AN ANALYSIS OF THE RELATIONSHIP BETWEEN LEARNER'S FOREIGN LANGUAGE CLASSROOM ANXIETY AND ACHIEVEMENT IN LEARNING ENGLISH AS A FOREIGN LANGUAGE IN THE FRESHMAN CLASSES AT THE UNIVERSITY OF GAZİANTEP

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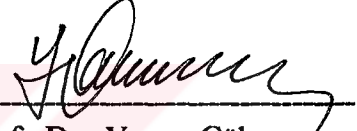ENGLISH LANGUAGE TEACHING
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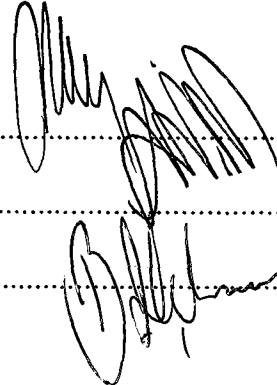
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ABSTRACT

AN ANALYSIS OF THE RELATIONSHIP BETWEEN LEARNER'S FOREIGN LANGUAGE CLASSROOM ANXIETY AND ACHIEVEMENT IN LEARNING ENGLISH AS A FOREIGN LANGUAGE IN THE FRESHMAN CLASSES AT THE UNIVERSITY OF GAZİANTEP

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This study was designed to investigate the relationship between learners' foreign language classroom anxiety and their success in learning English as a foreign language in the Freeshman Section of the University of Gaziantep. Furthermore, the native speaker teachers' influence on students' anxiety levels was examined. The data were gathered by means of three instruments: The Turkish version of Foreign Language Classroom Anxiety Scale (Horwitz, E. K., Horwitz M. B., & Cope, J., 1986) assessing students' anxiety levels, an English achievement test to determine students' success in learning English as a foreign language and a five point rating scale which was completed by the teachers to evaluate students' oral proficiency in English. The findings of this study indicated that there was a significant moderate negative relationship between students' language anxiety and their achievement in learning English as a foreign language; a significant moderate negative relationship between their language anxiety levels and their achievement in English reading comprehension; and a significant moderate

negative relationship between students' language anxiety levels and their oral English proficiency. However, the study yielded that there was statistically no significant difference between the anxiety levels of the students taught by native speaker teachers and those who were taught by non-native speaker teachers.

Keywords: anxiety, foreign language anxiety, situation specific anxieties, trait anxiety, test anxiety, communication apprehension, affective factors in learning

ÖZ

GAZİANTEP ÜNİVERSİTESİ BİRİNCİ SINIF ÖĞRENCİLERİNİN YABANCI DİL DERSİ KAYGILARI İLE YABANCI DİL ÖĞRENME BAŞARILARI ARASINDAKİ İLİŞKİNİN ANALİZİ

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Gaziantep Üniversitesi birinci sınıf öğrencileri üzerinde yapılan bu araştırma, öğrencilerin yabancı dil dersindeki kaygı seviyeleri ile yabancı dil öğrenmedeki başarıları arasındaki ilişkiyi incelemeyi amaçlamaktadır. Ayrıca, yabancı öğretmenlerin öğrencilerin kaygı seviyeleri üzerindeki etkisi de bu araştırmanın kapsamı içinde yer almaktadır. Denek olarak tüm freshman öğrencileri alınmıştır. Gerekli veriler toplamak için üç araç kullanılmıştır: Öğrencilerin yabancı dil dersi kaygı seviyelerini ölçmek için Horwitz'in (1986) Yabancı Dil Dersi Kaygı Ölçeğinin Türkçe versiyonu, yabancı dil öğrenmedeki başarılarını ölçmek için bir İngilizce yeterlilik testi ve İngilizce konuşmadaki yeterliliklerinin saptanması için öğretmenler tarafından doldurulan öğrencilerin yabancı dil konuşma becerilerinin beş puan üzerinden derecelendirildiği bir ölçek. Bu çalışmanın sonucunda öğrencilerin yabancı dil dersi kaygı seviyeleri ile öğrencilerin İngilizce başarı notları, İngilizce okuma becerileri ve yabancı dil konuşma becerileri arasında orta seviyede anlamlı olumsuz yönde bir ilişki bulunmuştur. Öte yandan, yabancı öğretmenlerden ders alan öğrenciler ile Türk öğretmenlerden ders alan öğrenciler arasında kaygı seviyesi bakımından anlamlı bir fark bulunamamıştır.

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Anahtar kelimeler: kaygı, genel kaygı, sınav kaygısı, anlık kaygı, durumluk kaygı, iletişim korkusu, öğrenmede duyuşsal faktörler

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LIST OF SYMBOLS

EFL	English as a Foreign Language
ESL	English as a Second Language
FL	Foreign Language
ESP	English for Specific Purposes
FLCAS	Foreign Language Classroom Anxiety Scale
FLCA	Foreign Language Anxiety
L1	First Language (Native Language)
L2	Second Language
SE	Standard Error
Corr.	Correlation
N	Number
P	Probability

CHAPTER I

Introduction

1.0. Presentation

The aim of this study was to investigate the relationship between Foreign Language Classroom Anxiety (FLCA) and success in the learning of English as a foreign language In conjunction with this aim, this chapter covers the background information, the problem statement, the purpose of the study, the research questions, the definition of terms, the limitations of the study, the scope of the study, and the assumptions behind it.

In recent years, language as a field of research has been affected by the developments in linguistics, psychology, sociology, and education. Not surprisingly, it has the closest ties with psychology because learning with its problems and different aspects is one of the main subjects in psychology. Anxiety is an important psychological concept and its relation to performance has always been an interesting topic to the researchers in the field of psychology. Although these studies were not able to establish clear cut relationships, they led foreign language researchers to examine the possible relationship between anxiety and second language learning, since foreign language students are constantly required to perform tasks which are rather anxiety provoking for some students.

Anxiety as a variable in foreign language learning drew the attention of researchers in the 1970s, but these studies were rather difficult to interpret because the results were contradictory. Since the 1970s anxiety has continued to concern FL researchers. Horwitz, et al (1986) argued that some foreign language students suffered from a specific anxiety which they called "Foreign Language Classroom Anxiety (FLCA)". Whether anxiety has

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a considerable effect on foreign language learning or not is still being questioned by FL researchers.

1.1 Background

After the Second World War English has become a very popular and international language. The revolutionary advancement in technology, science, and economy created a necessity for an international language and this role fell to English. This development led researchers to concentrate on foreign language class. Innumerable researches have been conducted to find out the possible causes of failure or success in foreign language class since then. Various factors which can be broadly grouped into three groups have been identified as a result of these studies.1. Cognitive factors : These factors involve intelligence, language aptitude, language learning strategies,etc. Cognitive factors refer to different aspects of cognition. 2. Affective Factors: Affective factors are defined by Gardner & MacIntyre (1993, p. 1) as " emotionally relevant characteristics of the individual that influence how he /she will respond to any situation". Motivation, language anxiety, self-confidence, personality attributes, and learning styles are affective variables which have been the focus of many studies in EFL. The factors in the third group include age, socio-cultural experiences, instructional methods, textbook, teacher,etc. The cognitive and affective factors are also known as "intrinsic factors". The factors mentioned in the third group are usually called "extrinsic factors" Researchers indicate that the role of intrinsic factors is greater than those of extrinsic factors (Stauble, 1976).

Learning a foreign language is a complex process and it is evident that it cannot be sufficently explained by solely cognitive or non-affective factors. In fact, affective factors are viewed as possible sources for

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differential success among foreign language learners. Research has shown that anxiety, frustration, and alienation are some of the emotional barriers which are frequently experienced among foreign language learners (Samimy & Rardin ,1994). Recent studies indicate that adult language learners frequently experience anxiety in foreign language classroom (Horwitz et al, 1986; Young ,1986) . There is a growing appreciation of the important role of anxiety in the process of foreign language learning. Language anxiety, which is a type of anxiety, was identified in the late seventies, and since then it has been the focus of various studies. Language anxiety is generally seen as a construct that impairs foreign language learning by posing negative , cognitive , affective and behavioral functioning problems on the foreign language learner.

Some recent methodologies, for example, Suggestepodia, Community Language Learning, Total Physical Response, Natural Approach have emerged as a result of the accumulated data in language anxiety research. These methodologies are similar in that all of them take anxiety as an important affective variable in the process of foreign language learning and most of their classroom techniques are focused on the elimination of negative influences of foreign language anxiety.

1.2 Purpose of the Study

The main aim of this study was to find out the relationship between foreign language classroom anxiety and success in learning English as a foreign language in English freshman classes at the University of Gaziantep. It was aimed to contribute in general to the area of research on affective variables and specifically to language anxiety in EFL context in

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Turkey. The scarcity of studies dealing with the effect of anxiety in EFL context in Turkey strengthens the significance of the present study.

1.3. Problem

It has been a common observation among the instructors teaching English as a foreign language at the University of Gaziantep that even though students in one year preparatory and freshman classes are exposed to the same input, their acquired proficiency in the target language differs to a great extent. These individual differences in learning English may stem from the fact that the students have different levels of anxiety.

It has been observed that some students are undergoing a kind of panic reactions especially when they are asked to speak in English. At the beginning of 1995-1996 academic year, some information related to the freshman students' feelings in English classes was gathered through interviewing them. The informal interview involved questions such as:
* Do you often become anxious when you are in foreign language classroom? If so , what aspects of foreign language classroom makes you feel anxious most?

* Do you fear receiving a low final grade (D or below) ?

* Do you fear not understanding what the teacher is saying when you are in   foreign language classroom?

* Do you fear failing freshman English course?

* Do you think that freshman English course is more difficult than the other courses you are taking?

* Do you think that you can be more successful if you can feel more relaxed?

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A considerable number of students, especially those who were taught by native speakers of English, reported that they felt anxious in English class for various reasons such as the possibility of being evaluated negatively by their teachers or sounding dumb in front of the class. It seemed that students' emotional conditions contributed to their success or failure in foreign language class. It was likely that some students' lack of active class participation was due to the anxiety they experienced during their English classes. When the teachers' observations were taken into consideration, it was conceived that, more or less, in all classes there were students with similar problems.

There may be many reasons for the anxiety freshman students experienced in English class. For example, the experiences they had when they were in Preparatory School might be a source of their anxiety. At Preparatory School the initial phase of instruction is based on intensive oral practice. However, recent studies (Postovsky, 1982) indicate that this practice might be threatening and anxiety provoking for students, so speaking should be delayed until students are better prepared for the task It has been noticed that most students at Gaziantep University graduated from state schools where they were taught English in rather unfavourable conditions such as being taught in crowded classes or having teachers whose subjects area was other than a foreign language. Some students may have developed negative attitudes toward learning a foreign language and suffered from anxiety due to the negative experiences they had in foreign language classrooms before they started studying at Gaziantep University.

Another fact related to the students attending Gaziantep University is that they are generally from eastern, southern, and southeastern parts of Turkey. In these regions authority is usually overemphasized. Therefore,

those with this cultural background might develop apprehensiveness, shyness, and anxiety when they interact with their teachers.

In fact, when these factors are taken into consideration, anxiety may emerge as a problem in Freshman or Preparatory English classes at the University of Gaziantep. Thus, it was thought a study exploring the relationship between foreign language anxiety and students' proficiency in English might produce fruitful results by providing us with a better understanding of the role of anxiety in English class at a Turkish university.

Research on anxiety has mainly emphasized the effect of anxiety on students' overall proficiency which frequently has been assessed by final grades (Horwitz et al, 1986). Speaking has also been the main focus of many studies (Steinberg & Horwitz, 1986; Phillips, 1992 ; Aida, 1994). Studies conducted in this field suggest that speaking is the most anxiety provoking skill (Young, 1990). On the other hand, as Young (1991) points out little research is available which investigates language anxiety as it relates specifically to language skills. He argues that research attempting to determine the relationship between anxiety and separate language skills may lead to a better understanding of the relationship between anxiety, language learning, and performance.

One of the most important variables in EFL classroom is the teacher himself. Teacher , who is likely to affect students' success in EFL learning, is an extrinsic factor . Teachers are grouped into two categories; native speakers and non native speakers. Aida (1994) argues that comfortableness in speaking with native speakers of the language influences the level of anxiety in the foreign language classroom. Thus, exploring

native teachers' influence on students' anxiety in foreign language class might give us valuable insights on the nature of foreign language anxiety.

The below are the research questions to be investigated through this study.

Research Questions

1. Is there a significant relationship between students' foreign language classroom anxiety and their achievement in learning English as a foreign language?

a. Is there a significant relationship between students' foreign language classroom anxiety and their achievement in English reading comprehension ?

b. Is there a significant relationship between students' foreign language classroom anxiety and their oral English proficiency?

2. Is there a significant difference between the students who are taught by native speaker teachers and those who are taught by non-native speaker teachers in terms of their foreign language classroom anxiety levels?

1.4. Limitations

A study intending to include all the factors in a learning process would have broadened the scope of this work too much. In this study,

foreign language classroom anxiety, achievement in learning English as a foreign language, achievement in English reading comprehension, and oral English proficiency are the variables of the first research question. As the final examination which is administered to the freshman students at the end of the academic year is mainly an achievement test, rather than a proficiency test, and the main focus is on reading comprehension, learners' achievement in English reading comprehension was included as a separate variable while listening comprehension and writing skills were eliminated. Foreign language classroom anxiety is the dependent variable, nativity or non-nativity of the teacher is the independent variable of the second research question. The other variables such as gender are not taken into consideration.

1.5. Assumptions

In this study it is assumed that all subjects' responses to the items in FLCAS are sincere. Another asumption of the present study is that all the tools used in the data collection are valid and reliable.

1.6 Definition of Terms

1. Anxiety: Subjective feeling of apprehension, nervousness and worry associated with an arousal of the autonomic nervous system (Horwitz et al, 1986).

2. Trait (General) Anxiety: An individual's likelihood of becoming anxious in any situation (Spielberger, 1983).

3. State Anxiety: Apprehension experienced at a particular moment in time, for example, prior to taking examination (Spielberger, 1983).

4. Situation Specific Anxiety: An individual's likelihood of becoming anxious in a well-defined context e.g in foreign language class (Gardner & Mac Intyre, 1993).

5. Foreign Language Anxiety: The apprehension experienced when a situation requires the use of the L2 with which the individual is not proficient. It is a stable personality trait referring to the propensity for an individual to react in a nervous manner when speaking, listening, reading or writing in the second language (Gardner & MacIntyre , 1993) .

6. Debilitative Anxiety: Anxiety which is likely to impair foreign or second language learning (Alpert & Haber, 1960).

7. Facilitative Anxiety: Anxiety which is considered to be helpful in foreign or second language learning (Alpert & Haber, 1960)

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CHAPTER II

Review of Literature

2.0 Introduction

This section of the study deals with the review of the literature concerning the relationship between foreign language anxiety and foreign language learning. The research conducted in this area has been reviewed and discussed throughout this chapter. There are some important questions to be answered in the studies dealing with the relationship between anxiety and foreign language learning : (1) What are the sources of anxiety in foreign language class? (2) Does anxiety have any effects on foreign language learning? If it does, what aspects of foreign language are affected most? (3) Is it more effective on receptive skills or productive skills? Various answers have been given to these crucial questions and these answers have been discussed in this part of the study.

2.1 Sources of Language Anxiety

A great body of recent research on language anxiety suggests that for many students foreign language class can be more anxiety provoking than any other courses they take (Campbell, & Ortiz, 1991). From a careful examination of the language anxiety literature, six general sources of language anxiety can be identified:

1) Personal and interpersonal anxieties: Low self-esteem and competitiveness are in this category. Bailey (cited in Young, 1991) contends that competitiveness can lead to anxiety when language learners compare themselves to others or to an idealized self-image. Similarly, Krashen

(1979) suggests that an individual's degree of self-esteem is highly related to language anxiety.

2) Learner beliefs about language learning: Learner beliefs about language learning are a main contributor to language anxiety. For example language learners in Horwitz's study (1988) were too concerned over the correctness of their utterances and placed a great deal of stress on speaking with an excellent accent. Similar beliefs are unrealistic for the language learner and they might lead to anxiety.

3) Instructor beliefs about language teaching are a further source of language anxiety. Instructors who believe that their role is to correct students constantly when their students make an error, who believe that the teacher should be doing most of the talking and teaching, and who feel that they cannot have students working in pairs because the class may get out of control could possibly be contributing to learner language anxiety.

4) Instructor-learner interactions: A harsh manner of error correcting student errors is often cited as anxiety provoking (Young , 1991).

5) Classroom procedures: Anxieties associated with classroom procedures center primarily on having to speak in the target language in front of a group (Young , 1990).

6) Language testing: Various aspects of language testing can also be a source of anxiety. Madsen et al. (1991) found that students react anxiously to particular language test items; some test formats produced significantly more anxiety than other formats.

2.2. Approaches Taking Anxiety into Consideration

Several approaches to language learning have been developed that attempt to counteract the debilitating effects of anxiety. One approach to foreign language instruction that claims to be affectively oriented is the Natural Approach (NA). NA is a communicative approach that attempts to provide comprehensible input in the target language and opportunities by using the target language in meaningful classroom activities (Koch & Terrel, 1991). NA is an approach that emphasizes the acquisition of target language skills in "stages". Students are allowed a comprehension stage in which they are asked to attend carefully to oral input and respond indicating comprehension but are not forced to produce the target language. In the second stage, early production, students are encouraged to produce target language words or short phrases in response to input. In the third stage, speech emergence, students begin to put words together to produce longer utterances. In all stages, the development of good listening skills is seen as the basis for the acquisition process. In NA it is thought that acquisition cannot take place in a high anxiety context, so efforts are made to lower the anxiety levels of the students by providing a non-threatening cooperative atmosphere during the class hour.

Community language learning (CLL) is a process and learner-centered approach devised by Charles A. Curran (1972). CLL recognizes the need for reducing anxiety in the adult language acquisition process. Curran created a learning situation that is charecterized by security and group support. The language instructor is skilled in being emphatic and facilitative of each learner's acquisition process. In CLL learning is viewed as happening in a five-stage process, unique to each learner but also some general patterns for all. To facilitate learning process, various activities are

used, such as student-generated conversations, tape recordings of these conversations, and transcriptions which are then used for additional study (Samimy & Rardin, 1994).

Another approach taking anxiety into consideration is Suggestopedia, which was developed by Lozanov. The affective domain is the basic stone of suggestopedia. According to this approach the most efficent language learning takes place only where the learner is immersed in an environment in which he is actively receptive to rich, intensive, and prolonged bursts of "bombardment of a stream of language which he has some way of decoding. In this approach anxiety is seen as an obstruct which makes the learner unreceptive to the language input, so various techniques are used to eliminate the negative effects of anxiety, for example the students listen to classical music in a relaxed state while they are exposed to the target language (Blair, 1982).

2.3 Theoritical Bases of Foreign Language Anxiety

Although affective variables have been the focus of many studies in the field of ELT for a long time, the role of language anxiety in the study of language learning has gained importance in recent years. A number of models attempting to describe language anxiety with its possible effects on foreign language learning have been put forward by various researchers.

Anxiety is thought to contribute to a filter that makes the learner unreceptive to language input. Krashen (1979) argues this filter in his "Affective Filter Hypothesis". According to him, languge input cannot be processed sufficently as long as it is not presented in a low anxiety situation where learners can focus on the content not on the form. This

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hypothesis suggests the more classes are low-anxiety , the better off students will be.

Tobias (1986) has proposed a model of the effects of anxiety on learning from instruction. He suggests that while anxious persons are inclined to engage in self-directed, derogatary cognition rather than concentrating on the task itself non-anxious individuals tend not to engage in such preoccupations giving them an advantage when the task at hand is demanding.

According to Tobias anxiety might interfere with language learning at three levels: input, processing, and output. At input, anxiety may cause attention deficits and poor initial processing. If the task is relatively simple, anxiety may have little effect on processsing. The more difficult the task becomes, relative to ability, the greater the effect of anxiety on processing is. At output, anxiety may interfere with the retrieval of previously learned information.

Horwitz (1986) is the first to examine the dynamics of foreign language anxiety. Based on the empirical evidences among the university students, she identified three components of foreign language classroom anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is defined by McCrosky (1977) as a person's level of fear or anxiety associated with either real or anticipated communication with another person or persons. He points out that communicatively apprehensive people reveal themselves by avoiding communication, being more reluctant to get involved in conversation with others and to seek social interactions.

The second component of foreign language anxiety , test anxiety, has been defined by Sarason (1986) as "the tendency to view with alarm the

consequences of inadequate performance in an evaluative situation". Most students experience some level of anxiety during being evaluated by their teachers or peers, but some students undergo this feeling so frequently, it poses a problem for their performance and future improvement.

Finally, fear of negative evaluation is defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively." As Horwitz (1986) states fear of negative evaluation is broader in scope than test anxiety, which is limited to test taking situations, because it may occur in any social evaluative situation .

Horwitz, et al (1986) propose that foreign classroom anxiety is not simply a combination of communication apprehension, test anxiety, and fear of negative evaluation. Rather they take foreign language anxiety 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.

Various factor analytic studies indicate that while communication apprehension and fear of negative evaluation contribute to foreign language classroom anxiety, test anxiety does not seem to be specific to foreign language learning (MacIntyre & Gardner, 1989; Aida, 1994).

MacIntyre & Gardner (1991a) sees the distinction between language anxiety and other forms of anxiety as a key issue in the understanding of the role of anxiety in foreign language learning. They have suggested a model role of language anxiety in learning L2. This model attempts to describe the process by which language anxiety becomes differentiated from other forms of anxiety. They propose that language

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anxiety develops as the result of negative experiences with the L2. According to them what the learner experiences at the earliest stages is a form of state anxiety, a transient apprehensive experience. As negative experiences persist, foreign language anxiety may become a regular occurance and the student begins to expect to be nervous and to perform poorly. Thus, foreign language anxiety is based on negative expectations that lead to worry and emotionality. This leads to cognitive interference from self-derogatory cognition that produces performance deficits. Poor performance and negative emotional reactions reinforce the expectations of anxiety and failure, further anxiety being a reaction to this perceived threat.

Based on a series of factor analytic studies of francophones' learning English in bilingual communities, Clement & Kruidner (1985) suggested a model in which self-confidence was seen as an important factor influencing L2 learning. This model is relevant to this study because self-confidence has been defined as lack of language anxiety, positive teacher ratings, positive course evaluation, use of the L2 outside the classroom. Clement suggests that in bicultural or multicultural settings self-confidence will be a secondary motivation arising from the quality and frequency of interaction with the target language group, that is if the contact between the learner and target language community is positive, he/she can improve self-confidence with the L2 and become more motivated to learn the L2. This aspect does not have to be unidirectional because motivation might contribute to self-confidence as well. As seen from this conclusion, Clement's and Gardner's models are similar and consistent with each other.

Sparks and Ganschow's (1995) theoritical approach to anxiety and its effects on the L2 learning is quite cautious. Although they do not deny relevance of anxiety to L2 learning, they attempt to explain the failure in ESL by "Language Coding Deficiency Hypothesis" where anxiety is seen as only by-product of students' deficiency in phonological, syntactic, and semantic components of the linguistic code in their native language. According to this hypothesis one's foreign language learning is facilitated or limited by the degree of his control over different components of the linguistic code in his native language. Sparks and Ganschow argue that language coding deficiencies are responsible for individual differences in foreign language learning rather than affective variables such as anxiety, motivation, etc.

2.4. The Past and the Recent Research on Anxiety and Foreign Language Success

When the past investigations of the relationship between anxiety and language learning were examined, the findings were inconsistent and revealed incomplete correlations between anxiety and foreign language proficiency. Perhaps these confusing results are due to the employment of general anxiety measures which seem to be inappropriate for studies dealing with a situation specific anxiety, such as foreign language anxiety.

One of the earliest studies related to anxiety and language learning belongs to Moldawsky and Moldawsky (1952) who investigated the relative effects of anxiety upon Digit Span and vocabulary subtest scores on the Wechsler Bellevue Intelligence test. All subjects were tested in English, their native language. One group of subjects was exposed to anxiety arousing instructions designed to induce feelings of inadequacy and failure. The

other group was given neutral instructions. The results showed that digit span scores of the experimental group were significantly lower than those of a control group. On the other hand, the vocabulary scores were not differentially affected by the anxiety-arousing instructions.

Chastain (1975) conducted a research in which he examined variables in the affective domain specifically anxiety (test anxiety and trait anxiety), reserved vs. outgoing, and creativity. These variables were examined in comparison with selected student ability characteristics. German, French, and Spanish final grades were the dependent variable. The results of this study were inconsistent and difficult to interpret. Test anxiety was significantly positively correlated with marks in German, negatively correlated with marks in audiolingual French and not related to marks in regular French. Also, both Scholastic Aptitude Test (SAT) verbal scores and the degree of previous language study showed nonsignificant correlations with marks in regular French and marks in audiolingual French, however, the correlations were positive in sign for the regular French and negative for audiolingual French. Trait anxiety was not related to marks in any of the courses.

Swain and Burnaby (cited in Scovel, 1978) in their study of English-speaking French immersion children found a negative correlation between anxiety and one measure of the children's proficiency in French, but at the same time found no other significant correlations, either negative or positive with any other proficiency measures.

Kleinman (1977) investigated the relationship between the syntactic structures in English that are avoided by foreign students and syntactic structures of the students' native language. The subjects in the study consisted of 39 foreign students learning English at intermediate level at the

University of Pittsburgh. It was hypothesized that the English structures which contrasted most markedly with the native language of the students would be avoided most frequently. This hypothesis was supported by the study. There was another part of the story dealing with the effect of anxiety on the avoidance behavior of the subjects. It was assumed that while "facilitating anxiety" would motivate the students to use the very structures that would be avoided by their native language group, "debilitating anxiety" would encourage them to avoid these structures. An adapted version of the Achievement Anxiety Test (AAT) was employed to measure the facilitating and debilitating Anxiety levels of the subjects. A significant relationship was found between facilitating anxiety levels and use of generally avoided structures.

Although past research was scattered and inconclusive, the bulk of recent research adopting situation specific anxiety approach have often found significant negative correlations between language anxiety and foreign language success.

Trylong (Cited in McIntyre & Gardner, 1991b) investigated the relationships of student aptitude, attitudes, and anxiety with achievement on written tests, oral quizzes, and final grades. It was found that anxiety was negatively correlated with achievement. The study also showed that favourible attitudes were positively related to achievement.

In 1989 McIntyre and Gardner designed a study to resolve the conflicting results of previous studies. In that study it was predicted that anxiety sourced from the language environment would be associated with language learning whereas other types of anxiety would not show consistent relationship to performance. Eleven anxiety scales were factor analyzed bringing forth two orthagonal dimensions of anxiety which were labeled

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"General Anxiety" and " Communicative Anxiety". The findings suggested that only Communicative Anxiety was a factor in both the acquisition and production of French vocabulary. Analyses of the correlations between the anxiety and the measures of achievement showed that scales of foreign language anxiety and state anxiety were associated with performance.

In another study carried out by MacIntyre and Gardner (1991a) the effects of language anxiety before the production stage were examined. They found a significant negative relationship between language anxiety and ability to repeat short strings of numbers and to recall vocabulary items. It was also found that native language versions of the same tasks did not correlate with language anxiety. This finding indicates that the effects of anxiety on native language may not be as significant as it is on L2.

In an experimental study, MacIntyre and Gardner (1994a) used a video camera to induce state anxiety during a computarized vocabulary learning task. The results showed that anxiety arousal was associated with performance deficiencies in the learning , recall, and the functional use of the vocabulary items. When the effects of video camera were removed , the performance improved relative to those who were experiencing more anxiety arousal.

MacIntyre and Gardner (1994b) designed a study to examine the subtle effects of language anxiety on Cognitive Processing in the second language. Their study was based on the Tobias' theory (1986) arguing that language anxiety interfered with the L2 at the input, processing, and output stages. An anxiety measure structured around Tobias' three-part model was developed for the study. In addition, French Class Anxiety, French Use Anxiety and a short form of Horwitz et al's FLCAS were administered to the students. The subjects were 97 students who were

were recruited from first year credit courses in French-as-a second-language at a Canadian university. Except for the course grades, all the tasks employed in the study were specific and represented three stages of Tobias' model. Generally , significant, negative correlations between the anxiety scales and specific tasks and course grades were obtained in the study. The results have suggested that the effect of language anxiety may be both pervasive and subtle.

Steinberg and Horwitz (1986) investigated the subtle effects of language anxiety. They examined how the content of oral descriptions, in a second language, of stimulus pictures was influenced by induced anxiety. It was hypothesized that subjects undergoing an anxiety treatment and those undergoing a non-anxiety treatment would be differentiated by the proportion of interpretive to denotative content in their descriptions. It was found that subjects undergoing an experimental treatment inducing anxiety described visual stimuli less interpretetively than did subjects in a relaxed, comfortable environment.

Young (1986) investigated the relationship between anxiety and foreign language oral performance. This study was different from most of the related studies in that it took language ability into account. To measure language aptitude two independent instruments, a Self-Appraisal of Speaking Proficiency and a dictation test were used. The assessment of anxiety was made using four separate anxiety instruments; the State Anxiety Inventory (STAI) ,the Cognitive Interference Questionnaire, a Self-Report of Anxiety Scale (SRA), and the Foreign Language Anxiety Scale of Reactions (FLASR), which contained several sample items from Horwitz' FLCAS in addition to several items specifically constructed for the study. The Oral Proficiency Interview (OPI) was employed to asses the subjects'

oral performance in a foreign language. A significant negative relationship between the OPI scores and the scores on the SRA, the SAI, and the FLASR was found. On the other hand, the relationships between students' OPI scores and their scores on the anxiety measures were low to moderate and when the the effect of ability was removed, the correlations were no longer significant.

Phillips (1992) reported the effects of students' anxiety on performance on an oral test of French and investigated the highly anxious students attitudes towards that exam. Forty four university students taught by the same profesor participated in the study. The scores for the oral test and eight performance variables of the oral exam were used as criterion variables. The Students' written exam averages and their teacher ranked global proficiency were also taken to be used in partial correlations . Horwitz' FLCAS was administered to the students to assess their anxiety. The findings supported a moderate negative relationship ($r = -.40$, $p<.01$) between language anxiety and performance. However, only one of three partial possible correlations was significant. When the written exam average alone was the ability measure controlled, the correlation between the oral exam grades and the FLCAS remained negative but low. The other partial correlations using written exam averages plus teacher ranking, or teacher ranking alone were not significant.

Aidas' study (1994) concerned how language anxiety was related to Japanese learning. Ninety students at the University of Texas were the subjects of the study. In that study final grades were used as the dependent variable and Horwitz' FLCAS as the independent variable. A moderate negative correlation between foreign language anxiety and students performance was found ($r= -38$, $p< 01$).

The most recent study related to the present study was conducted by Ganschow & Sparks (1996). They examined the relationship between anxiety and native language skill and foreign language aptitude measures among 154 high school foreign language learners. In that study three levels of anxiety were identified using the FLCAS. Low-Anxiety (LO-ANX) students were expected to have significantly stronger native language skills and foreign language aptitude than High-Anxiety (HI-ANX) students and significantly higher foreign language grades. Average-Anxiety (AVE-ANX) students were expected to score somewhere in-between. On measures of phonology/ortography, eigth-grade English; and end of year foreign language grade, LO-ANX and AVE-ANX students outperformed HI-ANX students. On measures of verbal memory and reading comprehension, LO-ANX students outperformed HI-ANX students.

2.5. Related Studies In Turkey

The review of literature on foreign language anxiety and its relation to success in learning a foreign language proves that the number of studies dealing with the influence of anxiety on foreign language learning is rather limited.

Gülmez (1982) investigated the factors influencing EFL success among the preparatory students at the University of Gaziantep. Although anxiety was not a variable in the study, the results of the study implied that anxiety might contribute to individual differences in EFL class. In that study, the teachers responsible for the education of the subjects defined the successful learner as possesing the following qualities;

* He seeks for communication and does not appear to be very self-conscious,

*He voluntarily answers questions,

*He places emphasis on meaning as well as on structure,

*He is not too worried about making mistakes.

The qualities stated above typically define the low-anxious student. The low-anxious student is generally characterized as an individual who perceives the second language learning as a pleasant experience, participates in class activities voluntarily, does not feel social pressure not to make mistakes, and is willing to try uncertain or novel linguistic forms (MacIntyre & Gardner, 1991b).

One related study belongs to Savaşan (1990) who attempted to find out how students would respond to three affective factors: global and situational self-esteem, trait and state anxiety, and instrumental and integrative motivation. The survey was conducted on students in three English-medium universities in Turkey. It was found that half of the students who took part in the questionaire experienced state anxiety when dealing with English.

In another study, Kaya (1995) investigated the relationship between affective variables, specifically motivation, anxiety, self-confidence, extroversion / introversion and students' active class participation in Turkey. The study was carried out at Middle East Technical University Preparatory school. Her subjects were 21 Turkish EFL students at the upper-intermediate level of proficiency. She administered a questionnaire to determine the strength of affective variables in individual students, and made a classroom observation to determine the extent of the their classroom participation. In that study anxiety was considered to be debilitating and specific to foreign language class. It was found that all the affective variables in the study had an important relation to students' active class participation. Anxiety was

corelateted moderately and negatively with active class participation (r = 50, p = ,022).

2.6. Summary

The review of literature in the field of anxiety and its relation to foreign language success shows that foreign language anxiety can be distinguished from other types of anxiety.

In the past, research in the area of anxiety as it relates to second or foreign language learning produced confusing results. In the past few years, however, advances in measurement and theory have resulted in much more productive language anxiety research.

It should also be noted not all rearchers studying the effects of anxiety in foreign language classroom conceive that performance in L2 is impaired severely by students' anxiety level experienced in foreign language classroom. For example, while Sparks & Ganschow (1991) associate poor performance in the L2 with native language aptitude defficiencies, Gardner & MacIntyre (1993) view foreign language anxiety as a causual factor in L2 learning. Most of the questions stated in the introduction part of this chapter have not been answered satisfactorily yet by the studies which have been conducted so far. The results of studies stated above need clarification, and confirmation by further studies. It is hoped that the present study will contribute to the anxiety research and give insights to researchers who wish to study in this field, and to EFL/ESL teachers whose main ambition is to provide their students with a better opportunity to learn English.

CHAPTER III

METHODOLOGY

3.0 Presentation

One of the goals of this study is to find out the relationship between the subjects' FLCA scores and their success in learning English. In order to fulfill this aim correlational method was used. Correlational research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The degree of relationship is expressed in correlation coeeficent. The existence of a relationship does not establish a cause-effect relationship between variables (Gay, 1991). The second concern of this study is the effect of native-speaker teachers on the students' anxiety levels. To determine whether the students who were taught by native-speaker teachers differed in terms of their anxiety levels from those who were taught by non-native speaker teachers, the mean study was used.

3.1 Setting and Subjects

This study was conducted at the freshman classes of the University of Gaziantep due to the fact that the researcher would be able to have a better control over the research conditions.

At the University of Gaziantep the preparatory students are taught intensive English thirty hours a week. The objective of the Preparatory School is to enable the students to develop necessary reading, listening, speaking and writing skills, and also equip them with some E.S.P skills. The students who succed in passing the preparatory school can attend freshman classes. In Freshman classes students are taught English by six

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teachers two of whom are native speakers of English. The students who start the freshman year program are expected to use English for academic purposes as the medium of instruction is in English.

There are a number of reasons for choosing freshman students as the subjects of this study rather than secondary school students . One reason is that the bulk of related research suggests that adult learners are more sensitive to classroom activities (Horwitz et al, 1986) thus they are more likely to suffer from anxiety during English class. Preparatory students also could be the subjects in this study but due to the fact that Freshman students at the University of Gaziantep study not only English but also subject specifics, they can identify how much of their anxiety can be attributed to foreign language classroom situation, thus they become more proper subjects for this study. Another reason for restricting the subjects to the freshman students at the University of Gaziantep is controlling the amount of exposure to teaching, teaching methodology and procedures of evaluation.

Except for sixteen freshman students who participated in the pilot study of the Turkish version of the FLCAS, all the freshman English students were the subjects of the present study. The subjects of the study consisted of 272 male and 70 female freshman students who ranged in age from 18 to 24.

3.2. Tools

The tools used to collect the necessary data for this study are as follows:

1. The Foreign Language Classroom Anxiety Scale.

2. Final exam.

3. Instructors' evaluation scale.

3.3. The Pilot Study of the Turkish Version of "the FLCAS

The translated version of the FLCAS was administered to the students. The Turkish version of the instrument was checked by several specialists. Their opinions on the Turkish version were taken into consideration and a few modifications were made on the instrument. Some Turkish teachers were requested to check the instrument to make sure that it did not contain any ambigious sentences.

As the instrument was developed with respect to western culture, it had to be adapted to Turkish culture. When measuring the psychological consructs, it is expected that some items will be valid across different cultures while others may be valid for specific ones. Therefore, each item was examined carefully concerning its adequacy for Turkish culture. As a result of this examination no other changes were made on the FLCAS.

A pilot study was carried out before the Turkish version of the FLCAS was administerd to the students. For the pilot study sixteen freshman students were selected randomly and then the translated version of the FLCAS was administered to them. The specific aims of the pilot study were:

*to see whether the wording of the instrument was clear enough for the students.

*to see what kind of problems existed during the application.

*to see how long it takes the subjects to fill in the FLCAS.

During the pilot study, it was understood that all the students completed the FLCAS between 10-15 minutes. The students did not ask many questions as they filled it out. On the other hand, the pilot study showed that some parts of the instrument needed clarification. For example the Turkish word " yabancı" has two meanings; "foreigner", and "stranger".

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Thus, that word was paraphrased as " bir yabancı örneğin bir İngiliz veya Amerikalı". The second wording problem was the English word "nervous". The Turkish word "sinirli" for "nervous" seemed to be ambigious because when the students were asked what they understood from it, some explained it as "being angry" and some as " being tense, not relaxed". This ambiguity was removed by changing "sinirli olmak" to " gergin olmak, huzursuz olmak".

3.4. Reliability of the FLCAS

The FLCAS has been administered to 300 students in introductory undergraduate foreign language classes at the University of Texas at Austin and has demonstrated satisfactory reliability with this population. Internal consistency as measured by Cronbach's alpha coefficent was .93 and test-retest reliability over eight weeks was $r = .83$, $p < 001$, $n = 78$. Test-retest reliability of the Turkish version which was used in this study was also satisfactory ($r = .88$, $p < .001$, $n = 34$ over five weeks). Criterion-related studies that bear on the constuct validity of the scale have also been conducted by Horwitz (1986). These studies have suggested that foreign language anxiety can be discriminated from related constructs such as communication apprehension, fear of negative evaluation, test anxiety.

3.5 Data Collection

At the end of 1995 -1996 academic year the FLCAS was administered to 342 Freshman students in six different groups in order to assess their anxiety level in the freshman English. At the beginning of the spring term the instructors were requested to observe their students in terms of their

speaking proficiency in English and rate them on a five point scale at the end of the term. The instructors' ratings were considered as the students' proficiency level in speaking English. The final examination grades were considered as the students' achievement in English as a foreign language.

3.6. Measuring Anxiety

There are three major ways by which anxiety can be measured: 1) *behavioral tests,* 2) *physiological assesments,* and 3) *self-reports.* In behavioral tests the actions of a subject are observed. Physiological assesments are the measurements of a subject's blood pressure, heart rate, galvanic skin response and temperature. The most common method used in measuring anxiety is through the use of the subject's self-report of internal feelings and reactions. The reason for their being preffered by researchers is that both observational techniques and physiological assesments tend to be poor measures of anxiety since any number of reasons, aside from anxiety may stand for a particular behavior or physical reaction. Whereas self-reports are much more precise in focussing on a specific affective construct.

Anxiety measures assesing anxiety are numerous. However, as mentioned in the review of literature, anxiety measures frequently used in studies attempting to explore the relationship between anxiety and EFL or ESL success were not specific to foreign language learning situation. A good body of recent research suggests that scales directly concerned with foreign language anxiety are more appropriate for studying language than general anxiety scales are (Phillips, 1992). A number of anxiety measures which attempt to asses anxiety levels of language learners in foreign

language class setting have been developed by some researchers. Gardner & Smythe's (1975) "The French Class Anxiety Scale" seem to have been the first measure of anxiety concerned specifically with foreign language learning. In this study Horwitz et al's FLCAS (1986) was used to assess the subjects' foreign language anxiety. This scale has been used in various recent studies dealing with the relationship between foreign language anxiety and its impact on foreign language learning. FLCAS is a 33-item scale which measures the scope and severity of anxiety due to learning a foreign language. On a five-point Likert-type scale, students respond to items concerning communication apprehension, test-anxiety, and fear of negative evaluation in the foreign language classroom.

3.7. Calculation Of "The Foreign Language Classroom Anxiety Scale"

The FLCAS contains thirty three items each of which is answered on a five point Likert scale, ranging from (a) "strongly disagree", to (c) "neither agree nor disagree", to (e) "strongly agree". A student's endorsment in (a) strongly disagree was equated with a numerical value of one, (b) " disagree" was two; (c) "neither agree nor disagree" was three; (d) "agree" four; and (e) strongly agree was five.

For each subject, an anxiety score was obtained by summing his or her ratings of the thirty three items. When the statements of the FLCAS were negatively worded, the responses were reversed and recoded, so that in all instances, a high score represented a high anxiety in the foreign language class. The possible lowest score was 33, and the possible highest score was 165.

3.8. Assessing Foreign Language Achievement, English Reading Comprehension, and Oral English Proficiency

In the present study the subjects' final grades were used to assess the students' achievement in learning English as a foreign language. The classification of students' academic performance is based on a 100 point scale, with the lowest mark of 0 and the highest of 100. Reading is one of the major skills measured through the final exam. 40 % of the final exam was allocated to reading skill. The students' marks obtained from the related part was taken as their achievement in reading skills in English. For oral English proficiency the instructors were requested to rate their studends holistically on a five point scale. The FLCAS and the final test were given to the Freshman students in six different groups, namely Electrical Engineering, Engineering of Physics, Food Engineering, Mechanical Engineering, Civil Engineering, and Economics.

3.9. Procedures of Data Analysis

In order to determine the relationship between foreign language anxiety and success in foreign language, the correlation technique, "Pearson product- moment correlation coefficent" was used. In order to find out whether there was a significant foreign language anxiety mean difference between the students who were taught by native speaker teachers and those who were taught by non-native speaker teachers, a two sample independent "t" test was used.

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CHAPTER IV

DATA ANALYSIS AND RESULTS

4.0. Presentation

After the students' scores from the measures mentioned in the previous chapters were gathered, they were loaded in a computer program called SPSS in a personal computer in order to be sorted, tabulated and processed.. For the first question, if there was a significant relationship between the students' FLCA and their achievement in English as a foreign language or not, three different correlation coefficent were obtained. The second question was if the students taught by native speaker teachers and the students taught non-native speaker teachers were different in their FLCA means. To answer that question a two sample independent t-test was applied to the data obtained from the two groups. The results of the study are shown in the four tables below.

4.1.0 The Relationship between the Total Scores of FLCA and English Achievement Test.

Variable	Number of pairs	Corr.	Mean	SD	SE of Mean
FLCA			90.5	18.3	.99
	342	-.45			
FINAL			66.9	11.1	.601

$p < .001$

Table.1. Degree of relationship between students' FLCA scores and their English achievement test scores

The correlation coefficent between foreign language anxiety and achievement in English was calculated with a Pearson-product moment

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correlation. It produced a statistically significant moderate negative correlation (r = -45 p< ,001) (see Table 1) indicating that the students' foreign language anxiety is associated with their poor performance in foreign language.

4.1.1 The Relationship between Students' FLCA Scores and Their Success in English Reading Comprehension

Variable	Number of pairs	corr.	Mean	SD	SE of Mean
FLCA			90.5	18.83	.99
	342	-.37			
READING			27.5	5.02	.27

p < .001

Table.2. Degree of relationship between students' FLCA scores and their achievement scores in English reading comprehension.

The correlation between foreign language anxiety scores and success in Reading in English was computed and a correlation coefficent of r = -,37 (p < .001) was found. The finding supports a moderate inverse relationship between language anxiety and performance; i.e., students who expressed more language anxiety tended to be less succesful in Reading Comprehension in English than their less anxious classmates

4.1.2 The Relationship between Students' FLCA scores and their Oral English Proficiency.

Variable	Number of pairs	corr.	Mean	SD	SE of Mean
FLCA			90.5	18.3	.99
	342	-.46			
SPEAKING			2.88	.7	.042

p < .001

Table.3. Degree of relationship between students' FLCA scores and their oral English proficiency.

The correlation between foreign language anxiety and oral proficiency in English was searched and correlation coefficient of r = -,46 (p < .001) was obtained. (See table 2.). This indicates a moderate negative but statistically significant relationship. The finding suggests that those with higher levels of language anxiety perform more poorly in oral production in English than those with lower levels of language anxiety.

4.1.3 The Results of the Mean Study

In order to answer the second question, if the students who were taught by native speakers of English and those who were taught by Turkish instructors differed significantly in their FLCA means, a two-sample independent t-test was applied. The results are presented in the following table.

Variable: Foreign Language Classroom Anxiety				
Group	N	Mean	SD	SE of Mean
1.Students of native teachers	140	89.04	18.85	1.59
2.Students of non-native teachers	202	91.63	17.88	1.25
T	DF		P > 0.05	
1.29	340			

Mean Difference = - 2,59

Table.4. The Significance of FLCA mean difference between the students taught by native speaker teachers and the students taught by non-native speaker teachers

The second research question concerns the effect of native instructors on students' level of language anxiety. A two sample independent t-test was applied to the subjects' FLCAS scores to see if the subjects who were taught by native instructors differed significantly from the subjects who were taught by non-native instructors in terms of their anxiety levels. The value of "t" required for significance at 0,05 level for df=340 is 1,96. The calculated t = 1,29 is lower than the table value of t. This suggests that the difference between the means of the two groups is not statistically significant. This finding suggests that being taught by a native teacher or being taught by a non-native teacher does not have an important effect on the level of students' foreign language anxiety.

CHAPTER V

DISCUSSION OF RESULTS

5.0. Presentation

The aim of this chapter is to discuss the results obtained in this study. The correlational research and the mean study were used to answer the questions stated at the beginning of the study. The research questions were answered in the previous chapter. The results will be discussed in the light of findings of similar studies.

5.1.0 Comments on the findings related to the Relationship between Students' FLCA scores and their Achievement in English as a Foreign Language

A moderate negative and statistically significant relationship was assesed between foreign language classroom anxiety and the students' achievement in English as foreign language ($r = -.45$ $p < .001$). This finding agrees with the research on language anxiety. Significant negative correlations between languages anxiety and course grades have been reported for languages such as Japenese (Aida, 1994), Spanish (Horwitz, 1986) and French (MacIntyre & Gardner, 1991a). The results of this study shows that this is also the case with English.

5.1.1 Comments on the findings related to the relationship between students' FLCA scores and their achievement in English reading comprehension

A moderate negative and statistically significant relationship was obtained between foreign language anxiety and success in English reading comprehension. ($r = -.37$ $p < .001$). This finding agrees with the recent

anxiety research, which generally assessed significant negative relationship between these variables (Spark & Ganschow, 1996). Reading comprehension is a receptive skill which can be considered as the reader's interaction with the text . On the other hand, reading comprehension is an active process in which the reader must make active contribution by employing various abilities he has acquired. Word recognition and mastery of basic vocabulary as well as technical and specialized vocabulary; ability of concentrating on reading task; and ability of seeing the structure of the sentences, paragraphs and longer passages that constitute the thought units in the text are some of the important reading skills that students need to acquire to be efficent in reading comprehension. The finding in this study indicates that low-anxious students are more likely to acquire these skills. As stated in Chapter II, language anxiety can interfere with learning, retention and production of new language. It seems that highly anxious students are effectively in a dual-task or divided attention situation in contrast to the non-anxious students who primarily process task-relevant information (Eyesenck, 1971).

5.1.2 *Comments on the findings related to students' FLCA scores and their oral proficiency in English*

A moderate negative and statistically significant relationship was found between students' foreign language anxiety and their teacher rated oral proficiency in English (r = -.46   p <.001). The highest correlation in this study was found between foreign language anxiety and teacher oral proficiency in English. This result is quite consistent with those obtained in the literature on Language Anxiety. For example, Horwitz et al (1986) found that language learners express more anxiety over speaking than any other skill; and Koch and Terrel (1991) reported that speaking oriented

activities received higher anxiety ratings by language learners than any other in-class activities. Since speaking is the most anxiety provoking aspect of learning a foreign language, foreign language anxiety is more likely to interfere with speaking in foreign language. The bulk of the recent anxiety research suggests that there is a negative relationship between oral proficiency in the L2 and foreign language anxiety (Phillips, 1992)

5.1.3 *Comments on the findings related to FLCA mean difference between two groups of learners*

No significant difference has been found between language anxiety means of those who have been taught by native-speaker teachers and those who have been taught by non-native speaker teachers (see Table 5). This question was based on the interview with freshman students at the beginning of 1995-1996 academic year. The researcher's impression from the interview was that students of native-speaker teachers were more anxious than those of non-native speaker teachers in freshman English class. Yet, the finding of this study does not confirm this observation. The FLCA mean of non-native teachers' students is slightly higher than the FLCA mean of native teachers' students. On the other hand, this small difference is not statistically significant. Consequently, it is not possible to claim that the origin of teacher is an important factor contributing to the anxiety level of language learners.

This finding of the present study seems to be supporting McIntyre & Gardner's model (1991b) attempting to describe the development and maintenance of foreign language anxiety. Their model suggests that anxiety experienced at the early stages of learning is based on trait anxiety, test

anxiety, novelty anxiety,etc, that are not necessarily specific to the language learning situation. As stated in the introduction part, the students of the native-speaker teachers of English had expressed more anxiety than those of non-native speaker teachers of English when they were interviewed at the beginning of the 1995-1996 academic year. The results of this study imply that the students of the native-speaker teachers suffered from the novelty of the situation rather than language anxiety at the beginning of the academic year. Being taught by a native speaker teacher is a novel situation for Turkish students, so it can be anticipated that they will become more apprehensive and experience more uneasiness at the initial stage of instruction compared to those who were taught by the Turkish teachers.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.0. Presentation

There were two questions to be investigated in the scope of this study. The first question was if there was any relationship between students' foreign language anxiety and their success in learning English as a foreign language. The second question dealt with the influence of native-speaker teachers' on students levels of language anxiety. The conclusions and recommendations of the present study will be stated in this chapter.

6.1. Conclusion

The basic findings of this study may be summarized as follows:
The subjects' FLCA scores correlated negatively with the subjects' overall achievement in English as a foreign language, oral proficiency and English reading comprehension. These findings are consistent with the results of recent anxiety research adopting situation specific approach. The findings of the present study suggest that the inconsistencies of the early past research exploring the relationship between anxiety and the L2 success might have arisen from using anxiety measures not specific to the L2 learning context.

Another indication of this study is that the nativity of teacher is not a factor inluencing the amount of anxiety in freshman classes at Gaziantep University.

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The findings of this study and those of other language researches suggest that if teachers can promote the more positive learning experiences rather than the anxiety provoking ones, their students will feel better and learn more efficiently as well. Students will appreciate and learn more from teachers who are able to identify students experiencing foreign language anxiety and take proper measures to help them overcome that anxiety.

A review of research in the area of language anxiety demonstrates that foreign language anxiety workshops may be helpful in reducing foreign and second language anxiety. In 1987, a three hour foreign language anxiety workshop was created by Christine M. Campbell and Jose A. Ortiz. They attempted to prepare students psychologically for the experience of learning a foreign language in an intensive program by dispelling common myths about foreign language learning and by developing foreign language skills. The workshop helped students develop a positive attitude toward foreign language study. A similar workshop might help students learning EFL at Gaziantep University cope with foreign language anxiety.

Foss and Reitzel (1988) suggest several techniques for reducing language anxiety resulted from learner beliefs. They contend that if students can recognize their irrational beliefs or fears, they will be able to interpret anxiety provoking situations more realistically. They recommend that the instructor ask the students to verbalize any fears and then write on the board. In this way students see they are not alone in their anxieties. Another technique for reducing language anxiety is to use an anxiety graph. Students chart their anxiety level to show that not every stage of an oral interaction generate an equal amount of anxiety. An anxiety graph

helps locate the highest level of anxiety in a given interaction. An analysis of the graph may help the learner approach the same situation with more information and in more realistic ways.

To decrease anxieties related to classroom procedures, instructors can do more group work, which not only adresses the affective concerns of the students but also increases the amount of student talk and comprehensible input (Long & Porter , 1985). Foss and Reitzel (1988) describe an activity that takes into account learners' anxiety over speaking in front of the class. In this activity students practice reading a text orally before an audience only after they have practiced it extensively in a small group.

To decrease language testing anxieties, instructors and language programs as a whole must develop and oversee the construction of fair tests that accurately reflect in-class instruction (Young, 1991). In this way, the test is less likely to contain test items which increase students' anxiety. Whatever the objective of the test item, pre-test exposure to the item may help reduce student anxiety and frustration during a language test.

To reduce anxieties stemming from instructor learner instructions, instructors may need to asses their error correction approach as well as their attitudes toward learners. Instructors can reduce language anxiety by adopting an attitude that mistakes are part of the language learning process and that mistakes will be made by everyone. Instructors should place as much emphasis on successful communication as on grammar.

However, foreign language anxiety may not be lessened simply through certain teaching methodologies. Comeau (cited by Aida , 1994) compared the anxiety levels of two groups of Spanish students: one hundred students attending a school that uses the Natural Approach and

116 students attending a school that uses an eclectic / proficiency-based approach. There was no significant difference in the level of anxiety between students in the two schools. Thus, there seems to be no simple remedy for student anxiety. Anxiety is likely to interact with the students' individual learning styles, interests, and affective reactions, so instructors should take them into consideration when they choose activities and techniques that they will employ in foreign language class.

6.2 Recommendations

Practitioners should keep in mind that in learning research, certain factors will naturally limit the generalizability of the conclusions. This study, for example, was conducted among freshman students who had completed four semesters of English . A study using students with a shorter history of English language learning may produce different results. As mentioned earlier in the review of literature section the results of several studies indicate that " as experience and proficiency increase, anxiety declines in a fairly consistent manner (Gardner & MacIntyre, 1993 , p.6).

A number of directions for future research are suggested by the results of this research. First, the study focussing on language anxiety should be replicated with different populations, different teachers, and at the first year level of study to verify the results in different settings. For a better understanding of the relationship between foreign language anxiety and success in foreign language study writing skills and listening comprehension should be included in further studies and they should be

tested in different sessions. The long term effects of anxiety on academic performance should also be evaluated in a follow-up study.

The review of related literature indicates that there is little qualitative research on the effects of language anxiety in the process of the L2 learning. However , the nature of affective states is personal, dynamic, and context bound. Without considering the context and ignoring the personal and dynamic nature of the subjects involved in the study, there is a danger that the researcher will interpret what is happening in a limited way. Thus, for a better understanding of the interplay between language anxiety and the second language learning process, qualitative studies are also needed.

Another area of inquiry suggested by the research and of particular concern to language students is foreign language anxiety. Although research in this area has shown a moderate but persistent negative relationship between language anxiety and performance, other questions related to anxiety remain to be examined. This study has revealed that language anxiety has a moderate debilitating impact on oral performance, English reading comprehension and course grades, but how does it impact learning? How does foreign language interact with other personality variables such as learning styles, motivation, and personality type? What techniques are effective in controlling language anxiety? These and other questions are open to investigators and should be of interest to researchers in ESL/EFL as well as classroom practitioners.

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APPENDIX A

Turkish Version of the FLCAS

Gaziantep 11 Mayıs,1996

Sevgili öğrenci,

Gaziantep Üniversitesi, İngiliz Dili Eğitimi Bölümü yüksek lisans öğrencisi olarak tez çalışmalarımı sürdürmekteyim. Elinizdeki 33 maddelik "ölçek" sizlerin yabancı dil derslerinde hissetiklerinize ilişkin ifadeler içermektedir.Sizlerden istenen maddeleri dikkatlice okuyup aklınıza ilk gelen, kendinize en yakın bulduğunuz seçeneği işaretlemektir.

Buradan elde edilecek bilgiler akademik amaçlı olarak yalnızca yüksek lisans tezimde kullanılacaktır.Çalışmamın akademik açıdan değeri ve geçerliliği sizlerin bütün maddeleri içtenlikle ve objektif olarak cevaplandırmanıza bağlıdır.

Değerli yardımlarınız için hepinize teşekkür ederim.

Remzi Gülsün
Okutman

51

AŞAĞIDA 33 MADDELİK BİR ÖLÇEK YER ALMAKTA. LÜTFEN KENDİNİZE EN YAKIN BULDUĞUNUZNUZ SEÇENEĞE AİT RAKAMI DAİRE İÇİNE ALINIZ

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

1.Yabancı dil dersinde konuşurken hiçbir zaman tam olarak kendimden emin olamıyorum.

1   2   3   4   5

2.Yabancı dil dersinde hata yaparım diye endişe duymam.

1   2   3   4   5

3.Yabancı dil dersinde adım seslenildiğinde elim ayağım titrer.

1   2   3   4   5

4.Öğretmenin yabancı dilde ne söylediğini anlamamak beni korkutur.

1   2   3   4   5

5.Yabancı dil dersi saatinin arttırılmasından rahatsız olmazdım .

1   2   3   4   5

6.Yabancı dil dersinde sık sık kendimi dersle ilgili olmayan şeyler düşünürken bulurum.
1   2   3   4   5

7.Sürekli olarak diğer öğrencilerin yabancı dilde benden daha iyi olduklarını düşünüyorum.

1   2   3   4   5

8.Yabancı dil dersi sınavlarında genellikle rahatımdır.
1   2   3   4   5

9.Yabancı dil dersinde hazırlıklı olmadan konuşmak zorunda kaldığımda paniğe kapılırım.

1   2   3   4   5

10.Yabancı dil dersinden başarısız olmam durumunda karşılaşabileceğim sonuçlar beni endişelendiriyor.

1   2   3   4   5

11.Bazı kişilerin yabancı dili niçin bu denli problem yaptıklarını anlamıyorum.

1   2   3   4   5

12.Yabancı dil dersinde bildiklerimi unutacak denli gergin olurum.

1   2   3   4   5

13.Yabancı dil dersinde bir soruya gönüllü olarak cevap verirken yüzüm kızarır.

1   2   3   4   5

14.Bir yabancıyla örneğin bir İngiliz veya Amerikalı ile konuşmak durumunda huzursuz olmazdım.

1   2   3   4   5

15.Öğretmenin hangi hatamı düzelttiğini anlamadığım zaman üzülürüm.

1   2   3   4   5

16.Yabancı dil dersine iyi hazırlansam bile kaygılı olurum.

1   2   3   4   5

17.Sık sık yabancı dil dersine gitmeyi canımın istemediği olur.

1   2   3   4   5

18.Yabancı dil dersinde konuşurken kendime güvenirim.
1   2   3   4   5

19.Dil dersinde yapacağım her hatada öğretmenimin müdahele edeceğinden korkarım

1   2   3   4   5

20.Yabancı dil dersinde adım geçtiğinde kalbimin atışlarını hissedebiliyorum.

1   2   3   4   5

21.Yabancı dil dersine ne kadar çok çalışırsam kafam o kadar çok karışır.

1   2   3   4   5

22.Yabancı dil dersine iyi hazırlanmak için üzerimde baskı hissetmiyorum.

1   2   3   4   5

23.Sürekli olarak diğer öğrencilerin benden daha iyi konuştukları duygusuna kapılıyorum.

1   2   3   4   5

24.Yabancı dili diğer öğrencilerin önünde konuşmak konusunda çok çekingenim.

1   2   3   4   5

25.Yabancı dil dersi o kadar hızlı ilerliyor ki geride kalmaktan endişeleniyorum.

1   2   3   4   5

26.Yabancı dil dersinde kendimi diğer derslerde olduğundan daha çok gergin ve huzursuz hissederim.

1   2   3   4   5

27.Yabancı dil dersinde konuştuğum zaman kafam karışır ve rahatsız olurum.

1   2   3   4   5

28.Yabancı dil dersine giderken oldukça rahat ve kendimden emin olurum.
1   2   3   4   5

29. Ne zaman dil öğretmenimin kullandığı bir sözcüğü anlamasam huzursuz olurum.

1   2   3   4   5

30.Bir yabancı dili konuşmak için öğrenmek zorunda kalınan kuralların çokluğu altında ezildiğimi hissediyorum.

1   2   3   4   5

31.Yabancı dilde konuştuğum zaman diger öğrencilerin bana güleceklerinden korkuyorum.

1   2   3   4   5

32.Muhtemelen anadili İngilizce olan yabancılar arasında kendimi rahat hissederdim,

1   2   3   4   5

33.Dil dersi öğretmeni hazırlıklı olmadığım sorular sorduğunda huzursuz olurum.

1   2   3   4   5

APPENDIX B

The Foreign Language Classroom Anxiety Scale

11 May 1996

Dear Student,

I have been doing my M.A studies in English Language Teaching at Gaziantep University. This thirty three item scale consists of statements related to your feelings in foreign language class. You are kindly requested to read all the items carefully and mark the alternative either best or closely corresponds your feelings.

The information obtained through this instrument will not be used anywhere but this study. The academic value and the reliability of this study depends on your answering the items sincerely and objectively.

I would like to thank you for your cooperation.

Remzi GÜLSÜN
Instructor

The Foreign Language Classroom Anxiety Scale

1. I never feel quite sure of myself when I am speaking in my foreign language class.

    1 a. strongly agree
    2 b. agree
    3 c. neither agree nor disagree
    4 d. disagree
    5 e. strongly disagree

2. I don't worry about making mistakes in language class.
    1 a. strongly agree
    2 b. agree
    3 c. neither agree nor disagree
    4 d. disagree
    5. e. strongly disagree

3 I tremble when I know that I am going to be called on in language class
    1 a. strongly agree
    2 b. agree
    3 c. neither agree nor disagree
    4 d. disagree
    5 e. strongly disagree

4. It frightens me when I don't understand what the teacher is saying in foreign language.

    1 a. strongly agree
    2 b. agree
    3 c. neither agree nor disagree
    4 d. disagree
    5 e. strongly disagree

5. It wouldn't bother me at all to take more foreign language classses.

    1 a. strongly agree
    2 b. agree
    3 c. neither agree nor disagree
    4 d. disagree
    5 e. strongly disagree

6. During language class, I find myself thinking about things that have nothing to do with the course.

    1 a. strongly agree
    2 b. agree
    3 c. neither agree nor disagree
    4 d. disagree
    5 e. strongly disagree

7. I keep thinking that other students are better at languages than I am.

    1 a. strongly agree
    2 b. agree
    3 c. neither agree nor disagree
    4 d. disagree
    5 e. strongly disagree

8. I am usually at ease during tests in my language class.

    1 a. strongly agree
    2 b. agree
    3 c. neither agree nor disagree
    4 d. disagree
    5 e. strongly disagree

9. I start to panic when I have to speak without preparation in language class.

    1 a. strongly agree
    2 b. agree
    3 c. neither agree nor disagree
    4 d. disagree
    5 e. strongly disagree

10. I worry about the consequences of failing my foreign language class.

    1 a. strongly agree
    2 b. agree
    3 c. neither agree nor disagree
    4 d. disagree
    5 e. strongly disagree

11. I don't understand why some people get so upset over foreign language class.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagree

12. In language class, I can get so nervous I forget things I know.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagree

13. It embarrasses me to volunteer answers in my language class.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagree

14. I wouldn't be nervous speaking the foreign language with native speakers.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagree

15. I get upset when I don't understand what the teacher is correcting.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagre

16. Even if I am well prepared for language class, I feel anxious about it.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagree

17. I often feel like not going to my language class.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagree

18. I feel confident when I speak in foreign language class.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e.. strongly disagree

19. I am afraid that my language teacher is ready to correct every mistake I make.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagree

20. I can feel my heart pounding when I am going to be called on in language class.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagree

21. The more I study for a language test, the more confused I get.

   1 a. strongly agree
   2 b. agree
   3 c. neither agree nor disagree
   4 d. disagree
   5 e. strongly disagree

22. I don't feel pressure to prepare very well for language class.

   1 a. strongly disagree
   2 b. agree
   3 c. neither agree nor disagree
   4 d. disagree
   5 e. strongly disagree

23. I always feel that the other students speak the foreign language better than I do.

   1 a. strongly agree
   2 b. agree
   3 c. neither agree nor disagree
   4 d. disagree
   5 e. strongly disagree

24. I feel very sel-conscious about speaking the foreign language in front of other students.

   1 a. strongly agree
   2 b. agree
   3 c. neither agree nor disagree
   4 d. disagree
   5 e. strongly disagree

25. Language class moves so quickly I worry about getting left behind.

   1 a. strongly agree
   2 b. agree
   3 c. neither agree nor disagree
   4 d. disagree
   5 e. strongly disagree

26. I feel more tense and nervous in my language class than in my other classes.
   1 a. strongly agree
   2 b. agree
   3 c. neither agree nor disagree

4 d. disagree
5 e. strongly disagree

27. I get nervous and confused when I am speaking in my language class.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagree

28. When I am on my language class, I feel very sure and relaxed.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagree

29. I get nervous when I don't understand every word the language teacher says.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagree

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagree

31. I am afraid that the other students will laugh at me when I speak the foreign language.

1 a. strongly agree
2 b. agree
3 c. neither agree nor disagree
4 d. disagree
5 e. strongly disagree

32. I would probably feel comfortable around native speakers of the foreign language.

    1 a. strongly agree
    2 b. agree
    3 c. neither agree nor disagree
    4 d. disagree
    5 e. strongly disagree

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

    1 a. strongly agree
    2 b. agree
    3 c. neither agree nor disagree
    4 d. disagree
    5 e. strongly disagree

APPENDIX C

Oral English Rating Sheet

CRITERIA

POINT

He/she appears to understand everything without difficulty. His/her
speech is as fluent and effortless as that of a native speaker. He/   5
she makes few (if any) noticable errors of grammar or word order.He/
she has few traces of foreign accent.

He/she understands nearly everything at normal   speed, although
occasional repetition may be necessary. His/her speed of speech
seems to be slightly affected by language problems. He/she some-   4
 times uses inappropriate terms and / or must rephrase ideas be-
cause of lexical inadequacies. His/her pronunciation is favourable.

He/she understands most   of what is said   at   slower-than-normal
speed with repetitions. His/her speed and fluency are rather strong-
ly affected by   language problems. He/she frequently uses the wrong
words; conversation is somewhat limited because inadequate vocab-   3
ulary. He/she makes frequent errors of grammer and word order which
occasionallyobscure meaning.His/her pronunciation problems   necessi-
tate concentrated listening and occasionally lead to   misunderstanding.

He/she has great difficulty following what is said and can comprehend
only "social conversation" spoken slowly and with frequent repetitions.
He/she is usually hesitant and is often forced into silence by language   2

limitations. His/her misuse of words and very limited vocabulary make comprehension quite difficult. He/she makes grammar and word order mistakes which make comprehension difficult. Because of his/her severe pronunciation problems he/she must be frequently asked to repeat

He/she cannot be said to understand even simple conversational English.His/her speech is so halting and fragmentary as to make converstion virtually impossible. His/her vocabulary limitations are so extreme as to make conversation virtually impossible.He/she makes very severe errors in grammar and word order which make speech unintelligible. Because of his/her severe pronunciation problems his/her speech is unintelligible.

1

---

* The set of criteria was based on Harris' Oral English Rating Sheet (1969)

English Proficiency Test

GAZİANTEP UNIVERSITY

L102 FRESHMAN ENGLISH FINAL EXAMINATION

I. VOCABULARY

A. CIRCLE THE BEST ANSWER

1. Teachers always .... students to read the directions carefully before they attempt to answer the questions.
   a. represent   b.reply   c.recommend   d.refer

2. It is a broad generalization to say that Easterners often see themselves as one group wheras Westerners think of themselves as unique ....
   a. roles   b.individuals   c. operators   d.passengers

3. Food scientists inform us that there are a number of essential .... which are needed for basic good health.
   a.packages   b. segments   c.fractions   d. nutrients

4. In a big city, most passerbyes take .... little interest if they happen to see someone lying on the pavement.
   a. relatively   b. inevitably   c. verbally   d. properly

5. In cases of emergency such as earthquake or fire, it is necessary to .... public buildings as quickly and efficiently as possible.
   a. evacuate   b. associate   c. indicate   d. estimate

6. Nowadays there is a (n) .... interest in protecting the environment, especially due to the International Habitat Conference in İstanbul this month.
   a. independent   b. unprecentended   c. streamlined   d. decayed

7. If we are to .... anything in the struggle against poverty, ignorance and disease, we must be willing to co-operate with others around the globe.
   a. reprocess   b. discharge   c. distort   d. accomplish

8. By now it is .... to everybody that loss of rain forests leads to soil erosion and destruction of plant and animal life.
   a. satisfactory   b. artificial   c. apparent   d. promising

9. Researchers report that the effects of passive smoking may be much greater than was .... suspected.

    a. separately   b. beneficially   c. intellectually   d. previously

10. To be fit and healthy, it is .... that we get a balanced diet and plenty of exercise.

    a. vital   b. psychological   c. emotional   d. structural

11. In underdeveloped countries, governments are constantly struggling against malnutition among children so that babies may not only survive but .... and develop normally.

    a. survey   b. thrive   c. hinder   d. evaluate

12. Certain poisons are so toxic that even minute quantities of them can be .... if inhaled or swallowed.

    a. advisible   b. accompanying   c. fatal   d. revealing

13. Newspapers are continually trying to increase their .... by offering free gift such as music sets or computers.

    a. automation   b. specialisation   c. circulation   d. contribution

14. In some countries, consumers are campaigning against a(n) .... of packaging on products in supermarkets, because they believe much of it is unnecessary.

    a. publicity   b. excess   c. commitee   d. dose

15. Where a sea is .... , it is much more likely for unacceptable levels of pollution to build up than in deep waters with fast-flowing currents.

    a. projected   b. independent   c. rapid   d. shallow

16. Factory workers sometimes try to .... their income by working overtime hours in the evenings or at weekends.

    a. boost   b. insist   c. ignore   d. disappoint

17. .... his desperate economic situation, the young man was unwilling to attempt something new.

    a. Despite   b. Although   c. Within   d. In addition to

18. The city authorities in İzmir are making intensive efforts to find a solution to the problem of high .... of pollutants in the sea around İzmir.

    a. responsibilities   b. deadlines   c. concentrations   d. procedures

19. Research has suggested that minority ethnic .... in parts of London are disadvantaged with regard to levels of achievement in education.

    a. curriculums   b. incentives   c. trials   d. communities

20. One of the major causes of erosion is the effect of weather, which acts on rocks and soil to .... , break and wear away fragments of the ground.

    a. spark   b. split   c. trickle   d. swallow

B. USE ONE OF THE PREFIXES OR SUFFIXES ADDING THEM TO THE WORD IN BRACKETS TO COMPLETE THE SENTENCES. USE EACH WORD ONLY ONCE.

de	mal	free	wide	re	semi	pre	less

EXAMPLE: In Japan there is ....(nation) concern over an earthquake which is predicted to occur next week.

In Japan there is nationwide concern over an earthquake which is predicted to occur next week.

1. In Britain many young people in their early twenties cannot find a job. In other words, they are .... (job).

2. The machine started to .... (function) but as their repair service could not get it to work properly for 12 hours, there was a substantial drop in output.

3. The government decided to check to total investment figures again, so they did a .... (count).

4. As cutting down trees is harmful for the environment, ... (forestation) should be prevented.

5. Some areas of Ankara are .... (smoke) zones and this make them much more pleasant places to live in.

II READING COMPREHENSION

A. READ THE FOLLOWING AND ANSWER THE QUESTIONS

Polyester is now being used for bottles. ICI, the chemical and plastics company, believes that it is now beginning to break the grip of glass on the bottle business and thus take advantage of this huge market.

All the plastic manufacturers have been experiencing hard times as their traditional products have been doing badly world-wide for the last few years. Between 1982 and 1984 the plastic division of ICI had lost a hundred and twenty million dollars, and they felt that the most hopeful new market was in packaging, bottles and cans.

Since 1982 it has opened three new factories producing 'melinar', the raw material from which quality polyester bottles are made.

The polyester bottle was born in the 1970s when soft drinks companies like Coca Cola started selling their drinks in giant two-litre containers. Because of the buid-up of the pressure of gas in these large containers, glass was unsuitable. PVC, the plastic which had been used for bottles since the 1960s, was not suitable for drinks with gas in them. A new plastic had to be made.

Glass is still cheaper for the smaller bottles, and will continue to be so unless oil and plastic become much cheaper, but plastic does well for the larger sizes.

Polyester bottles are virtually unbreakeable. The manufacturers claim they are also lighter, less noisy when being handled, and can be re-used. Shopkeepers and other business people are unlikely to object to a change from glass to polyester, since these bottles mean few breakages, which are costly and time consuming. The public, though, have been more difficult to persuade. ICI's commercial department are developing different bottles with interesting shapes, to try and make them visually more attractive to the public.

The next step could be to develop a plastic which could replace tins for food. The problem here is the high temperature necessary for cooking the food in the container.

1. The passage is mainly about
   a. the history of Coca Cola bottles.
   b. the use of polyester in the bottle industry.
   c. the main properties of glass bottles.
   d. the development of I

2. Why is ICI's Plastic Division interested in polyester for bottles?
   a. The other products they make are not selling well.
   b. Glass manufacturers cannot make enough glass bottles.
   c. They have factories which could be adapted to make it.
   d. The price of oil keeps changing.

3. Plastics of various kinds have been used for making bottles
   a. since 1982.
   b. since the 1970's but only for large bottles.
   c.since the 1960s but not for liquids with gas in them.
   d. since companies like Coca Cola first tried them.

4. Why aren't all bottles now made of polyester?
   a. The price of oil and plastic has risen.
   b. It's not suitable for holding gassy drinks.
   c. The public like traditional glass bottles.
   d. Shopkeepers dislike re-usable bottles.

5.Manufacturers think polyester bottles are better than glass bottles because they
   a. are easier to handle.
   b. are not as heavy.
   c. can be used again.
   d. all of the above.

6. According to paragraph 6, ICI are making bottles of different shapes because
   a. people may be persuaded to change from polyester to glass bottles.
   b. people might buy polyester bottles if they look nice.
   c. people object to fewer breakages.
   d. all of the above.

7. Plastic containers for holding food in the same way as cans
   a. have been used for many years.
   b. are an idea that interests plastic companies.
   c. are possible, but not only for hot food.
   d. are the first things being made in the new factories.

8. In paragraph 2, "their" refers to
   a. plastics   b.products   c. manufacturers   d. hard times

9. In paragraph 5, "to be so" refers to
   a. being cheaper   b. being larger   c. being smaller   d. being well

10. Find synonyms in the passage for the following in paragraph 6.
(i) laborious ....
(ii) convince ....

B.READ THE TEXT BELOW AND ANSWER THE QUESTIONS ON IT

SOLAR ENERGY SYSTEMS

The basic purpose of any solar energy system is to collect solar radiation and convert it into useful thermal energy. System perormance depends on several factors including availabilty of solar energy, the ambient air temperature. the charecterisrics of the solar system itself. Solar collection systems for heating or cooling are usually classified passive or active. Passive systems collect and distribute solar energy without the use of an energy source. They are dependent upon building design and thermal charecteristics of the materials used.

Active systems, on the other hand, consist of components which are to a large extent independent of the building design and often require an auxilary energy source for transporting the solar energy collected to its point of use. Active systems are more easily applied to existing buildings.

The major components of an active system are shown in Fig. 20-7. First the collector intercepts the sun's energy. A part of this energy is lost as it is absorbed by the cover glass or reflected back into the sky. Of the remainder absorbed by the collector, a small portion is lost by convection and reradiation, but most is useful thermal energy, which is then transferred via pipes or ducts to a storage mass or directly to the load as required. Enery storage is usually necessary since the need for energy may not coincide with the time when the solar energy is available. Thermal energy is distributed either directly after collection or from storage to the point of use.

Several types of solar collection are available. Collectors are classified as fixed or tacking. The tracking collectors are controlled to follow the the sun throughout the day. Such systems are rather complicated and generally used special high-temperature applications. Fixed collectors are much simpler. Although their position or orientation may be adjusted on a seasonal basis, they remain ' fixed ' over a day's time. Fixed collectors are less efficient than tracking collectors; nevertheless, they are generally prefered as they are less costly to buy and maitain.

Collectors may also be classified as flat-plate or concentrating. Concentranting collectors use mirrored surfaces or lenses to focus the collected solar energy on smaller areas to obtain higher working temperatures. Flatplate collectors may be used for water heating and most space-heating applications.

The flat-plate collector consists of an absorber plate, cover glass, insulation, and housing. The absorber plate is usually made of copper and coated to increase the absorption the solar radiation. The cover glass (or glasses) are used to reduce convection and reradiation losses from the absorber. The housing holds the absorber and cover plates. The working fluid (water, ethylene glycol, air, etc.) is circulated through the absorber plate to carry the solar energy to its point of use. The temperature of the working fluid in a flat-plate collector may rangr from 30 to 90 C , depending on the type of collector and the application. The collection efficiency of flat-plate collectors varies with design, orientation, time of the day, and the temperature of working fluid. The amount of useful energy collected will also depend on the optical properties, the properties of the absorber plate, and losses by conduction, convection , and reradiation.

1. The most important factor in solar energy system performance is
   a. the availabilty of solar energy.
   b. the ambient air temperature.
   c. the type energy required.
   d. the thermal charecteristics of the system.

2. Active solar collection sytems
   a. do not need an additional energy source.
   b. need an additional energy source.
   c. are only used for heating.
   d. are only used for cooling.

3. The solar collector
   a. absorbs all of the sun's energy.
   b. reflects all of the sun's energy.
   c. absorbs some of the sun's energy.
   d. absorbs none of the sun's energy.

4. Another way of expressing " to a large extent " is (par. 2, sentence 1)
   a. mostly   b. totally   c. slightly   d. frequently

5. The word " major " (par. 3, sentence 1)
   a. biggest   b.main   c. largest   d. best

6. Fixed solar collectors are used more than tracking collectors
   a. because they are simpler in design

b.because they are cheaper to buy and maintain
c.because they can produce high temperatures.
d. because they stay in one position all day.

7. Is the statement below correct according to the text?
" Concentrating collectors concentrate the sun's energy so that a smaller area can be heated."
   a. correct   b. incorrect

8. Which of these statements is correct?
   a. The cover glass on flat-plate collectors increases the amount of heat absorbed by the collector.
   b.The cover glass on flat-plate collectors decreases the amount of heat absorbed by the collector.

9. Which of the following statements is not correct?
   a. Fixed solar systems stay fixed on a daily basis.
   b. Fixed solar systems can be changed according to the season.
   c. The fixed position of fixed solar systems is occasionally moved.
   d. The position of fixed solar collectors can never be changed.

10. The amount of energy a flat-plate collector can gather
   a. depends on its design.
   b.depends on several factors.
   c. depends on the temperature.
   d. depends on the time of the day.

III. GRAMMAR

A. FILL IN THE BLANKS CHOOSING THE CORRECT VERB FROM THE BOX BELOW. WRITE THE LETTER IN THE BLANK

1. a. have increased	2. a. to be protected	3. a. were applied
b. increasing	b. protected	b. are applying
c.will be increased	c. to protect	c. are being applied
4. a. are generated	5. a. has been handled	
b. is generating	b. will be able to handle	
c. has been generated	c. will be handled	

Issues such as global warming, acid rain and photochemical smog ..1...... concern about pollution worldwide over the past few years. In order ..2...... human health and the environment, increasingly tight national and international laws ...3............ nowadays. Many different pollutants ..4........ from a wide variety of sources, including transport, domestic, chemical and

manufacturing industry and power generation. However, improved technology ..5.................. all of these sources of pollution in the future.

B. READ THE FOLLOWING PARAGRAPH AND FILL IN THE BLANKS USING WORDS FROM THE BOX. USE EACH WORD ONLY ONCE.

whereas	because	in spite of the fact that
however	so that	due to
in addition	consequently	

Since last Monday, there has been a major forest fire in Australia which has destroyed thousands of trees. ...1.............. to this, hundreds of homes around Sydney have been burned. ..2................, thousands of people have had to leave their homes and find temporary accomodation. ..3.............. the fire service has been fighting the fire for days, it is still burning. ...4................, the firemen are remaining calm, trying to control the situation. The fire, which has spread because of the hot dry weather, is the worst this century. ..5.................. the strong winds, the problem has been made worse.

C. STUDY THESE SENTENCES SHOWING CAUSE AND EFFECT LINKS. UNDERLINE THE CAUSE IN EACH SENTENCE. ONE EXAMPLE HAS BEEN DONE FOR YOU.

Ex. Certain eye problems or even blindness could be due to a shortage of Vitamin A in a diet.

1. A leaking car radiator will result in the engine overheating.

2. Flooding may result from the melting of ice which occurs with global warming.

3. The extinction of certain species of rare animals is caused by inbreeding.

4. An excessive list in a sinking car-ferry can lead problems with the lifeboats.

5. one of the main reasons for panic about mad cow disease is distorted information presented by the media.

IV. WRITING

A. STUDY THE GRAPH AND FILL IN THE BLANKS CHOOSING THE WORDS FROM THE BOX BELOW. WRITE THE LETTER IN THE BLANKS

Unemployment in Europe

1. a. bar diagram	2. a. and	3 a. show	4. a. while
b. line graph	b. between	b. represents	b.consequently
c. pie chart	c. to	c. achieves	c. because
5. a. gradual rise	6. a. under		7. a. fell suddenly
b. increase rapidly	b. preciesly		b. there was a drop
c. a sharp growth	c. approximately		c. decline sharply
8. a. remained relatively static	9. a. for		10. a. out of
b. was at constant	b. finally		b. in
c. fixed	c. since		c. with

This ..1............ shows unemployment in Europe from 1984 ..2........ 1995. The horizontal axis ..3.......... the period of time ..4............ the vertical axis gives the the percent of working people. For the first year there was ..5............ to a peak of ..6.............. 15%. After 1986 it ..7........ until it reached 10% in 1987. For the next four years it ..8................. . However, ..9................ 1991 there has been a steady decline ..10............ the percentage of people unemployed in Europe.

B. STUDY THIS FLOWCHART <u>SHOWING CAUSE AND EFFECT</u>. THEN <u>WRITE A COMPOSITION OF TWO PARAGRAPHS</u>. IN THE <u>FIRST</u> PARAGRAPH USE THE NOTES GIVEN TO EXPLAIN THE PROCESS. IN THE <u>SECOND</u> PARAGRAPH, USE YOUR OWN IDEAS <u>TO RECOMMEND A POSSIBLE SOLUTION</u>.

nuclear power/ great amounts of energy	→	Problems of pollution accidental explosions	→	environmental/ damaged plant life / destroyed

droughts / some areas floods / other areas	←	negative effects on climate	←	ozone layer / depleted

—

complex social / economic problems created	→	standard of living / quality of life deteriorates

Many people are concerned abot the use of nuclear power in the world

today..

....

....

....

....

....

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....

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....

....

....
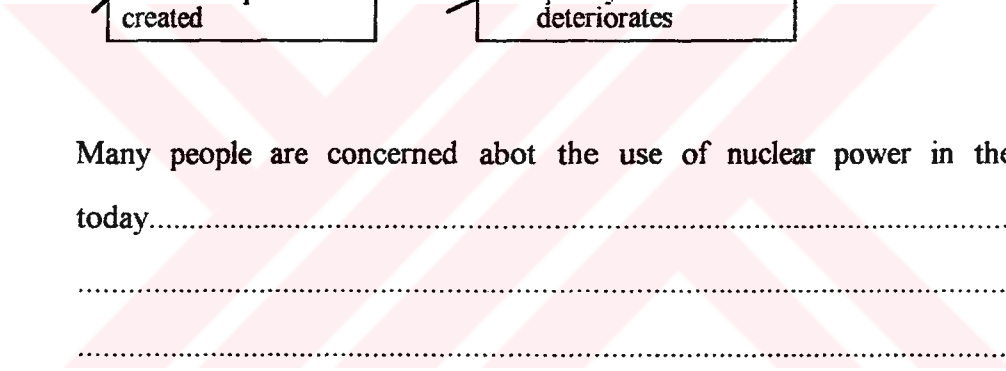
APPENDIX   E

The List Related to Subjects' FLCA Scores and Their

EFL Achievement Scores

Subjects	Reading	Speaking	Final exam	FLCA
1	20	3	67	96
2	28	3	70	90
3	28	4	77	79
4	26	3	78	59
5	26	3	66	98
6	24	2	58	117
7	25	3	67	99
8	29	3	65	94
9	26	2	53	98
10	27	3	71	74
11	20	2	61	119
12	26	2	56	97
13	29	2	62	83
14	24	2	73	105
15	37	4	95	82
16	31	4	82	90
17	33	3	83	98
18	27	2	59	107
19	24	2	52	125
20	23	2	62	100
21	24	3	64	90
22	24	3	60	95
23	33	3	75	65
24	31	2	71	89
25	30	2	79	101

Reading: possible highest score:40
Speaking: possible highest   score:5
Final examination: possible highest score: 100
FLCA: possible highest   score: 165

77

26	37	2	65	99
27	28	4	83	79
28	30	4	75	85
29	25	3	63	67
30	27	3	66	92
31	26	2	57	109
32	22	2	54	103
33	28	2	58	104
34	20	4	58	66
35	29	4	71	77
36	33	4	82	68
37	26	3	74	90
38	27	4	80	82
39	30	2	71	117
40	25	2	68	89
41	36	3	88	58
42	22	2	50	97
43	24	2	60	91
44	18	2	53	110
45	23	2	55	116
46	34	3	73	83
47	32	2	76	75
48	26	2	51	112
49	26	2	57	116
50	22	2	66	95
51	22	2	57	128
52	26	2	62	92
53	24	2	59	115
54	30	2	72	97
55	36	4	89	46
56	28	2	59	94
57	22	2	49	104
58	23	2	58	116
59	31	3	79	65
60	26	2	57	113
61	26	2	57	108
62	32	4	77	56
63	33	3	83	74
64	24	2	62	102

65	32	3	80	67
66	27	2	70	81
67	26	2	70	77
68	33	3	84	86
69	32	3	86	59
70	24	2	58	96
71	30	2	65	77
72	35	4	84	62
73	19	2	54	95
74	32	2	73	101
75	35	4	84	50
76	35	3	84	81
77	20	2	62	123
78	21	2	40	105
79	34	3	81	76
80	24	2	60	78
81	27	2	71	90
82	31	3	83	58
83	32	4	73	82
84	34	4	81	63
85	30	3	71	91
86	26	3	47	72
87	27	3	64	56
88	28	2	54	112
89	35	3	77	85
90	25	2	65	105
91	29	2	71	86
92	37	4	96	58
93	31	3	78	90
94	24	2	62	71
95	30	2	79	78
96	31	3	80	100
97	26	3	64	104
98	24	2	65	99
99	24	2	65	58
100	23	2	60	11
101	20	2	56	97
102	31	2	69	96
103	24	2	63	112

104	24	2	62	98
105	24	3	57	108
106	24	2	67	93
107	31	3	60	73
108	23	3	61	83
109	33	3	69	52
110	40	4	94	58
111	16	2	51	111
112	31	2	85	79
113	18	3	62	83
114	20	2	55	90
115	22	2	50	125
116	28	4	77	67
117	25	3	66	73
118	24	4	67	74
119	25	3	72	118
120	27	3	73	104
121	26	2	68	108
122	30	3	76	108
123	36	4	90	59
124	34	4	81	62
125	28	2	63	100
126	29	2	60	93
127	30	3	67	92
128	28	2	60	99
129	26	3	69	101
130	27	4	75	75
131	35	4	83	84
132	30	4	68	66
133	28	3	64	79
134	30	4	73	65
135	26	2	60	126
136	30	3	71	97
137	22	3	55	100
138	26	3	68	56
139	35	2	71	93
140	30	2	68	84
141	30	2	62	109
142	31	3	74	86

143	28	3	51	96
144	24	3	47	110
144	24	3	47	110
145	21	2	55	112
146	20	3	39	104
147	26	3	70	91
148	26	2	70	113
149	23	2	54	119
150	23	3	59	109
151	33	3	74	109
152	35	3	80	79
153	28	3	73	110
154	29	3	61	103
155	28	3	69	82
156	30	4	80	87
157	20	3	41	85
158	26	3	76	64
159	16	2	55	110
160	27	3	69	108
161	31	4	78	114
162	21	3	50	103
163	27	2	58	119
164	27	4	67	112
165	24	2	66	101
166	27	2	64	99
167	33	2	72	108
168	30	4	71	66
169	29	2	76	127
170	28	2	73	104
171	22	2	56	57
172	29	3	74	105
173	25	3	58	107
174	31	4	83	64
175	33	3	74	99
176	28	3	65	110
177	24	2	67	101
178	25	3	57	104
179	20	3	60	69
180	35	3	75	91

181	39	3	90	102
182	36	4	89	56
183	25	3	48	105
184	23	3	61	106
185	26	3	71	71
186	27	2	73	75
187	22	2	53	92
188	33	4	83	54
189	28	3	66	100
190	29	2	71	117
191	34	2	76	87
192	24	2	56	93
193	25	3	61	76
194	30	3	74	65
195	30	3	74	108
196	18	2	37	104
197	29	4	75	66
198	26	3	62	98
199	20	4	52	95
200	31	4	59	85
201	31	4	76	84
202	25	4	73	55
203	25	3	71	110
204	29	4	67	93
205	34	4	86	80
206	19	4	63	107
207	25	4	67	76
208	39	3	68	97
209	39	4	91	57
210	31	4	70	72
211	32	4	71	47
212	20	3	54	82
213	27	3	60	84
214	27	4	72	60
215	31	4	63	66
216	38	3	83	111
217	31	3	77	87
218	30	4	68	97
219	31	4	66	86

220	29	3	69	105
221	33	3	79	88
222	28	3	57	68
223	30	4	67	88
224	24	3	58	88
225	36	4	78	80
226	36	3	83	121
227	30	4	75	77
228	33	4	85	85
229	20	2	49	87
230	32	2	69	91
231	31	2	71	96
232	22	3	63	74
233	30	2	76	58
234	26	3	69	96
235	32	4	80	68
236	28	2	57	104
237	27	2	77	103
238	25	3	64	72
239	35	3	73	91
240	26	3	64	68
241	23	2	57	102
242	28	3	59	85
243	33	3	80	76
244	33	4	75	60
245	30	3	68	75
246	28	2	65	70
247	30	2	70	85
248	28	2	62	118
249	32	2	50	111
250	26	3	55	90
251	33	2	70	72
252	23	2	61	121
253	23	2	54	73
254	32	2	71	93
255	26	3	54	88
256	24	3	42	91
257	20	2	46	112
258	33	4	78	82

259	22	2	58	70
260	30	2	65	94
261	26	3	55	76
262	34	3	69	82
263	35	4	79	80
264	36	4	87	56
265	28	2	68	103
266	34	3	80	79
267	31	4	83	91
268	22	3	62	85
269	32	3	73	101
270	32	2	69	117
271	31	3	72	88
272	22	2	62	137
273	28	2	64	117
274	36	3	83	70
275	26	2	55	106
276	37	4	82	72
277	29	3	68	104
278	32	4	71	89
279	22	2	59	118
280	28	2	66	106
281	24	2	61	106
282	33	4	80	65
283	22	2	61	106
284	30	2	74	111
285	23	4	58	94
286	21	3	51	130
287	23	4	55	100
288	17	4	53	94
289	29	4	82	80
290	26	4	80	85
291	10	3	50	95
292	22	3	67	125
293	18	2	47	121
294	34	4	87	43
295	29	4	67	72
296	29	3	66	93
297	25	3	62	95

298	22	4	57	111
299	38	4	89	100
300	26	4	66	100
301	23	4	67	139
302	35	4	86	80
303	21	4	59	75
304	23	3	64	103
305	35	4	85	86
306	22	3	59	85
307	25	4	60	93
308	29	3	64	95
309	24	3	64	79
310	29	3	60	96
311	22	2	50	104
312	29	2	73	96
313	36	3	81	75
314	26	2	61	100
315	24	3	51	94
316	28	2	57	80
317	22	2	59	78
318	25	2	67	94
319	32	4	81	57
320	24	3	50	115
321	21	2	45	125
322	27	3	59	95
323	33	4	68	90
324	14	3	46	85
325	26	4	59	86
326	30	3	67	94
327	17	2	42	99
328	28	3	57	125
329	14	3	40	104
330	17	3	55	89
331	18	4	59	65
332	29	3	73	83
333	28	3	57	91
334	32	3	82	90
335	23	4	68	83
336	29	4	77	91

337	33	4	82	67
338	28	3	62	92
339	21	4	62	91
340	27	3	63	98
341	24	4	67	114
342	31	4	72	100