whom was absent during the administration of the FLCAS). This time it took approximately 25 minutes to answer the questions. Even though the items in both FLCAS and the questionnaire were in Turkish, the researcher made some further explanations and answered the questions asked by the students.

3.6.2.2. Interviews

After the analysis of the FLCAS and the questionnaire by SPSS programme, the students with whom interviews would be conducted were selected. Two students from each of the three schools (School C was classified as C₁ and C₂ because there were two different classes and teachers) (one most anxious and one least anxious according to the analysis) were selected for the interviews. In a similar manner, two students from each school (one student with a positive attitude and one student with a negative attitude) were selected for an interview on attitudes.

Before the interviews, the researcher met the interviewees, introduced herself, and explained that they were chosen for the interviews. They were asked if they would like to participate in the study. As they all volunteered to participate, the researcher obtained their consent in written form (see Appendix 2 and 3). They also agreed with the researcher to have the interview recorded. Afterwards, the semi-structured, open-ended interviews were conducted with the sixteen participants. Eight of the interviews were on anxiety, while the other eight were on their attitudes. Interviews were carried out on different days lest the researcher and participants got tired and the quality of the data to be obtained decreased.

Interviews were conducted at the schools the students attended in Karaisalı. The students looked a little worried at the beginning of the interview, but they became

relaxed after a short chat with the researcher. They were generally comfortable when replying the interview questions. The following table shows the date and the duration of the interviews for each participant:

Table 5. The Dates and Durations of the Interviews on Anxiety with Students

Participants	An 1	An 2	An 3	An 4	An 5	An 6	An 7	An 8
Dates of the Interviews	January 2 nd , 2009	January 7 th , 2009	January 9 th , 2009	January 8 th , 2009	January 6 th , 2009	January 15 th , 2009	January 14 th , 2009	January 9 th , 2009
Durations of the Interviews	40 min.	35 min.	40 min.	40 min.	35 min.	45 min.	40 min.	40 min.

Table 6. The Dates and Durations of the Interviews on Attitudes with Students

Participants	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8
Dates of the Interviews	December 5 th , 2008	December 17 th , 2008	December 19 th , 2008	December 26 th , 2008	December 29 th , 2008	December 31 st , 2008	December 26 th , 2008	December 30 th , 2008
Durations of the Interviews	40 min.	35 min.	35 min.	40 min.	50 min.	40 min.	45 min.	35 min.

The same procedures were followed before and during interviewing the teacher participants (see Appendix 4). Again, interviews were carried out on different days. They lasted 45 minutes approximately for each participant, totalling to three hours (185 minutes). The following table shows the date and the duration of the interviews for each participant:

Table 7. The Dates and Durations of the Interviews with Teachers

Participants	T1	T2	T3	T4
Dates of the Interviews	January 16 th , 2009	January 19 th , 2009	January 21 st , 2009	January 20 th , 2009
Durations of the Interviews	45 min.	45 min.	40 min.	55 min.

3.6.2.3. Observations

After the interviews, four English teachers were observed in the classrooms during their teaching. The purpose of the observation was to see whether the teachers took into consideration the factors that contributed to students' anxiety negatively and applied any techniques that would reduce their anxiety. Additionally, the researcher also attempted to see if the same teachers applied any strategies in order to promote any positive attitudes in the students. Each teacher was observed three times, totalling 12 lessons and 8 hours (480 minutes). As explained earlier in this chapter, a checklist developed by the researcher was used in order to record the information relevant to the research questions (see Appendix 1).

3.7. Data Analysis

3.7.1. Analysis of the FLCAS and the Questionnaire

The quantitative data obtained through the FLCAS and questionnaire were analysed using SPSS programme.

3.7.2. Analysis of the Interview Data

Before the analysis of the interview data obtained from the teachers and students, they were transcribed by the researcher. Then the verbatim data were analysed through content analysis (Strauss & Corbin, 1990; Yıldırım & Şimşek, 1999). Initially, the researcher read through the transcriptions carefully and coded the participants' responses into meaningful concepts. On the right/left side of the relevant lines these concepts were noted, a step which is called categorising. Strauss and Corbin (1990: 65) summarise it as grouping concepts that appear to be related to the same phenomena. In a similar manner, the researcher named each category by scrutinising the concepts. Rather than *a priori coding*, the categories emerged from the data and were established through careful examination. This process continued until the researcher was no longer able to find any new concepts emerging from the data. To put it another way, data saturation was achieved which means that the new findings consistently replicated earlier ones (Glaser and Strauss, 1967 as cited in Creswell, 1998). After having coded and clustered the categories identified, they were defined operationally. This was followed by the retrieval and organisation of the relevant parts of the data.

3.7.3. Analysis of the Observation Data

The analysis of observation data which comprised of the description of acts and applications of the teachers and students' observable reactions to these in the classroom was done through content analysis. Notes were taken during the observations of the teachers (and students) by using a checklist developed by the researcher (see Appendix 1). Detailed notes in relation to teachers' reactions towards students' anxiety and attitudes were written in the related section of the checklist. Then, these notes were read carefully, codes were formulated and then categories were formed.

For example, the positive feedback, "Good! It is very well done!", given by T1 to a student's correct answer made that student more content, who smiled upon receiving the praise. Following from this incident, the researcher noted down the praise given by the teacher and the reaction showed by the student, which was later used during the content analysis. In relation to this, the researcher used the code name "feedback."

CHAPTER 4

FINDINGS

In this chapter, the observations of teachers and findings from two sets of interviews with students and their English teachers are presented. In each section, relevant examples from the interviews and observations will be provided. The criterion for the selection of the particular parts of the interviews was whether they were representative of the rest of the group.

4.1. Sources of Student Anxiety: Findings from the Interviews with Students

The interview findings showed that student anxiety originated from several different factors. Among these, teacher and L₁ and L₂ use were the most frequently mentioned factors contributing to student anxiety in English classrooms by both students and teachers during the interviews. Additionally family and peer pressure, fear of making mistakes, seating arrangement, self-confidence, and motivation were considered to be other factors related to student anxiety. The following table gives the summary of the findings of the interviews with students.

Table 8. Summary of the Interview Findings from Students on Anxiety

Anxiety Related Factors	Signs of Anxiety	Suggested Strategies to Cope with High Anxiety
<ul style="list-style-type: none"> • Teacher Role • Type of Activity • Material Use • Assessment • Fear of Making Mistakes • Peer Pressure • L₁ and L₂ Use • Family Pressure • Seating Arrangement • Self-Confidence • Motivation 	<ul style="list-style-type: none"> • Psychological (e.g. apprehension, unhappiness, embarrassment, confusion, panic, boredom, fear, doubt, tiredness, forgetfulness and a lack of confidence) • Physical (e.g. nervous laughter, shivering, thirst, rapid heartbeat and tremor) • The most common (e.g. boredom, a lack of confidence, uncertainty and forgetfulness) 	<ul style="list-style-type: none"> • alternative usage of L1 and/or L2, • talking to parents who caused anxiety in their children, • giving homework suitable to learners' level and providing guidance, • arranging desks in different shapes (groups, classic), • using different assessment means, • considering learners' views, treating anxiety sensitively while maintaining their authority

In the following section, the sources of student anxiety as mentioned by the participants will be described and examples from the interview data will be given.

4.1.1. Teacher Role

Teachers' manners and acts were found to be effectual on students' anxiety in the classroom either positively or negatively. For example, student participants mentioned the traits of a teacher who could create a positive atmosphere, and hence, reduce student anxiety in relation to learning by entering the classroom cheerfully, looking/keeping calm, acknowledging students' feelings, giving constructive feedback, providing them help when and where necessary and guiding them to develop effective study skills. The following excerpt taken from a student, who was identified as "highly anxious" from the FLCAS, reflects her views in relation to teacher role in reducing the anxiety of students:

"When my teacher arrives in the class smiling ... Also, when I make a mistake and he corrects it in a soft tone of voice, I feel self-confident. Because I believe he trusts me. When he talks to me and tells me how to be successful, my self-confidence increases. At those times, I study a lot. I believe that I will be successful if I study". (An3-highly anxious student)

On the other hand, students gave examples of the teachers' lack of innovation playing a negative role in their anxiety as: being and evoking an angry mood, showing rude/sarcastic reactions towards student errors, and giving negative reactions to students who did not do their homework. The following excerpt from the same student mentioned in the previous paragraph (i.e. "highly anxious" student) summarises which characteristics of her teacher makes her feel anxious during the lesson:

"He gives a very strange reaction to our mistakes. 'Hey, my son, is it possible?' he says in a loud, terrifying tone of voice. When, I hesitate to give the answer. He sometimes laughs. He laughs as if making fun of us at times. Then, I usually ponder this: 'Why did he laugh at me?'"

(An3-highly anxious student)

4.1.2. Type of Activity

From the interviews with students, the type of activities was found to be influential on their anxiety in the classroom. Students preferred a diversity of activities which were simple, entertaining and relaxing, or easy to carry out. Games, songs, tests, translation, role-play, puzzles, fill-in-the blanks activities, dictionary study, writing dialogues, repetition of words (pronunciation related activities), matching and reading were mentioned as examples of preferred activities.

“In my opinion, all of them are necessary and beneficial activities, because they help me learn new things. I can understand better in this way. My teacher trusts me because I can succeed in them. Therefore, I enjoy myself and feel relaxed during these activities, and everybody takes part in them as they are easy. They are good activities for us to learn English”.

(An1-less anxious student)

Over all, games and songs were mentioned as the most entertaining and easy ones, as the following student who was found to be “highly anxious” in English lessons explained:

“We play games at times. When I play a game, I feel comfortable. We sometimes make a competition to come first in the game. It is fun, and it relaxes me. Also, there is no mark at the end of the games. Nobody makes fun of anybody. Hence, I feel very comfortable. I want to learn more”.

(An6)

As opposed to fun or simple activities such as games and songs, the most frequently mentioned types of activities contributing to their anxiety negatively were dialogues, tests, speaking and reading activities. Here is what a “highly anxious” student says in relation to this:

“While solving tests, I feel anxious most. I feel uneasy while solving tests because I’ m afraid of making mistakes”. **(An6)**

4.1.3. Material Use

Five students stated that visual materials helped them learn better and feel more comfortable. They mainly mentioned the positive effects of pictures and computers. The following excerpt is taken from the interview with a “less anxious” student:

“There are fruit and vegetable pictures on the bulletin board. I look at the fruits and vegetables that I do not know there and I feel very relaxed”.

(An7)

4.1.4. Assessment

Assessment refers to students’ views about being evaluated. It was found to have an influence on students’ anxiety in different ways. For instance, three students mentioned the relaxing effect of exams which contained easy questions and familiar subjects. Additionally, students stated that when their teachers made explanations when they found some questions on the tests difficult, or when they got high marks they felt less anxious. An4 was a student who was “less anxious”:

“I like exams. The teacher tries to help us as much as he can. He prepares both easy exam questions and explains things that we do not understand in the exam”. **(An4)**

On the other hand, five students talked about the troubling effect of assessment: getting low marks, being punished by a minus grade for no homework or inadequate/lack of participation in the lesson, fear of making mistakes in the exams and little/no studying for the exams. Getting low marks seemed to be the most influential factor contributing negatively to students’ anxiety. Also, students complained about getting confused, forgetting what they had in mind and being unsure about their answers as a result of anxiety in the exams:

“I feel anxious a little at the start and towards the end of an exam. I feel bad with the fear of getting low marks. I feel anxious with the worry of making mistakes. However, these happen rarely. I’m relaxed in general”.

(An1-less anxious student)

When the point was SBS [a kind of exam that the Ministry of Education in Turkey prepares and that middle school students (6th, 7th and 8th grades) take at the end of the year in order to attend special high schools (for example, Anatolian High Schools, Anatolian Teaching High Schools) other than traditional high schools], open-ended questions (as opposed to multiple-choice questions) and tests which were similar to SBS exams, (and the fact that their mean score would influence their exam scores from SBS) were mentioned to cause anxiety. However, one student stated that he felt relaxed during SBS trial exams because it was a trial and he did not have to worry about getting a high mark in these exams whereas he did in the exams at school, thus feeling worried.

“I can not be successful in the exams. However, I recall the answers later. For example, I participate in the lessons, but I always get low marks in the exams. The mark is like my enemy. If I get a low mark, I lose against my enemy; but if I get a high mark, I win. Because this affects SBS scores according to what our teachers have told us. This causes me to feel too anxious in the exams. It might bring about my working at a job that I do not like”. (An3-highly anxious student)

4.1.5. Fear of Making Mistakes

Another source of anxiety mentioned by the students was the fear of making errors. Teachers’ and peers’ probable reactions to these errors caused them to feel anxious and demotivated them both during and after the lessons.

“Well, I sometimes feel afraid of making mistakes in the classroom. I feel afraid of writing the answer inaccurately. Therefore, I feel uncomfortable and nervous”. (An8-highly anxious student)

On the other hand, when they were able to give the right answers in the classroom it was helpful in increasing their self-confidence, as a result reducing their anxiety. The following excerpt reflects the view of a student in relation to this:

“When I give the correct answer, when I know the words, and when I feel sure of myself, I’ m too relaxed”. (An5-less anxious student)

4.1.6. Peer Pressure

Other students and their reactions were considered to be an important source of anxiety among the students. One student explained that she felt uneasy when one of her fellow students was able to answer a question that she could not. The following extract from the interview with student An2 shows how peer pressure can negatively contribute to students' anxiety level:

“Making fun of a person is too bad. When my friends make fun of me, I can not learn English. While studying, I remember this. Instead of doing something wrong or bad, I decide to not do anything. When my peers make fun of me in the lesson, I can not raise my hand. This upsets me a lot. I do not do anything after school, either. I study English at times, due to my dad's forcing me”. (An2-highly anxious student)

On the contrary, being aware of peers' love and respect, and cooperating with them are considered to help lower their anxiety level, as follows:

“When my friends are with me, I feel self-confident. For example, I do very well in group work, because I'm with my friends then. I share my views. It is like they guide me”. (An3-highly anxious student)

4.1.7. L₁ and L₂ Use

Use of L₁ and L₂, which refers to students or teacher's preferences in using L₁ (Turkish) or L₂ (English) in the lesson, seems to play an extensively important role in learners' anxiety. Quite often, students stated that they preferred the use of L₁ (Turkish) in the classroom. They also thought that when the teacher spoke English, s/he could translate what s/he said into Turkish so as to understand and learn better. They believed that they would feel much more confident and comfortable in such classrooms. Here is an example of an extract which reflects these views:

“I feel very good when my teacher speaks Turkish. As Turkish is my mother tongue, I understand him better”. (An4-less anxious student)

The students pointed out several negative effects of L2 usage by the teacher on their anxiety state in the classroom. They stated that due to inadequate vocabulary, grammar and pronunciation knowledge, they did not understand the teacher, hence feeling confused, frustrated, uncomfortable, being afraid of making mistakes, and fearing they would not be able to learn. Below is a quote from a student who felt as explained:

“When teacher speaks English, I am not as relaxed as I am when she speaks Turkish because some parts of English are complicated. For example, the rules are complex. He, she, or it gets ‘-s’ in the end. I confuse which one to use due to my anxiety. I choose the wrong one”. **(An7-less anxious student)**

Very often, students expressed a preference as the medium of instruction for Turkish in the classroom rather than English. Additionally, they stated that they would prefer speaking Turkish rather than English as they felt more confident. They thought that if they spoke English, they would have the risk of exposure to peer sarcasm.

“Well, when I speak Turkish, I feel sure about the word I have said. Then, I feel comfortable. What I suffer in the exam does not happen. That is, I do not hesitate whether I have been able to learn or not”.

(An8-highly anxious student)

Contrary to the learners above, some uttered that they felt good when the teacher spoke English. Also, two students stated that being able to speak English made them happy:

“When my teacher speaks English, I try to learn and I think I can learn it. When I speak English, I regard myself as someone who knows the language, who has learned and who can use it well. Then, I feel happy. I feel sure that I know and feel comfortable”. **(An1-less anxious student)**

4.1.8. Family Pressure

Family is very important in a person’s life since they meet the required physical

needs (i.e. accommodation, clothing and food) and psychological needs (precious love, patience and support). However, from the interviews, family was considered as a source contributing to students' state of anxiety negatively among three learners. They stated that they were afraid of their parents' opinions about them according to their achievement in English lessons (marks, indeed). On the other hand, the support of family was also found to help lower their anxiety. Two students talked about their feeling at ease when their parents trusted them:

“My family supports me. They trust me in general. Therefore, I feel relaxed. However, I wonder what they would say if I got a low mark. I feel that they would get angry with me and I feel a little nervous”.

(An4-less anxious student)

4.1.9. Seating Arrangement

Seating arrangement, which included the friend with whom the desk was shared and the position of the desk in the classroom (front or back), was found to be a cause for anxiety by only one male student. The desk mate and the place of the desk in the classroom influenced his anxiety:

“I do not like the seating arrangement. There are mostly girls near me. I can not talk to my friends, so I feel uncomfortable”.

(An6-highly anxious student)

4.1.10. Self-Confidence

Students' low self-confidence was found to act as an important source of anxiety. As a result of low self-confidence, students stated that they were afraid of making mistakes and avoided participating in the activities. Additionally, they claimed that lack of confidence cast a doubt about their success in them. Finally, they were worried about the reactions of their teacher and fellow classmates.

“I get bored while making a dialogue activity. My friend asks me something in English. My English is bad, thus I feel afraid of being unable to speak accurately. I can not raise my hand. I do not look at the teacher lest she

recognizes me". (An2-highly anxious student)

On the other hand; highly self-confident students believed that they could be successful and that they were at ease in class. As a result, they behaved in a more active way during the lessons:

"I raise my hand for the questions no matter if I know the answer or not. I'm relaxed. When I make a mistake, I do not feel hesitant or afraid. Everybody can make mistakes. It is normal to make mistakes while learning English". (An5-less anxious student)

However, it was realized that too much self-confidence may be detrimental for the learners as it may cause indifference towards the lesson as shown in the following extract:

"I answer the questions that I can do in the exam. If I can not do, I make up the answer. I feel too comfortable in the exam". (An7-less anxious student)

4.1.11. Motivation

High motivation for learning English seemed to have a positive influence in lowering students' anxiety. They gave a variety of reasons for wanting to learn English and how it influenced them:

"I speak English in order to learn English. For example, if I become a businessman and go abroad in the future; I will have to speak English there. So, I speak English at present, in order to learn".

(An1-less anxious student)

Here is another student who explains the driving motive behind learning English:

"Learning new words makes me happy". (A6-student with positive attitude)

Students also seemed to be enthused and less anxious in the existence of such extrinsic factors as the reactions of teachers or peers:

“My teacher makes me check the homework. Therefore, I think that he trusts me. When I make a mistake, he does not give any negative reactions. This enhances my self-confidence. This makes me feel happy, relaxed and less anxious. I say to myself ‘I could not know, but I’m going to learn’”.

(An1-less anxious student)

They felt motivated with the use of rewards at times, and again, feeling “relaxed” in class:

“Stand-up & Sit-down game. We play it. It is pleasing. Our teacher may give a reward to those who come first in the game. When there is a reward, it is so good. Then, I find the lesson so entertaining and relaxing”.

(An3-highly anxious student)

4.2. Signs of Anxiety as Mentioned by Students

During the interviews, students were asked how they felt in the English lessons and to compare and contrast the experiences (both physical and psychological) they had when they felt anxious or relaxed during the lessons.

The interview data revealed that during the English lessons they harboured a variety of feelings: apprehension, unhappiness, embarrassment, confusion, panic, boredom, fear, doubt, forgetfulness and a lack of confidence. Additionally, it was found that when they felt anxious, they experienced nervous laughter, shivering, thirst, rapid heartbeat and tremor. Following all these negative feelings and physical experiences, students withdrew from the lesson and were unwilling to commit the assignments.

Of all negative feelings experienced as a result of being anxious, boredom, a lack of confidence, uncertainty and forgetfulness were the most commonly mentioned feelings. Below is an excerpt from a student who explains how she experiences anxiety:

“I usually get very anxious during the exams. I think about numerous things (‘Should I do this or that?’). Even my peers tell me that my hands tremble and I drink too much water”. (An3-highly anxious student)

4.3. Strategies to Reduce Anxiety in the Classroom as Suggested by Students

Students suggested ELT instructors provide their learners the freedom to decide which language (Turkish or English) to speak in the classroom, and to talk to parents who caused anxiety in their children about the problems and solutions. They thought that instructors should give homework suitable to learners’ level and provide help whenever necessary for this homework, arrange desks in different shapes (groups, classic) but in a way allowing interaction with peers and feeling safe, assess the performance of learners through different means (i.e. performance and project duties) as, they felt, exams were not adequate on their own, consider learners’ views (i.e. about classroom rules, seating arrangement), and treat anxiety sensitively while maintaining their authority.

4.4. Student Attitudes: Findings from Interviews with Students

The interview findings revealed that various issues such as teacher role, activity type, materials used, assessment, L₁ and L₂ use and so on had a place in the development of student attitudes. The following table gives the summary of the findings of the interviews with students.

Table 9. Summary of the Interview Findings from Students on Attitude

Attitude Related Factors	Indications of Attitudes towards English	Suggested Strategies to Develop Positive Attitudes towards English Lessons
<ul style="list-style-type: none"> • Teacher Role • Activity Type • Material Use • Assessment • L₁ and L₂ Use • Motivation • Goals • English as a Lesson vs. English as a Foreign Language 	<ul style="list-style-type: none"> • Positive attitudes [e.g. doing out of class (extracurricular) activities voluntarily (all in English), more time and effort spent] • Negative attitudes [e.g. only the out of class activities they enjoyed and their homework] 	<ul style="list-style-type: none"> • assessing the performance of learners according to their participation during the lesson, • maintaining strict authority over unruly students, • giving homework in the classroom, • arranging desks in different shapes (classic desks, desks as rows, groups, U), • carrying out the lesson in an actual environment where there were real things (i.e. animals and forests) related to subjects

These will be explained in the following sections.

4.4.1. Teacher Role

The existence of positive interactions with teachers seemed to develop more positive attitudes than the absence of such interactions. Students mentioned positive and negative influences of their teachers' behaviour on their attitudes towards English lessons. For example, when the teacher was in a cheerful mood, gave positive or constructive feedback and motivated them, naturally, they were influenced positively. On the other hand, when the teacher scolded or shouted at them, or treated their errors with sarcasm, they were negatively influenced.

“My teacher’s acts influence me. For example, when my teacher does something that I do not like; I can not tell him. I want the bell to ring immediately. Because of the negative behaviour of my teacher... I get angry when I think about the possibility of my being such a teacher and my learners’ thinking about me as I do now. However, when he does things that I like, I think that I will be such an ELT teacher in the future. Then, my inner side tells me to do it and I do”.

(A5-student with positive attitude)

4.4.2. Activity Type

From the interview data, it can be said that activities applied in class have positive and negative influences on student attitudes. For instance, students mentioned positive effects of games, real life examples or examples related to them, reading, listening to songs, doing exercises, solving tests, role-playing, translating, speaking and being sent to the board. Below, an example of such is provided:

“We sing songs. Our friends make the sounds (barks & meows) in the song in various tones of voices. Then, we play games. For example, we send a friend outside the class. Together we choose a job (i.e. doctor). Then, our teacher explains what s/he does in English. Our friend tries to guess the job. When s/he knows, everybody is pleased, and applauds her/him. When I learn this, I become very happy”. *(A7-student with positive attitude)*

Among all mentioned, games, songs and puzzles were the most favourite activities. In other words, students seemed to enjoy activities during which they had fun:

“I love doing puzzles because discovering something is entertaining to me. Then, we do puzzles as a whole class. When the teacher wants the answer, she asks those who raise their hands. Doing these activities as a class is more amusing because if nobody knows, another one gives the reply”.

(A2-student with negative attitude)

On the other hand, they complained about negative impacts of the repetitive usage of similar activities (i.e. lack of variety in activities), individual activities (or having to give individual responses to teacher questions) and dictionary study.

“In general, we write the boxes in the book [Useful Language Boxes] in our notebooks. I do not like them because I can not learn anything from them. As I do not know their meanings, I do not feel like doing anything”.

(A5-student with positive attitude)

4.4.3. Material Use

Material use seemed to have a positive effect on students' attitudes. In the existence of any kind of materials in the classroom, students stated they felt more content. Students regarded the use of pictures, flashcards, real objects, toys, and computers as appealing. Of all materials used, flashcards and computers were realized to be the most interesting.

“If he brought materials everyday, I would feel happier. I would come to the lesson more eagerly. For instance, when the subject was about hands and feet, my teacher's use of mud to make imprints would gather my attention more. I would listen to him with great interest. Also, wooden models or cartoon models would gather my attention, too. However, files do not appeal to me; unfortunately, my teacher generally carries his file folder”.

(A5-student with positive attitude)

On the other hand, two students complained about inadequate or no use of materials having negative effects on their attitudes.

“She never uses pictures. It would be much better if she did. We could learn more quickly. When I do not understand, I feel unhappy”.

(A8-student with positive attitude)

4.4.4. Assessment

Assessment referred to students' attitudes towards being evaluated. Students' feelings about and during exams seemed to play a vital role in their attitudes towards English lessons. They mentioned different viewpoints about exams. Four learners regarded exams as promoting positive influences on their attitudes when they knew what kinds of questions were to be asked and when the questions were easy:

“When the teacher informs about the exam questions, I do not feel afraid of the exams. I feel I will get a good mark, so I like English exams”.

(A1-student with negative attitude)

However, four students felt that their attitudes were influenced negatively by exams (either written or oral) especially when they did not know the correct answers to the questions. Also they did not like the idea of being caught unprepared for the quizzes and they felt that the exams were inadequate in evaluating their real performance.

“In fact, I would rather not apply exams because you can not assess students' real performance in English via exams. For example, me. I know English very well, however I forget everything in the exams all of a sudden. If there were not any written exams, I would feel better. If there were no written exams, teachers could evaluate students' knowledge much better. Also, I do not like my teacher's application of oral exams without informing us previously”. *(A5-student with positive attitude)*

4.4.5. L₁ and L₂ Use

L₁ and L₂ use referred to usage of Turkish (L₁) or English (L₂) as a medium of instruction and of communication in the classroom. All students stated that their teachers used Turkish and English alternatively during the lessons. However, majority of them (4 students) preferred Turkish as a medium of instruction because they were able to understand it. If the teacher used English, they expected its translation into Turkish in order to understand. When the teacher did so, they claimed, their attitudes towards their teacher and the lesson were more positive.

In contrast to those students, two learners expressed that they were happy to listen to English talks and songs and preferred that their teachers spoke more English because they liked it and thought it was necessary. Overall, two stated that they were content with both languages in the classroom. The following excerpt exemplifies how the use of English as a medium of instruction contributes to positive attitudes toward the lesson:

“She uses Turkish more often. I understand better when she speaks Turkish; but I like her to speak English more often because we can learn it much better this way. For example, we can learn how to form questions, and what kinds of words to use in making questions when she speaks English”.

(A6-student with positive attitude)

As for the choice of language of communication in class, four students preferred Turkish. They listed the basis for their preference as the worry of making mistakes, the absence of English speakers available and the difficulty experienced in learning a new language.

“Actually, I would like to learn English, but it does not seem very appealing to me because only my teacher speaks English around me”.

(A4-student with negative attitude)

However, other students opted for English and stated their reasons: feeling pleased and different when they spoke English and they believed it is necessary

to learn. Only one student talked about his pleasure of speaking both languages:

“I would like to speak English most in our lessons. I have to listen to English, to speak and deal with it more so as to learn it. Only then, can English lessons become more entertaining”.

(A7-student with positive attitude)

4.4.6. Motivation

It was found that students’ interest and motivation influenced their attitudes towards English lessons. For example, students who were interested/motivated in learning English stated that they spent much more effort to learn. In other words, their eagerness to learn had a positive influence on their attitudes towards learning the language:

“For example, I can understand a song with my current English. It says ‘Seni seviyorum’ and ‘I love you’. It takes my attention a lot. For example, while my sister is learning new English words by heart loudly, I listen to her carefully and become very excited if she says a word that I already know!”.

(A5-student with positive attitude)

4.4.7. Goals

Goals included in students’ reasons to study English. Interviews revealed that students had different goals in learning the English language. These goals were listed as obtaining a good score in SBS exams, to become an ELT teacher, being able to communicate with people from other cultures, and as a tool for different purposes. For example, the student below explains the importance of English in communication:

“English could become necessary when I go abroad. There is nobody talking Turkish there. For example, how can I express my problem when I go to the doctor if I do not know English?”.

(A4-student with negative attitude)

Another student mentioned its significance for cultural interaction:

“We need to know English. For example, tourists might visit our country. We can introduce them to our country in English. Then, we can teach them our culture in addition to discovering their traits such as their clothing, pronunciation, meals and customs. I would be very happy to have taught them our culture”. (A6-student with positive attitude)

In general, students had the idea that they could achieve their goals by learning English (e.g. finding a good job, getting a high mark from other exams) which in turn influenced their attitudes towards learning. In other words, English was serving as a tool to achieve goals that were not directly related to learning English (that is to say they were instrumentally motivated).

4.4.8. English as a Lesson vs. English as a Foreign Language

This category referred to student views regarding English either as a foreign language (FL) or a course. The interviews revealed that students regarded English both as a foreign language and a lesson. Students who accepted English as a foreign language more stated that their attitudes towards English was positive because it was a universal language, they liked learning foreign languages, they liked the English language specifically, and they liked the fact that they could speak a foreign language. Here is an example:

“German, French... I want to learn a lot of foreign languages, but especially English because it is much more common in our country. Therefore, I want to learn it more”. (A5-student with positive attitude)

In contrast to students who readily accepted English as a FL, two learners stated that they regarded English more as a lesson. These students also explained that they held positive attitudes towards English lessons because they had fun, felt relaxed, and thought that it was an important subject. An example for their grounds is reflected in the excerpt below:

“I like English lessons a lot since they help me forget my problems. For instance, I had felt upset about something lately. Then, I went to my English lesson, I laughed and enjoyed myself there, and I forgot my problems”.

(A7-student with positive attitude)

However, as two of the students regarded the English lessons as “less important” than other courses, they had some negative attitudes:

“I find English lessons easy, thus I do not care for them as much as I do maths. If I studied English as much as I do other lessons, I could learn it. Then, I would like it more”. *(A4-student with negative attitude)*

4.5. Indications of Positive or Negative Attitudes towards English as Mentioned by Learners

Doing out of class (extracurricular) activities voluntarily seemed to be an important indication of positive attitudes towards English. The more positive they felt, the more time and effort they spent, as one of the student participants explained:

“I want to increase my knowledge in words. Also, I would like to create songs, it does not matter whether they are meaningful or not. For example, I write on a piece of paper words ending with 'e' or 'a'. Then, I bring them together, and they turn out to be a very nice song. I have a computer programme at home. When I write the words there, it sounds like bağlama (a kind of musical instrument). For example, it says 'clock 1, clock 1'. I like it. Or, it says 'Kuzu kuzu me, sleep me sleep me' I remember these. Additionally, I change these words with others; that is, I use different words that I have just learned with the same music”.

(A5-student with positive attitude)

Types of voluntary activities done out of class at leisure times are (all in English): watching films/programmes, reading books, doing homework, playing games, doing tests, learning new words, or creating their own songs/materials.

Students, who held negative attitudes, explained that they only did the out of class activities they enjoyed in relation to English (e.g. playing games, listening to songs) and their homework, as they felt obliged to do so, not necessarily because they wanted to do them. A1 was a student with negative attitude:

“I only play English games. I can learn new words in this way, but I would like to talk Turkish in general. As I know Turkish well, I do not make any mistakes. However, if I talk English or read anything in English, I make mistakes since I can not understand it. But, I like playing games because it is both easy and entertaining”. (A1-student with negative attitude)

4.6. Suggestions to ELT Instructors for Positive Attitudes towards English Lessons

Students suggested ELT teachers assess the performance of learners according to their participation during the lesson, maintain strict authority over unruly students who misuse teacher’s polite manners, give homework in the classroom in order to supply help whenever needed, and arrange desks in different shapes (classic desks, desks as rows, groups, U) or carry out the lesson in an actual environment where there were real things such as animals and forests related to subjects existed.

4.7. Findings from Teacher Interviews and Observations

Interviews were conducted with four English teachers working in three different schools in order to obtain their views about sources of student anxiety and reasons behind positive or negative student attitudes towards English learning. Also, teachers were asked about signs of anxiety and positive or negative attitudes in learners. In addition to interviews, observations were carried out in their classes in order to identify whether teachers took into consideration the attitudes and anxiety of their students when teaching English. Additionally, the kinds of strategies used in order to reduce students’ anxiety and promote positive attitudes towards English learning were also of interest. During the observations, a checklist developed by the researcher was used (Appendix 1). The following table gives the summary of the findings of the interviews and observations with teachers.

Table 10. Summary of the Findings from Interviews and Observations

Causes of Anxiety	Indications of Anxiety	Strategies Used to Reduce Anxiety	Factors Affecting Student Attitudes	Indications of Attitudes	Strategies to Develop Positive Attitudes	Suggested Strategies against High Anxiety and Negative Attitudes
<ul style="list-style-type: none"> Teacher-oriented factors (e.g. use of English too often/long, error treatment, talking loudly, monitoring students, demanding responses or participation from unwilling students, forcing them to speak in front of their peers) Student-oriented factors (e.g. the fear of getting low marks, inadequate or low proficiency in English and coming to the lesson unprepared) Observations (e.g. the physical distance (i.e. proximity) between the teacher and students, teacher's scolding the students, threatening or making fun of them, teacher's setting a time limit for an activity and insufficient instruction) 	<p>looking unsure, trying to avoid making eye contact, blushing, glancing around quickly, acting differently, silence, defence, or verbal explanation of uneasiness</p> <p>Observations (red faces, fixed looks at the floor, and murmurs)</p>	<ul style="list-style-type: none"> Activities Error Correction Feedback Assessment L₁ and L₂ Use Materials Homework Teacher Effect 	<p>Student Related Factors (personal traits, unawareness of the importance of learning a foreign language, family problems, not having a goal, marks and private problems)</p> <p>Teacher Related Factors (teaching style, teacher's manners and developing an awareness to learning English, teacher's priorities with students)</p> <p>Observations (serious/ friendly appearance, firm/ flexible manner, teacher vs student centred teaching, use of offensive words, ignoring students' questions, and error correction)</p> <p>Lesson Related Factors positive (diversity in activities and materials, topics, the use of activities with fun elements); negative (lack of variety in activities and the use of activities which require some effort)</p> <p>Physical Conditions</p>	<p>students' actions, facial expressions, silence, participation or non-participation in the lesson, doing or not doing homework</p>	<p>Activities</p> <p>Error Correction</p> <p>Feedback</p> <p>L₁ and L₂ Assessment</p> <p>Materials</p> <p>Teacher Effect</p>	<p>teaching English through familiar subjects and personalization, excluding unknown subjects in the exams (to reduce anxiety); calling the learners by name and creating goal awareness about language learning (for positive attitudes)</p>

4.7.1. Findings about Causes of Anxiety

Interviews conducted with four teachers revealed their perceptions of sources of student anxiety in English classrooms. From their responses to the researcher, it was found out that teachers categorised them under two headings: teacher- or student-oriented sources. Use of English too often or too long during the lessons, error treatment, talking loudly, monitoring students, demanding responses or participation from students who do not wish to participate, forcing them to speak in front of their peers were considered to be sources of student anxiety that are teacher-oriented. T3 summarises these in her comment below:

“As I have a firm appearance and sometimes talk loudly, my students get anxious. It does not mean that I will beat them. When I write something on the board, and walk among the students to check whether they have written it or not, those who do not copy the board look anxious because they think I will beat them. Of course, I do not! I just scold them and tell them to write it in five minutes. That is to say, they do not like being monitored. This causes anxiety in students”. (T3)

Student-oriented factors were stated as the fear of getting low marks, inadequate or low proficiency in English and coming to the lesson unprepared.

“If students are anxious about learning English, they try to do anything related to English. Yet, the number of students who are concerned about learning is very low. In general, they are worried about marks. But, such students do not study much. They complain about not understanding, thus I explain again, but the result does not change as they do not have enough background knowledge”. (T3)

Observations showed that the physical distance (i.e. proximity) between the teacher and students was influential on students' anxiety. For example, teachers' getting closer to students at times -either for classroom management or to comfort them- caused anxious looks in both conditions. Likewise, when a teacher touched a student on the shoulder when she had difficulty in answering the teacher's question, she looked even

more uncomfortable. Another finding obtained through the observations was that when teachers scolded the students, threatened or made fun of them the students looked anxious. Finally, it was also observed that when the teacher set a time limit for an activity and when the instruction was insufficient, this was another source of student anxiety.

4.7.2. Findings about Indications of Anxiety

In summary, teachers found that students showed the following signs of anxiety: looking unsure, trying to avoid making eye contact, blushing, glancing around quickly, and acting differently. Also, they explained that students became silent, defensive, or verbally explained their uneasiness. T1 exemplifies some of these signs in her comment below:

“For example, students might be anxious when they go to the board. They might write wrong answers. Then, they get worried and try to clean the board (either with hands or with the duster) or they just look at the duster. Also, their faces become red and they look around as if looking for something”. (T1)

Similar to teachers’ statements, observations revealed that when students looked anxious, their faces turned red, looked fixedly at the floor, and murmured. When they looked relaxed, they were making jokes among themselves, expressing their opinions freely, and chatting with their fellow students.

4.7.3. Findings about the Strategies Used by the Teachers to Reduce Anxiety

Teachers’ different techniques to cope with students’ anxiety were listed under the codes “activities, error correction, feedback, assessment, L₁ and L₂ use, materials, homework” and “teacher effect”.

4.7.3.1. Activities

Activities which appealed to, addressed and met the needs of learners were mentioned to be helpful at reducing anxiety. These activities were listed as games, puzzles, songs, drawing pictures, translations, listening activities, drama and project preparation. Also, learners' holding a positive view about activities was acknowledged as increasing success, thus reducing anxiety.

“The activities I choose are ones that take the attention of students and relax them. In general, we introduce games, puzzles and songs, drawing pictures, preparing projects, singing songs, playing games, or performing drama. These keep the anxiety level of students at low levels. As they do these activities eagerly, their anxiety is generally low, then they learn much easier and become more successful. When children see that they can manage, they feel comfortable and self-confident”. (T1)

4.7.3.2. Error Correction

The teacher's approach to errors was considered to have a significant influence on student anxiety. Teacher correction was preferred to peer correction as they thought that it could cause negative feelings and anxiety. T1 explained this effect:

“I correct the errors myself by treating the learners sensitively. I do not prefer peer correction because it may hurt students. Also, their being aware that the teacher is the person who does the correction is better for low anxiety”. (T1)

One of the teachers, however, did not think that peer correction would have a negative effect on student anxiety:

“Hardworking learners want to correct their friends' mistakes. When they make the corrections, the students who made the mistake are not influenced negatively because they are aware of the fact that those learners are successful and they study”. (T4)

In parallel to what teachers said, it was observed that teachers mostly corrected errors themselves, and smiled during error correction. And teachers by using such a constructive approach seemed to have a positive influence on students by reducing their anxiety.

4.7.3.3. Feedback

Teachers indicated that positive feedback given to the students reduced their anxiety and changed their attitude towards the lesson in a positive way. The following excerpt shows how a teacher gives feedback to the students and what their reactions were:

“I praise students verbally. However, since they are teenagers, I do it in a more serious way (‘Well done, you have progressed!’). I want the students to realize that I really appreciate them. Because, when I appreciate students, they reveal their pride via their acts: some students may study more and become successful”. (T2)

4.7.3.4. Assessment

Assessment was regarded as imperative in English lessons. Assignments suitable to different learning types and preferences, individual assignments (as opposed to group work as it might cause irresponsibility among some students), easy exam questions to contribute to feelings of success, and notification about the importance of classroom performance and participation were mentioned to reduce anxiety:

“Some students take part in the lesson, but they can not succeed in the exams. I support them by their classroom performance. Then, they think that the teacher is aware of their efforts and act in a more relaxed manner”.

(T1)

4.7.3.5. L₁ and L₂ Use

All four teachers agreed that the use of Turkish and English were important in order to reduce anxiety. Also, they stated that speaking Turkish or translating into

Turkish was thought to have more positive results to student anxiety as their students were not aware of the importance of learning English, or did not spend any effort to understand/learn English. Here is what T2 says in relation to L1 and L2 use:

“No matter how much English I speak, I certainly translate it into Turkish. And when I speak Turkish, I think students feel more comfortable. When I speak English, students do not try to guess what I’ m saying; they generally imagine. When I speak English or when their peers read a text in English, they mostly react by laughing. However, I wish I had the opportunity to make students listen to English songs and watch cartoons because I believe they should listen to English all of the time”. (T2)

Observations showed that teachers did in fact prefer translations from English to Turkish at times when students did not know or could not understand what was being said in order to end or reduce their anxiety. They seemed to be successful in relaxing the students in this way.

4.7.3.6. Materials

The existence of materials such as posters, flashcards, dictionaries and real objects was found to be beneficial as they were thought to create a need to learn English and increase interest in the lesson resulting with low or no anxiety:

“There are posters on the walls of our classrooms. Also, there are pictures, flashcards and dictionaries. Students are free to use these materials. Students know that the classroom is somewhere they can act freely, and when they enter the classroom and see those materials there, they become motivated (i.e. ‘Now, it is English lesson.’, ‘I will learn English.’)”. (T1)

4.7.3.7. Homework

In the interviews, teachers explained that students’ readiness and preparedness to learn helped them feel relaxed and less anxious. Thus, they said, homework was useful for overcoming their anxiety problems. They further indicated that when the task or topic of the homework was familiar and suitable to the student level, and when they

knew what they were expected to do, the assignments were found to have a positive influence:

“I give students homework before the lesson, because students who come to the class prepared become more self-confident and comfortable”. (T1)

4.7.3.8. Teacher Effect

It was agreed by teacher participants that students should feel relaxed during the lessons in order to reduce or overcome anxiety problems. The role of teacher was emphasized by all teacher participants. They explained that the following strategies could be applied by teachers in order to reduce anxiety:

- entering/starting the lesson with a smiling face,
- encouraging students by stating the easiness of learning English,
- being flexible toward student errors,
- reminding students that making errors was a natural part of the process of language learning,
- helping students relax before exams,
- offering help whenever needed,
- giving short breaks during teaching

T4 explains which of these strategies he applies to reduce student anxiety:

“I try to relax students to reduce their anxiety. I have different means for this. For example, I smile while entering the classroom, or tell a funny joke. Then, I tell them that we will start a new subject that day and that subject is a little difficult; but if they listen to me carefully, I believe they will succeed. This increases their motivation, and makes them listen to the lesson more attentively. Besides, I give short breaks two or three times in a forty-minute lesson”. (T4)

Observations revealed that teachers did in fact apply some of these strategies. Moreover, they seemed to be influential.

4.7.3.9. Comparison of Findings About Attitudes and Anxiety

The degree of anxiety was agreed to be at minimum levels in English lessons by teachers. A little apprehensiveness was stated to have positive effects on attitudes and learning as opposed to too much anxiety or the absence of anxiety.

“In my opinion, the degree of students’ anxiety should not be too low or too high. When the level of anxiety is at normal levels, attitudes towards the lesson become positive. A student who has no anxiety does not try to learn English. When s/he is too anxious, this impedes her/his learning. In other words, too much anxiety or too little anxiety affect students’ learning ability”. (T1)

4.8. Factors Behind Positive or Negative Student Attitude as Perceived by Teachers

Interview data obtained from the teachers revealed a variety of factors that were perceived to contribute to student attitudes either negatively or positively. All four teachers agreed on the influence of such factors as homework, teacher’s effect on students, seating arrangement, and type of activities on student attitudes. Depending on the interview data, the researcher categorised the factors mentioned by teachers into “student, teacher and lesson related” factors. These categories will be explained and exemplified in the following sections.

4.8.1. Student Related Factors

Teacher participants stated that students’ personal traits, their unawareness of the importance of learning a foreign language, family problems, and not having a goal were all factors that promoted negative attitudes in students towards learning English. Below is a quote from T1:

“Their negative attitudes could stem from their having no goals related to English. They might think ‘How will English be beneficial to me when I return my village?’, and find it unnecessary to speak English”. (T1)

One of the teachers explained that marks obtained from exams were an important

driving motive behind student attitudes. Rather than learning, their focus was on the marks:

“Like every student, they take exams as the basis. Always marks, marks, marks! That is, they live for marks. They do not have any willingness to learn English because of its importance or fun”. (T3)

Also, students’ private problems were perceived to have a negative influence on attitudes:

“Well, I think that students’ general interest towards the lesson is high, but because children get bored in another lesson, have family problems, or are angry with me or with a friend, their attitudes may change in a negative way day by day”. (T2)

4.8.2. Teacher Related Factors

Unlike learners, majority of whom referred to teachers as an important factor behind their attitudes (positive or negative), only one teacher talked about teacher’s effects on students’ attitudes. The teacher’s teaching style is considered to be a preventive factor against development of negative attitudes towards the lesson. A teacher’s flexible manners and developing an awareness to learning English is found to have a positive effect on student attitudes:

“This is related to the teacher’s attitude. If s/he bothers students a lot, thinks only of the lesson, but does not carry out entertaining activities at times, students have an aversion towards the lesson. When I sometimes exaggerate and think merely of the lesson, I observe that my students do not participate in the lesson”. (T4)

On the other hand, teachers’ priorities with students might be influential on students’ attitudes. This can be recognized in a teacher’s statements about seating arrangement and homework:

“In general, I give homework to enhance their vocabulary. I tell students to write the words five times, I make the students -who do not write- write ten times. In fact, I do not believe that they learn anything through writing, but students do not give importance to the lesson if I do not assign any homework. Except for a few students, they do not like this kind of homework; however, I still assign them”. (T3)

Although teachers did not mention the importance of the role played by themselves, their influence was clearly viewed through the observations conducted. Serious or friendly appearance, firm or flexible manner, teacher versus student centred teaching, use of offensive words, ignoring students’ questions, and error correction were all observed to be effectual on learner attitudes. These findings were parallel to findings from the interviews with students.

4.8.3. Lesson Related Factors

Teachers talked about the impact of various aspects of lessons on students’ attitudes. For instance, they all agreed that diversity in activities and materials as well as the topics dealt with were all related to positive student attitudes:

“As English is a very colourful lesson and includes pictures, songs and projects, it is a lesson that students like generally. That is, students’ attitudes towards English lessons are positive”. (T1)

While the use of activities with fun elements such as role-plays, games, songs, and activities in which students could relate themselves to were regarded as helpful in promoting positive attitudes, lack of variety in activities and the use of activities which required some effort (writing, learning words by heart or learning grammar rules) were regarded as factors promoting negative attitudes.

In relation to the topics chosen, simplicity and choice of subjects were stated as important in the promotion of positive attitudes:

“If the children get pleasure from something, they start to like it in time. Students like English lessons, but when it comes to a grammar subject, they have difficulty and they draw back”. (T1)

4.8.4. Role of Physical Conditions

Physical conditions in the classrooms were stated to have an influence on student attitudes by one teacher:

“I think that the physical conditions and resources of the class would influence a lesson in general. That is, students’ attitudes towards English lessons would be more positive if they sat in comfortable desks, or the desks were arranged in ‘U’ type”. (T1)

4.8.5. Indications of Positive and Negative Attitudes as Perceived by Teachers

During the interviews, teachers indicated that they could understand whether their students’ attitudes toward the lesson were positive or negative by their actions, facial expressions and silence:

“I can understand their attitudes from their behaviour and facial expressions in general. Well, a student who permanently participates in the lesson sits inattentively at the desk, dealing with her/his desk mate, trying to do the homework of another lesson that s/he is afraid. That is, children show everything through their acts. In fact, they do not state it much; but I can easily understand from their body language”. (T2)

An indicator of a positive or negative learner attitude toward the lesson, according to the teachers, was their participation or non-participation in the lesson, and doing or not doing homework:

“Students who understand participate in the lesson more, ask more questions, and try to learn more. They are more interested in the lesson. However, some are silent, they hide themselves behind others and do not join the activities”. (T2)

4.8.6. Strategies Used by Teachers to Develop Positive Attitudes

In the interviews, the teacher participants indicated that they were aware of factors contributing to positive or negative student attitude toward the English lessons and that they applied various strategies in order to promote or maintain positive attitudes. These strategies are explained below.

4.8.6.1. Activities

One strategy suggested by teachers to promote/maintain positive attitude towards the lesson was the use of a variety of activities. Teachers stated that they usually preferred games and songs which the students were familiar with. One teacher participant explains how it contributes to positive student attitude:

“I have the idea that games and songs affect students in a positive way. They become motivated through games and songs. They understand better since they are playing a game, and they like this. Then, their attitudes toward the lesson become more positive. That is they become more interested”. (T4)

Taking into consideration the needs of learners, their age and level were also considered to be beneficial for creating positive attitudes. The following quote reflects this view:

“I prefer activities appropriate to students’ age. I develop or simplify the activities according to their age. In general, I apply activities that appeal to students and allow them to learn in an unconscious way. For example, students try to find the words in a puzzle. They get pleasure from this and can learn new words in the end”. (T1)

Additionally, pair- or group-work, dialogue, question-answer, translation and reading activities were stated as helpful for promoting positive attitudes by some teachers:

“Also, I have students do dialogue study. They like repeating the simple dialogues

- which I had taught- on the board. They see this as if being on the stage. When we do this, all of them are more interested in the lesson". (T3)

One of the teachers pointed out the importance of involving all learners in the lesson, students with negative attitudes in particular:

"For example, I write fifty words on the board. We find the meanings of the words together. I try to involve every student in the lesson by sending them to the board at least once. In this way, I try to motivate the students whose attitudes are negative towards English lessons, and attempt to teach them some words". (T4)

4.8.6.2. Error Correction

All four teachers mentioned that the way learner errors were treated was influential on the student attitudes. Moreover, they said that it was important to give encouragement to learners in order to help them overcome their fear of making mistakes:

"If students make a mistake during a speaking activity, I do not correct it. I know that students do not care about my correcting the pronunciation mistakes. However, if the student makes a grammar mistake, and if it will affect her/his learning negatively, I correct it via a game without hurting her/his feelings. Since a peer's correction might cause that student to become introvert and this could influence her/his participation in the lesson, I always correct the mistakes". (T1)

4.8.6.3. Feedback

In addition to the type of activities and error correction, teachers also mentioned that students needed to be acknowledged for their ability in learning and participation in the lessons. In order to achieve these, teachers suggested the use of giving (non)/verbal feedback, games, applauding, giving rewards and displaying student work on classroom walls:

“ I say ‘Bravo, Well done, Perfect’. I say ‘Come on, applaud your friend!’ Then, they become happy to have been able to succeed, and laugh. Or, I reward them via a game that improves their English. For example, I apply TPR a lot. I give a word and they act it out. They have fun. I say ‘Well done’. When I say it, they become happy and their participation increases”.

(T3)

In line with teachers’ comments, during observations, for example, it was seen that when the teacher gave positive feedback to student errors, students seemed comfortable, relaxed and confident.

4.8.6.4. L₁ and L₂

Teachers thought that the use of Turkish and/or English as a medium of instruction and communication in the classroom had an important role in student attitudes. Influence of the use of Turkish during the lessons and/or translation (of both either by the teacher or students) was thought to be positive. A preference for the use of English in familiar situations was also expressed. The following teacher explains how she uses L₁ and L₂ alternately and why:

“I use English for things that students know while I prefer Turkish for things that they do not know or have difficulty at. I believe that speaking Turkish sometimes and English at times would have a positive effect on students’ attitudes. That is to say, I can not make a comparison between two languages. However, I think in this way for my current school and students; otherwise I support English all of the time”. **(T1)**

During the observations, it was seen that when the teachers spoke in English (L2) students appeared to be more attentive.

4.8.6.5. Assessment

Teachers found it helpful to take into consideration student manners and performance in class for assessment in promoting positive attitudes toward the lesson. Also, giving higher marks to students than deserved was stated to have both positive

and negative effects on different students:

“I want my students to study for English lessons not just for getting a grade but for learning English because I think that language is a talent and a hobby. I’ m not happy with English lesson’s being regarded like a Turkish or maths lesson. Students spend more effort and want to learn more when I encourage them and when I notify them about my caring about their classroom performance in the evaluation. And if they learn in the end, this affects them positively”. (T1)

4.8.6.6. Materials

Use of materials, especially audio-visual materials, was stated to influence attitudes positively. The most commonly used materials were listed as flashcards, posters, real objects (things from students’ own lives), computers and worksheets:

“I use colourful and appealing materials. For example, I use visual materials. There are posters and flashcards everywhere in the classroom. When I use different materials from the book I always use, students find this different and become more interested. Thus, involving different materials in the lesson affects students’ attitudes positively. I sometimes take students to the computer lab and make them watch a cartoon. Then, they are more interested. That is, the more senses the material addresses, the more interested students are. I believe that students regard English as a lesson, at which they can watch cartoons; thus having positive attitudes”. (T1)

On the other hand, two teachers complained about the inadequacy of materials in the classrooms and its negative effects on student attitudes:

“In my point of view, there should be a language lab. For example, if we had a computer, a tape-recorder, a set of headphones and a projection device, English learning would be very different. My simple presentation would be different from my explanation by using the projection device. Then, students could understand better, and learn visually. As a result, they

would think that they could do better and become interested". (T4)

4.8.6.7. Teacher Effect

Teachers explained that their role on the formation of student attitudes (either positive or negative) was important. Their actions and approaches to students (for example, negative or positive reactions, being rude or nice towards them), and the way the lessons were delivered (for example adding fun elements, choosing interesting topics, creating an enjoyable atmosphere in class) were considered as effectual on student attitudes. T4 explains what he does in lessons in relation to these:

"I do not scold students even if I get very angry. I try to gather their attention. In this way, I both make them motivated and do not lose them. Then, they become more interested in the lesson". (T4)

Observations showed that teachers tried to gain students' attention in different ways (showing a flexible and kind manner, reviewing the topics of the previous lesson, asking questions that instigate thinking, creating a mini competition, giving student-related examples, use of body language and pictures, giving short breaks, making jokes, playing games and trying to find the grounds behind lack of interest). Similarly, a teacher's kind approach to a student with special needs made that particular student look more content. On the other hand, his teasing the same student or stopping the students suddenly while reading aloud and telling others to continue did not appear to be beneficial for positive attitudes. Also, firm appearance or seriousness of teachers seemed to cause fear among students.

4.9. Strategies to Reduce High Anxiety and to Create Positive Attitudes in Learners as Suggested by Teachers

In addition to the categories effective on students' anxiety and attitudes towards English lessons, teachers recommended other ELT instructors to teach English through familiar subjects and personalization, and exclude unknown subjects in the exams to reduce their anxiety. Additionally, they advised other ELT teachers to call the learners by name and to create goal awareness about language learning for positive attitudes.

CHAPTER 5

DISCUSSION

5.1. Discussions of the Findings

In this section, findings from interviews with students and teachers, and those from observations will be discussed in terms of their relationships with the findings from the literature.

5.1.1. The Relationship between Teacher Role, Student Anxiety and Attitudes

Teachers have many responsibilities and are in communication with learners all of the time; hence, they could be influential on students' anxiety either positively or negatively. Teachers' acts, teaching styles and materials may also be influential on student attitudes towards language learning as well. The position of the teacher in the classroom might be highly effective by functioning as both the educator and counsellor in the classroom (Clark, 1995).

This particular piece of research revealed that teachers were influential on students' anxiety and attitudes through such factors as their appearance, manners, ways of entering the classroom, use of feedback and punishment. In relation to these findings, it was found that some aspects of teacher characteristics such as being vigorous, active, entertaining (Yan and Horwitz, 2008), and helpful and motivating learners (Abu-Rabia, 2004) had positive contributions for reducing anxiety of the students. Also, because the learners cared a lot about their teachers' acts and reactions (Moskowitz, 1981), the encouragement and welcoming acts (Tanveer, 2007) were found to be influential in reducing student anxiety. Furthermore, the findings divulged the effect of how teachers treated student errors on anxiety and attitudes of learners in parallel with the findings of other studies in the literature (e.g. Moskowitz, 1981; Tanveer, 2007). Student participants of the present study suggested that teachers take into consideration student views and needs in the learning process in order to reduce anxiety and overcome negative attitudes. Teacher participants thought it important to promote awareness in learners of the importance of learning a language and having goals to learn a language, and to focus on learning problems and finding solutions to these. Parallel with these

findings, Savaşan (1990) claims that even for learners who are mostly calm, it is possible to feel apprehensive at times, this is why she suggests that teachers should discover the grounds behind this kind of suffering and aid students in handling it. Similarly, Niederhauser (1997) states that the motivation level of learners can be boosted when they are informed about the necessity of unknown exercises as well as the way they are conducted. Consequently, it should be the teacher's duty to notify the learners of the whats and whys they go through in the learning procedure.

5.1.2. The Relationship Between Activity Types, Student Anxiety and Attitudes

Every individual can not be and are not the same, their personality and needs differ; as a result, the way they are treated or acknowledged are different. The findings from student participants of the study showed an increase in the anxiety level and/or a formation of negative attitudes towards English learning/lessons due to the inadequate acknowledgement of learner needs and personalities. Students explained that tests administered in English lessons negatively influenced their anxiety about learning English. Similarly, Elkılıç and Akça (2008) found that “tests” and “writing” were not preferred by the students. Also, Yan and Horwitz (2008) showed that having to solve “tests” containing too many items or requiring a longer period of attention affected learners negatively (p.165).

Student and teacher participants of the present study suggested an assortment of activities. Students preferred games and songs commonly while being opposed to writing, homework or teacher-centred teaching (i.e. teacher lecturing without active student participation in the lesson) to some extent. Similarly, teachers advised keeping in mind the needs of learners and suggested using a variety of such activities as games, puzzles, songs, drawing pictures, drama, project preparations, translations and listening activities, games mostly.

In parallel with the findings of the study, a preference for games, songs, jingles in teaching L2 to young children was expressed by parents and instructors (İlter and Er, 2007). Additionally, in other studies it was found that learners preferred playing games, reading stories and role playing them (Elkılıç and Akça, 2008), group-work as well as “language games, role-plays, reading English newspapers, watching English TV and

movies, listening to English radios and songs, and speaking to native speakers” (Chan, 2001, p.511). In addition, “humanistic” activities which helped the building of constructive thoughts regarding L₂, the instructor, the friends and learners’ own senses about being in the classroom (Moskowitz, 1981) were preferred.

5.1.3. The Relationship Between Material Use, Student Anxiety and Attitudes

The selection and application of the most suitable materials might be an important factor in developing positive attitudes towards English and/or decreasing the anxiety in the classroom. Teachers ought to utilize a variety of original approaches, activities and an assortment of materials that the instructor acknowledges as suitable and beneficial to awaken the attention of the learners. They ought to involve them in the teaching and learning process and to promote imagination (Çakıcı, 2001). Similarly, it is also suggested that teachers ought to put the focus on attracting learners prior to the goals of the course while preparing the materials (Özkeçeci, 1994, p.91).

The student participants stated that they felt relaxed and enjoyed themselves more when their teachers used various kinds of materials when teaching (e.g. flashcards, computer, real objects, TV, tape-recorder and so on), although they expressed a preference for (audio)visual materials, flashcards, pictures, real objects and computers in particular. Similarly, teachers also raised the importance of using a range of materials during teaching. In relation to the use of “audio-visual materials”, Tunçel (1988) stated:

In considering the results, it would not be wrong to say that audio-visual materials are effective means of bringing forth cultural insights into classroom and they provide variety, motivate learners, bring more discussion points and promote understanding of the target language culture (p.70).

5.1.4. The Relationship Between Assessment, Student Anxiety and Attitudes

The process of learning a foreign language also requires evaluation of the language skills (listening, speaking, reading and writing) obtained to see to what extent improvement in learning was achieved. However, students could be afraid of being evaluated and they could feel apprehensive (Finch, 2001). This study showed evaluation

affected some students' anxiety and attitudes negatively. Although students mentioned written exams, performance and project duties as ways of evaluation, they seemed to care mostly about exams and marks rather than the learning of English. Their teachers also stated that their learners were mostly interested in getting a high grade in the exams. In a similar manner, Bacon and Finnemann (1990) discovered that student eagerness to study the language material could depend upon its inclusion in the exams.

Some of the student participants in this study suggested including simple questions in the exams or not administering any exams at all so as to diminish the anxiety level of the students. On the other hand, some students questioned the value of sit down written exams and suggested their teachers utilise other forms of assessments such as taking into consideration the performance of the students or assigning project work.

Parallel to the suggestions emphasizing different ways for evaluation, Abu-Rabia (2004) offered giving assignments in which students would not worry about the time element, and they could get support when and where it was necessary to lessen the apprehension for the exams. He recommended the "portfolio" as another option in class exams (p.719).

As for teacher participants in the study, they pointed out the value of assessment and suggested that it was important to take into consideration student level and preferences when preparing exams. Teachers also explained that although they administered a combination of written sit down exams and homework, they also took into consideration student manners and overall performance in the classroom when evaluating the students. With regards to assessment of student learning and performance, Chen (2006, Conclusion, para.1) found that the application of the "portfolio system" was useful in "development of English use and confidence, learning ownership, versatile talents, and critical thinking" as well as their being "in accordance with personal preference, suggesting student ownership and active participation." It seems that presenting alternative ways to learners may be positively effective on their thoughts about English lessons.

5.1.5. The Relationship Between a Fear of Making Mistakes, Peer Pressure, and Anxiety

During the interviews, students explained that they were afraid of making mistakes in class as their friends might make fun of them. They also said that when they were able to give the right answers to teacher questions, they felt confident and were more interested in the lesson.

However, the probability of making mistakes and peers' reactions to them caused uneasiness and anxiety. On the other hand, being unable to reply to a question that a friend could, affected a student negatively. In contrast, the awareness of friends' positive feelings and assistance were found to diminish their apprehension. With regards to these findings, the effect of peers was mentioned by Yan and Horwitz (2008) in their study. They recognized that some learners' evaluation that their peers were much better and gifted, both instigated apprehension and the drive to enhance their performance; to be precise, such a judgment was found to have had both positive and negative consequences on the learners.

As for teachers, they believed that students' anxiety or lack of interest towards the lesson might be related to their inadequacy in either L₁ or L₂. This relation was seen in some prior studies, as well. For example, Abu-Rabia (2004) realized that being incapable in L₁ caused an increase in students' apprehension. However, Rodriguez and Abreu (2003) discovered that learners were less apprehensive in English as compared to French due to their having more aptitude and background knowledge in English. Besides, Saito, Horwitz and Garza (1999) found that there might be a connection between learners' apprehension and their background knowledge, how eager they were to study the L₂ and how they regarded themselves as L₂ learners.

5.1.6. The Relationship Between L₁ and L₂ Use, Anxiety and Attitudes

Findings of the study showed that use of Turkish (L₁) and English (L₂) were influential on the students' attitudes towards and anxiety about English learning. Student participants expressed dissimilar viewpoints regarding the use of L₁ and L₂ in the English lessons. While some of the student participants expressed a wish for the use of English as a medium of instruction and communication in the lessons, others thought

that it would be better if both languages were used. Some students explained that when they spoke English they were more motivated to learn it. Others thought that they preferred Turkish because they knew Turkish very well. They chose Turkish in general. Students felt that they needed to be given the freedom to choose the language to use. These findings are congruent with those from prior studies. For instance, Levine (2003) realized that learners expressed their opinions in their mother tongue more. Besides, Yan and Horwitz (2008) found that the amount of apprehension was enhanced when producing or understanding the interaction in L₂. Also, Horwitz, Horwitz and Cope (1986) revealed that using the target language (L₂) caused fear among the learners.

Teachers in this study had the belief that use of both languages (Turkish and English) alternately were helpful to reduce anxiety and to develop positive attitudes. Yet, they favoured Turkish more as students could understand it easily. Although the teachers seemed in favour of Turkish as the medium of instruction and communication, observation findings showed that students were more interested with the use of English. Similarly, Carless (2008) found that L₁ was spoken by instructors -favouring L₂ in the meantime- so as to keep the learners' concentration and contribution in the lesson. In contrast, Duff and Polio (1990) realized that instructors had dissimilar opinions regarding the use of L₂. Some tended to utilize it frequently due to its benefits for the development of learners, others chose not to due to the learners' trouble at grasping it while just one of them supported both equally (ibid.).

5.1.7. The Relationship Between Students' Personal Traits, Anxiety and Attitudes

The interviews with the teachers and students showed that students' personality traits had an influence on their anxiety level and attitudes towards the English lessons. With regards to personality traits, students who claimed to be self-confident said that they were sure about themselves and that they were active participants during the lessons. On the other hand, students who claimed to have low self-confidence had various concerns (for example, reaction of peers and fear of making mistakes) during the lessons which prevented them from participating in the lessons. Similarly, Shawer, Gilmore, Banks-Joseph (2008) discerned that following a syllabus apposite to learners' prerequisites and demands in addition to conducting discussions about the subjects with the learners had a constructive effect on their enthusiasm.

5.1.8. The Relationship Between Anxiety and Family Pressure

This study showed that families could be effective on anxiety either as the source or the ending factor through their encouragement and trust. Similar to this finding, Su (2006, p.282) found there were unconstructive effects of “parents” on the learners’ opinions and achievement. On the other hand, Sung and Padilla (1998) discovered that families held helpful thoughts regarding their daughters and sons’ learning L₂.

5.1.9. The Relationship Between Seating Arrangement, Anxiety and Attitudes

Only one teacher participant mentioned the importance of physical conditions of the classroom and seating arrangement for learners’ attitudes. Likewise, only one male student stated feeling uneasy due to the fact that he shared the desk with a female student and/or sitting at the back of the class. As for their suggestions about seating arrangement, students advised different types (sitting in rows, groups, or in a U shaped arrangement) so as to reduce anxiety and to develop positive attitudes. Only one of them suggested conducting the lesson in a setting outside the classroom (i.e. “forest”) on positive attitudes.

Based on the reviewed literature, none of the previous studies reported a relationship between anxiety and seating arrangement.

5.1.10. The Relationship Between Motivation, Anxiety and Attitudes

This study revealed that goals of learning, personal reasons and extrinsic factors (the reactions of teachers/peers, rewards) gave students motivation. In consequence, their motivation seemed to influence their attitudes and anxiety.

The findings from the study showed that students’ positive/negative attitudes were related to how interested they were in English. That is, the more willing students were to learn L₂, the more positive their attitudes were. Parallel with this finding, Bacon and Finnemann (1990) disclosed that being reluctant to learn was the biggest cause of problems in understanding and discontent. Similarly, Bye, Pushkar and Conway (2007, p.155) stated that “Interest emerged as the strongest predictor of both intrinsic

motivation for learning and positive affect in this study.” Additionally, Stipek (2002, p.124) maintained that having the sense of effectiveness and aptitude developed subsequent to achievement in demanding duties, increases “intrinsic motivation” whereas being in the mood of ineptitude, weakens it. In other words, holding positive opinions about her/himself as the learner, as a result of good performance at challenging duties, back up “intrinsic motivation”.

5.1.11. The Relationship Between Attitudes and Language Learning Goals

From the interviews with students, it was found out that students want to learn English because they want “to become English teachers”, they want “to obtain a good score in SBS”, “to be able to communicate with people from other cultures” and “to achieve success.” Çetinkaya (2009) found that students were inclined to make use of English for their goals. Additionally, Ely (1986) mentioned the usefulness of making learners recognize the value of L₂ in terms of getting a job. Also, Kitano (2001) talked about the significance of notifying students to settle on objectives possible to be achieved; otherwise their apprehensions become unavoidable. Besides, Kitano (ibid.) advised involving these objectives for promoting eagerness.

5.1.12. The Relationship Between Attitudes and English as a FL vs. a Lesson

The study showed that students viewed English either as a lesson or a foreign language which in turn seemed to have affected their attitudes towards English. While some of the students who regarded English more as a foreign language expressed positive thoughts/feelings towards English, and considered it as a universal language, others held negative feelings due to lack of understanding English. In the study of Çetinkaya (2009), students expressed their contrasting opinions about English, as well.

The students who viewed English as a subject stated that they enjoyed themselves, felt comfortable in English lessons and thought that it was an important subject; thus, holding positive feelings towards English lessons. There were also those students who claimed to be shy and unsuccessful as they did not study hard enough. Such students held negative feelings towards English lessons.

Apprehension about learning a foreign language has been reported to have two important effects on the process of learning by both affecting the viewpoints and feelings of the learners and the goals to “continue” education in the foreign language (Phillips, 1992, p.22). Also, when learners undergo the adverse sides of “negative affect”, or when they are afraid of taking part in the spoken exams, their stances would be nonconstructive, which would cause a lack of interest in the lesson (Phillips, 1992, p.22). Çakıcı (2001) concluded that students’ opinions -about the L₂ and issues related to it- played a significant role in their success.

5.1.13. The Relationship Between Lesson Preparation and Participation, Anxiety and Attitudes

This study revealed that doing preparation for the lesson (homework, studying for exams) and high participation in the lesson affected attitudes positively; the absence of these had a negative affect on attitudes. Also, students recommended their teachers give homework suitable to their level and interest, and doing it in the classroom so as to overcome nonconstructive feelings or ideas.

Correspondingly, teachers mentioned the positive influence of being prepared for the class on anxiety. In relation to this, they suggested that giving homework assignments served this purpose. They further explained that they were careful about the choice of homework and their topics, and that; they paid attention to their suitability to student level. They claimed that they provided help and guidance.

In relation to lesson preparation, Öner and Gedikoğlu (2007) found that arriving to the classroom prepared diminished the development of anxiety, and increased student participation. Likewise, they suggested that teachers encourage their students come prepared to the lessons so as to prevent the development of anxiety. As for participation, Özkeçeci (1994, p.86) explained its significance “Most of the students and instructors defend the idea that having a kind of activity which requires student participation is the most important thing in FL learning.” As clear through the findings of both, this study and those of the reviewed literature, preparation and participation seem to have a relationship with anxiety and/or attitudes.

5.2. Signs of Anxiety and Positive/ Negative Attitudes

The findings of the study showed that students expressed their anxiety and attitudes through an assortment of ways in an unconscious manner. The researcher grouped the indicators of anxiety as psychological signs (i.e. fear of low marks, fear of mistakes, doubting their grasp of subjects, apprehension, unhappiness, shame, forgetfulness, panic, boredom, a decrease in self-confidence) to name a few. Others are physical reactions (laughing, shivering, getting thirsty, having a fast heart beat) and inadequate endeavours (not doing the homework and not participating in the lesson). According to students' statements, boredom, a decrease in self-confidence, uncertainty and forgetfulness were the most common ones.

Similar to students, teachers listed the indications of anxiety as making mistakes, looking doubtful, trying to escape the notice of the teacher, having red faces, and glancing around quickly. Other signs of anxiety observed were looking at the floor, moving nervously in their desks and murmuring. Similar signs of anxiety were found in some prior studies (Woodrow, 2006; Tanveer, 2007). Also, observations revealed that students who were relaxed or felt at ease during the lessons were making jokes, expressing opinions freely, and chatting with peers.

As for the signs of positive or negative attitudes, the researcher used the endeavours of students as the focus. While students with positive attitudes were busily involved in various activities; students with negative attitudes preferred merely their favourite activities and/or homework. That is, the more interested the learners were, the more positive attitudes they displayed. Similarly, teachers listed the signs of students' negative attitudes as silence, dealing with something else, non-participation in the lesson, not doing homework or making negative verbal statements. Observations supported teachers' statements. In parallel with these findings, in their study, Shaver, Gilmore, Banks-Joseph (2008) found that the learners showed their pleasure by taking part in the lesson, arriving to class on time, showing no misbehaviour and stating their commendations regarding the lesson. In contrast, learners revealed their displeasure through misbehaviour, apathy, and lack of concentration or not attending the class.

This study further revealed that teachers and students mostly supported the existence of anxiety at a lesser degree since it had a positive effect on student attitudes, whereas they all opposed anxiety at extensive degrees. Similarly, Öner and Gedikoğlu (2007) revealed a positive relationship between the anxiety levels and achievements. That is, the more anxious students were, the less successful they were. On the other hand, Bloom (2007) stated that slight discomfort over the learners was beneficial for them.

CHAPTER 6

CONCLUSIONS

"Writing is a lonely job, unless you're a drinker, in which case you always have a friend within reach". (Emilio Estevez)

6.1. Summary and Conclusions

The present study was conducted with 16 students and four English instructors in three state middle schools in Adana, Turkey. The purpose of the study was multifaceted. These were identifying both students' and teachers' views about:

- sources of student anxiety regarding English learning
- factors contributing to student attitudes negatively and positively
- roles of these two affective factors, namely anxiety and attitudes, in learning English
- strategies which can be used by teachers in order to promote positive attitudes in learners and lower their anxiety in English classrooms.

Mainly, qualitative data collection tools and procedures were utilised. These were semi-structured, open-ended interviews and observations. Student participants were chosen from among 163 students through a Foreign Language Classroom Anxiety Scale (FLCAS) and a questionnaire on attitudes toward English. Depending on the FLCAS and the questionnaire findings, 16 students (four students with low- and four with high-anxiety levels, and four students with positive attitudes and four with negative attitudes towards learning English) were selected. Additionally, the English teachers of the student participants were included in the study. All four teacher participants were interviewed in order to identify their views on the factors contributing to student anxiety and positive or negative student attitudes towards English learning. Also, they were observed three times in their classrooms.

The findings of this study are listed below:

- Teachers were found to play a key role in the formation of anxiety and positive/negative attitudes of learners through their manners and conducts in the classroom. Students wished to see kind, helpful and flexible teachers in the classrooms. Teachers agreed on the instructors' significance on learners' anxiety and attitudes.
- The reactions of their peers were found to be of great effect on students' anxiety.
- Fear of making mistakes in L₂, was negatively influential on students' anxiety. A relative finding to this could be the inclusion of English in SBS. It may be both a provoking and discouraging factor to high anxiety.
- Both students and instructors preferred the existence of diversity in activities and materials. Students liked activities, at which they both learned and had fun. Games and songs were generally the most preferable. As for materials, both students and teachers favoured the use of audio-visual materials in general. Computers were the most favourite materials for students.
- Although both Turkish (L₁) and English (L₂) were used in the classroom, both students and teachers were inclined to speak Turkish more as a result of its being the mother tongue and preventing a problem in comprehension.
- Although teachers seemed to consider students' endeavours in the classroom as well as exam marks for evaluation, exams and especially marks appeared to be very influential on both attitudes and anxiety of the learners.
- Instructors stated that they tried to keep in mind the anxiety and attitudes of the learners while teaching the language, however the lack of materials in the classrooms, or learners' proficiency in Turkish or English influenced the learners' anxiety and/or attitudes negatively.

The findings of this research could be beneficial for teaching English as a foreign language by presenting the viewpoints of both instructors and learners in regards to anxiety and attitude, which the study revealed as significant.

6.2. Personal Reflections

As this study revealed, such different factors as teacher's manners and applications, L₁ and L₂ use, use of materials and activities were influential on students' anxiety level in the classroom and/or on their attitudes towards English lessons.

Although as an ELT instructor, I have been aware of the importance of these factors and tried to carry out my lessons by keeping them in mind, once again I became aware of how imperative the key role played by the teacher is.

This study was helpful for me as it developed my knowledge in research skills (data collection tools and analysis procedures). Prior to the study, I was a bit apprehensive about the number of my participants (16 students and 4 instructors) in providing the required responses to my research questions as compared to studies which involve hundreds or thousands of people as participants. When I started to conduct the interviews and observations, I realized that trying to understand the participants' thoughts and emotions, which they had kept to themselves, in addition to analyzing them, was very challenging, but rewarding in the meantime. Also, it provided me a huge amount of data beneficial for my study.

6.3. Implications of the Study

The results of this study revealed the crucial role of the instructors in students' anxiety and attitudes. As a consequence, that could be beneficial for both teacher training institutions and teachers by taking the attention to the affective states of the learners during teaching English. Besides, the results showed the influence of families on students' anxiety either positively and/or negatively, therefore they are advised to support their children while learning English.

6.4. Suggestions for Further Research

This study revealed the views of teachers and students about anxiety and attitudes; two affective factors; in terms of learning and teaching English. However, it dealt with the situation only on one level (the sixth grade). Further studies could look into the same subject by diversifying the group levels so as to divulge the similarities and differences among the anxiety and attitudes of students at different grades (i.e. the fourth grade, the beginning level of English; the eighth grade, the end of middle school education; the twelfth grade, the end of high school education and the university level). Besides, further studies could investigate the views regarding more affective factors. These factors can be looked into in terms of students only, or involve the perspectives of teachers, parents or peers. In conducting these studies, the best representatives of the

participants should be used. In doing so, the researchers can benefit from questionnaires that aid them in making an initial elimination, then use interviews and observations to obtain more detailed data.

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APPENDIX 1**OBSERVATION CHECKLIST**

N O	ITEMS	TEACHER (What does s/he do?)
1	Classroom Language (Use of L1 and L2)	
2	Use of Feedback	
3	Error Correction Techniques	
4	Activities Applied in the Classroom	
5	Materials	

APPENDIX 2

BİLGİLENDİRME FORMU (CONSENT FORM)

Sevgili,

Bu görüşmenin amacı, İngilizce'yi yabancı bir dil olarak öğrenirken (EFL), öğrencilerin sınıf içinde yaşadıkları kaygıyı ortaya çıkarmaktır.

Bu görüşmede, İngilizce'yi yabancı bir dil olarak öğrenirken yaşadığınız kaygı, bunun nedenleri ve etkileri ile ilgili sekiz soru sorulacaktır. Soruları cevaplarken, sesiniz -daha sonra araştırmanın analiz bölümünde kullanılmak üzere- kaydedilecektir. Ses kaydınız; araştırmacı olarak sadece ben, ve danışmanım sayın Yrd. Doç. Dr. Neşe CABAROĞLU tarafından dinlenecektir. Analiz sırasında isminiz kullanılmayacak, size bir takma isim verilecek ve kimliğiniz gizli tutulacaktır.

Görüşme sırasında herhangi bir konuda sorun yaşarsanız; lütfen bunu araştırmacıyla paylaşmaktan çekinmeyiniz. Katılımınız için çok teşekkürler.

Songül ÇELEBİ

İngilizce Öğretmeni

İZİN FORMU

Yukarıdaki bilgilendirme formunu okudum ve araştırmacı sayın Songül ÇELEBİ'nin benimle görüşme yapmasında ve bunu tez çalışmasında kullanmasında bir sakınca görmüyorum.

İmza

Ad-Soyad

APPENDIX 3

BİLGİLENDİRME FORMU (CONSENT FORM)

Sevgili,

Bu görüşmenin amacı, İngilizce'yi yabancı bir dil olarak öğrenirken (EFL), öğrencilerin İngilizce'ye yönelik tutumlarını ortaya çıkarmaktır.

Bu görüşmede, İngilizce'ye karşı hem bir dil olarak hem de bir ders olarak tutumlarınız hakkında sekiz soru sorulacaktır. Soruları cevaplarken, sesiniz -daha sonra, araştırmanın analiz bölümünde kullanılmak üzere- kaydedilecektir. Ses kaydınız; araştırmacı olarak sadece ben, ve danışmanım sayın Yrd. Doç. Dr. Neşe CABAROĞLU tarafından dinlenecektir. Analiz sırasında isminiz kullanılmayacak, size bir takma isim verilecek ve kimliğiniz gizli tutulacaktır.

Görüşme sırasında herhangi bir konuda sorun yaşayacak olursanız; lütfen bunu araştırmacıyla paylaşmaktan çekinmeyiniz. Katılımınız için çok teşekkürler.

Songül ÇELEBİ

İngilizce Öğretmeni

İZİN FORMU

Yukarıdaki bilgilendirme formunu okudum ve araştırmacı sayın Songül ÇELEBİ'nin benimle görüşme yapmasında ve bunu tez çalışmasında kullanmasında bir sakınca görmüyorum.

İmza

Ad-Soyad

APPENDIX 4

BİLGİLENDİRME FORMU (CONSENT FORM)

Sayın

Bu görüşmenin amacı, İngilizce'yi yabancı bir dil olarak öğretirken (TEFL), İngilizce öğretmenlerinin, öğrencilerin tutumları ve kaygıları hakkında ne düşündüklerini ortaya çıkarmaktır.

Bu görüşmede, İngilizce'yi yabancı bir dil olarak öğretirken öğrencilerin tutumları ve kaygıları hakkındaki düşünceleriniz, bu konularda neler yaptığımız, ve neler yapılması gerektiği ile ilgili sekiz soru sorulacaktır. Soruları cevaplarken, sesiniz -daha sonra araştırmanın analiz bölümünde kullanılmak üzere- kaydedilecektir. Ses kaydınız; araştırmacı olarak sadece ben, ve danışmanım sayın Yrd. Doç. Dr. Neşe CABAROĞLU tarafından dinlenecektir. Analiz sırasında isminiz kullanılmayacak, size bir takma isim verilecek ve kimliğiniz gizli tutulacaktır.

Görüşme sırasında herhangi bir konuda sorun yaşayacak olursanız; lütfen bunu araştırmacıyla paylaşmaktan çekinmeyiniz. Katılımınız için çok teşekkürler.

Songül ÇELEBİ

İngilizce Öğretmeni

İZİN FORMU

Yukarıdaki bilgilendirme formunu okudum ve araştırmacı sayın Songül ÇELEBİ'nin benimle görüşme yapmasında ve bunu tez çalışmasında kullanmasında bir sakınca görmüyorum.

İmza

Ad-Soyad

Adapted from the Ph. D. Thesis of Cabaroğlu (1999)

APPENDIX 5**INTERVIEW PROTOCOL ANXIETY (STUDENTS)**

- 1) a) Genel olarak nasıl bir kişiliğe sahipsiniz?
 - b) İngilizce dersinde kaygılandığınız anlar oluyor mu?
- 2) a) Sınıfta yapılan etkinlikler ve aktiviteler hakkında ne düşünüyorsunuz?
 - b) Sınıfta yapılan hangi etkinlikler sırasında kaygılanıyorsunuz?
 - c) Sınıfta yapılan hangi etkinlik sizi en çok kaygılandırıyor?
- 3) Derste öğretmeniniz hangi dili konuşuyor? İngilizce konuştuğu zamanlarda, kendinizi nasıl hissedersiniz? Türkçe konuştuğu zamanlarda, kendinizi nasıl hissedersiniz?
- 4) Derste hata yaptığınız zaman nasıl hissedersiniz?
- 5) a) İngilizce sınavına çalışırken, kendinizi nasıl hissedersiniz?
 - b) Sınav anında kendinizi nasıl hissedersiniz?
- 6) İngilizce dersinde kaygı duyduğunuz anlarla, kaygı duymadığınız anları karşılaştır mısınız? Ne fark var? Ne benzerlik var?
- 7) Sınıfta duyduğunuz kaygı İngilizce öğrenmenizi nasıl etkiliyor? Neden?
- 8) Siz İngilizce öğretmeni olsaydınız, öğrencilerin kaygılarını azaltmak için neler yapardınız?

APPENDIX 6
INTERVIEW PROTOCOL
ATTITUDE (STUDENTS)

- 1) İngilizceye karşı ne hissediyorsunuz?
- 2) a) İngilizce öğrenmek istiyor musunuz?
b) Evet ise; “Neden? İngilizce öğrenmekteki amacınız/amaçlarınız nedir?”, Hayır ise;
“Neden?”
- 3) İngilizce dersini nasıl buluyorsunuz?
- 4) İngilizce dersinde kendinizi nasıl hissedersiniz ?
- 5) Sınıfta yapılan etkinlikler ve aktiviteler hakkında ne düşünüyorsunuz?
- 6) İngilizce’ye karşı hissettikleriniz İngilizce öğrenmenizi nasıl etkiliyor?
- 7) Okul dışında İngilizce ile ilgili herhangi bir şey yapıyor musunuz? Neler yapıyorsunuz? Neden?
- 8) Siz İngilizce öğretmeni olsaydınız, öğrencilerin dersi sevmesi/ daha çok sevmesi için neler yapardınız?

APPENDIX 7**INTERVIEW PROTOCOL (TEACHERS)**

1) a) Öğrencileriniz, İngilizce dersinde nasıl davranıyorlar?

b) Öğrencilerinizin İngilizce'ye yönelik genel tutumlarını nasıl tanımlarsınız?

2) Öğrencilerinizin İngilizce'ye yönelik tutumlarının İngilizce'yi öğrenmelerindeki yeri sizce nedir?

3) a) Derse hazırlık sürecinde, öğrencilerinizin İngilizce'ye yönelik tutumlarını göz önünde bulunduruyor musunuz?

b) Ders esnasında, öğrencilerinizin İngilizce'ye yönelik tutumlarını göz önünde bulunduruyor musunuz? Neler yapıyorsunuz?

4) Sizce İngilizce öğretmenleri, öğrencilerin İngilizce dersine karşı olumlu tutum geliştirebilmeleri için neler yapmalılar?

5) Sizce, öğrencilerinizin İngilizce'yi öğrenmelerinde sınıf içindeki kaygı durumlarının rolü nedir?

6) Öğrencileriniz kaygılandığı zaman, ne gibi davranış değişiklikleri gözlemliyorsunuz? (fiziksel ve/ veya psikolojik)

7) a) Derse hazırlık sürecinde öğrencilerinizin sınıftaki kaygı durumlarını göz önünde bulunduruyor musunuz?

b) Ders esnasında, öğrencilerinizin sınıftaki kaygı durumlarını göz önünde bulunduruyor musunuz? Neler yapıyorsunuz?

8) Sizce, İngilizce öğretmenleri öğrencilerin sınıftaki kaygılarını azaltmak için, neler yapmalılar?

APPENDIX 8
THE TRANSLATED VERSION OF THE FLCAS

Sevgili öğrenciler,

Bu ölçekten elde edilecek veriler akademik bir çalışmada kullanılacaktır. Aşağıda yer alan maddeleri dikkatlice okuyup, sizin düşüncenizi en yakın ifade eden kutucuğu işaretleyiniz (√)

MADDELER	(A) Kesinlikle katılıyorum	(B) Katılıyorum	(C) Kararsızım	(D) Katılmıyorum	(E) Kesinlikle katılmıyorum
1) İngilizce derslerinde konuşurken hiçbir zaman kendimden tam olarak emin olamıyorum.					
2) İngilizce derslerinde hata yaparım diye endişelenmem.					
3) İngilizce derslerinde konuşma sırasının bana geldiğini anladığımda elim ayağım titriyor.					
4) Öğretmenin İngilizce olarak söylediği şeyleri anlayamamak beni korkutuyor.					
5) İngilizce ders saatlerinin arttırılması beni rahatsız etmez.					
6) İngilizce dersleri sırasında, sık sık kendimi dersle ilgisi olmayan şeyler düşünürken buluyorum.					
7) Sürekli olarak diğer öğrencilerin İngilizce seviyelerinin benden daha iyi olduğunu düşünüp duruyorum.					
8) İngilizce sınavlarında kendimi rahat hissediyorum.					
9) İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığım zaman telaşa kapılıyorum.					
10) İngilizce derslerinde başarısız olmam durumunda karşılaşılabileceğim sorunlar beni endişelendiriyor.					
11) Bazı insanların İngilizce derslerini neden bu kadar sorun yaptıklarını anlamıyorum.					
12) İngilizce derslerinde bildiğim şeyleri unutacak ölçüde gergin olabiliyorum.					
13) İngilizce derslerinde bir soruya gönüllü olarak cevap vermekten utanıyorum.					
14) Anadili İngilizce olan biriyle konuşmak beni huzursuz etmez.					
15) Öğretmenin konuşmamda ne hata bulduğunu anlamadığım zaman üzülürüm.					
16) İngilizce derslerine iyi hazırlanmış olsam bile, yine kaygı duyuyorum.					
17) Çoğu zaman İngilizce derslerine gitmek içimden gelmiyor.					

MADDELER	(A) Kesinlikle katılıyorum	(B) Katılıyorum	(C) Kararsızım	(D) Katılmıyorum	(E) Kesinlikle katılmıyorum
18) İngilizce derslerinde konuşurken kendime güveniyorum.					
19) İngilizce öğretmenimin yaptığım her hatayı düzeltmek için hazır beklediği düşüncesi beni korkutuyor.					
20) İngilizce derslerinde bana söz verildiğinde kalbimin hızla çarptığını hissediyorum.					
21) Bir İngilizce sınavına ne kadar çok çalışırsam çalışayım yine de kafam karışır.					
22) İngilizce derslerine iyi hazırlanmak için üzerimde bir baskı hissetmiyorum.					
23) Her zaman diğer öğrencilerin İngilizce'yi benden daha iyi konuştukları duygusuna kapılıyorum.					
24) İngilizce'yi diğer öğrencilerin önünde konuşmak konusunda çok çekingenim.					
25) İngilizce dersleri o kadar hızlı ilerliyor ki geride kalmaktan korkuyorum.					
26) İngilizce derslerinde kendimi diğer derslerde olduğundan daha gergin ve huzursuz hissediyorum.					
27) İngilizce derslerinde konuşurken heyecanlanıyorum ve kafam karışıyor.					
28) İngilizce derslerine giderken oldukça rahat ve kendimden emin oluyorum.					
29) İngilizce öğretmenin söylediği her sözü anlamazsam endişeleniyorum.					
30) İngilizce konuşmak için öğrenilmesi gereken kuralların çokluğu altında ezildiğimi hissediyorum.					
31) İngilizce konuştuğum zaman diğer öğrencilerin benimle alay edeceklerinden korkuyorum.					
32) Anadili İngilizce olan yabancılar arasında bulunsam kendimi büyük bir olasılıkla rahat hissederim.					
33) İngilizce dersi öğretmeni hazırlıklı olmadığım konularda sorular sorduğunda kendimi huzursuz hissediyorum.					

Nilüfer DALKILIÇ (2001) 'ın tezinden uyarlanmıştır.

The items 1, 3, 4, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31 and 33 were pointed from 5, 4, 3, 2 to 1. The items 2, 5, 8, 11, 14, 18, 22, 28 and 32 were pointed from 1, 2, 3, 4 to 5 (as cited in Dalkılıç, 2001, p. 63).

APPENDIX 9

QUESTIONNAIRE ON ATTITUDES TOWARD ENGLISH

(TURKISH VERSION)

Sevgili öğrenciler,

Bu ankette, İngilizceye karşı olan genel tutumunuzu ortaya çıkarmak amaçlanmaktadır. Bu anketten elde edilecek veriler akademik bir çalışmada kullanılacaktır. Aşağıda yer alan maddeleri dikkatlice okuyup, sizin düşüncenizi en iyi ifade eden kutucuğu işaretleyiniz (√)

1= Kesinlikle katılmıyorum

2= Katılmıyorum

3= Biraz katılıyorum

4= Katılıyorum

5= Kesinlikle katılıyorum

		Kesinlikle katılmıyorum 1	Katılmıyorum 2	Biraz katılıyorum 3	Katılıyorum 4	Kesinlikle katılıyorum 5
1	İngilizce çok ilgi çekici bir ders <u>değildir</u> .					
2	İngilizce becerilerimi geliştirmek ve bu dili daha fazla öğrenmek isterim.					
3	İngilizce çok değerli ve gerekli bir derstir.					
4	İngilizce kendimi gergin ve rehatsız hissetmeme sebep oluyor.					
5	Genellikle okulda İngilizce öğrenmekten zevk aldım.					
6	Almam gerekenden daha fazla İngilizce dersi almak <u>istemem</u> .					
7	İnsanlar için diğer dersler İngilizceden daha önemlidir.					
8	İngilizce çalışırken son derece sakinim.					
9	İngilizce çalışmayı nadiren severim.					
10	Daha fazla İngilizce bilgisi öğrenmeye meraklıyım.					

		Kesinlikle katılmıyorum 1	Katılmıyorum 2	Biraz katılıyorum 3	Katılıyorum 4	Kesinlikle katılıyorum 5
11	İngilizce beynimizi geliştirir ve düşünmeyi öğretir.					
12	İngilizce kendimi huzursuz ve aklı karışık hissetmeme sebep oluyor.					
13	İngilizce benim için zevkli ve güdüleyicidir.					
14	Almam gerekenden fazla İngilizce dersi almak <u>istemem</u> .					
15	Günlük hayatta İngilizce özellikle önemli <u>değildir</u> .					
16	İngilizceyi anlamaya çalışmak beni endişelendirmez.					
17	İngilizce anlamsız ve sıkıcıdır.					
18	Eğitimim boyunca alabildiğim kadar İngilizce almaya çalışırım.					
19	İngilizce medeniyet gelişimine katkıda bulunmuştur.					
20	İngilizce benim en çok korktuğum derslerden biridir.					
21	İngilizce alıştırmalar yapmayı severim.					
22	İngilizceyi çok çalışmak için çok istekli <u>değilim</u> .					
23	İngilizce insanların öğrenmesi gereken konulardan biri <u>değildir</u> .					
24	İngilizce derslerimi yapmaya çalışırken tedirgin olmam.					

Sabiha TUNÇ (2003)'un tezinden uyarlanmıştır.

The 1th, 4th, 6th, 9th, 12th, 14th, 15th, 17th, 20th, 22nd and 23rd items were reversed items. They were pointed from 5, 4, 3, 2 to 1. The other items in the scale were pointed from 1, 2, 3, 4 to 5.

APPENDIX 10

THE OFFICIAL PERMISSION DOCUMENT

T.C
ADANA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : B.08.04.MEM.4.01.00.05.040
Konu : Tez Çalışması

54939

2/11/2008

VALİLİK MAKAMINA
ADANA

Çukurova Üniversitesi, Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı Yüksek Lisans öğrencisi Songül ÇELEBİ'nin danışmanı Yrd.Doç.Dr.Neşe CABAROĞLU yönetiminde hazırlamakta olduğu "Teachers' views Anxiety, Motivation and Attitudes in Teaching English as a Foreign Language" konulu Tez Çalışmasını İlimiz Karaisalı İlçesine bağlı ekli listede belirtilen Okullarda yapmak isteğine dair Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü'nün 06/11/2008 tarih ve 3083 sayılı yazısı ilişikte sunulmuştur.

Adı geçenin "Bakanlığımıza Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi"ne istinaden ekli listede belirtilen okullarda, okul müdürlüklerinin denetiminde 22 Şubat 2008 tarihine kadar uygulaması müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Abdulgafur BÜYÜKFIRAT
İl Millî Eğitim Müdürü

OLUR
2/11/2008

Erdem KİYAK

Vali a.
Vali Yardımcısı

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2006-2009 : Master of Arts, Çukurova University, The Institute of Social Sciences, English Language Teaching Department, Adana.
2000-2005 : Bachelor of Arts, Çukurova University, Faculty of Education, English Language Teaching Department, Adana.
1996-2000 : High School, Çağrıbey High School, Adana.
1993-1996 : Middle School, Ertuğrul Gazi Middle School, Adana.
1992-1993 : Primary School, Nigahi Soykan Primary School, Adana.

WORK EXPERIENCE

2005- : Karaisalı Atatürk Middle School, Adana.