

**AFFECTIVE FILTER IN EFL READING CLASSES:
THE APPLICATION OF READERS' THEATRE**

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MASTER'S THESIS

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JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulutarafından 19.01.2021 tarihli “*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*” ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.



ETİK İLKE VE KURALLARA UYUM BEYANI

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Last, I really appreciate the support and love of my husband who encouraged me countless times. This dissertation would not be completed without his faith in me. My heartfelt thanks.

Hilal Can Demir

Eylül, 2021

ÖZ

İNGİLİZCE OKUMA SINIFLARINDA DUYUŞSAL FİLTRE: OKUYUCU TİYATROSUNUN UYGULAMASI

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Krashen (1982), “Duyusal Filtrenin”, öğrencilerin duyuşsal süzgeç düzeyinin azaltılması gerektiğini savunarak duyuşsal değişkenler ile ikinci dil öğrenme süreci arasındaki ilişkinin bağlantılı olduğunu varsaymaktadır. Bu çalışmada, özellikle, Krashen'nin Duyusal Filtre Hipotezi içerisindeki dil kaygısına odaklanmayı amaçlanmıştır. Bu çalışma ayrıca, Yabancı Dilde Okuma Kaygısı üzerinde de durmaktadır. Yabancı dilde okuma kaygısı üzerine yapılan araştırmaların çoğu, yabancı dilde konuşmanın daha stresli olmasından dolayı dinleme ve konuşmaya yönelik çalışmalarla odaklanmıştır, oysa yabancı dilde okuma kaygısı üzerine çok az çalışma yapılmıştır (Saito ve diğerleri, 1999; Wu 2011). Macdonald (2009), Okuyucu Tiyatrosu yöntemi kullanılarak okuma akıcılığını geliştirebilmesi için olumlu bir ortam yaratabileceği ve özellikle yabancı dilde okuma kaygısı olan öğrencilerin sınıfta kendilerine güvenmelerine yardımcı olabileceği görüşünü öne sürmektedir. Bu çalışmanın amacı, Okuyucu Tiyatrosunun Türkiye'de Yabancı Diller Yüksekokulunda öğrenim gören Hazırlık Öğrencilerinin İngilizce okuma sınıfında Duyusal Filtrenin azaltılmasındaki etkililiğini incelemektir. Okuyucu Tiyatrosu öncesinde öğrencilere yapılan ankette, katılımcıların çoğunun sınıf içerisinde sesli okuma yaptıklarında kaygı hissettiği görülmüş, ancak Okuyucu Tiyatrosu yöntemi kullanıldıktan sonra öğrencilerin yabancı dilde okuma kaygılarda azalma gözlemlenmiştir.

Anahtar Kelimeler: Krashen'in Hipotezi, Duyusal Filtre, Yabancı Dilde Okuma Kaygısı, Okuyucu Tiyatrosu.

ABSTRACT

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Master Thesis

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Thesis Advisor: Prof. Dr. Aysu Aryel Erden

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Krashen (1982) hypothesizes that the 'affective filter' captures the relationship between affective variables and the process of second language learning by positing that students' level of affective filter is required to be decreased. In this study, it is intended to investigate Krashen's Affective Filter Hypothesis especially focusing on language anxiety. The current paper specifically emphasizes on Foreign Language Reading Anxiety (FLRA). Most research on foreign language anxiety has focused on listening and speaking since speaking in a FL may be more stressful, whereas few studies have been done on reading anxiety (Saito et al, 1999; Wu 2011). Macdonald (2009) posits the view that Readers' Theatre can improve reading fluency as well as create positive environment, help anxious students to feel self-confident in the classroom. The purpose of the study is to examine the RT's effectiveness in reducing affective filter in foreign language reading class of Prep students in a university in Turkey. A questionnaire, RT's application and a focus group interview were employed to observe the RT's influence on participants. The questionnaire demonstrated that most of the participants feel anxious during reading classes; however, the employment of RT revealed that it helps students decrease much of their anxiety.

Keywords: Krashen's Hypothesis, Affective Filter, Foreign Language Reading Anxiety, Readers' Theatre.

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LIST OF ABBREVIATIONS

AF	: Affective Filter
EFL	: English as a Foreign Language
ESL	: English as a Second Language
FLA	: Foreing Language Anxiety
FLCA	: Foreing Language Classroom Anxiety
FLCAS	: Foreing Language Classroom Anxiety Scale
FLRA	: Foreing Language Reading Anxiety
FLRAS	: Foreing Language Reading Anxiety Scale
LAD	: Language Acquisiton Device
RT	: Readers' Theatre
SLA	: Second Language Acquisiton

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CHAPTER 1. INTRODUCTION

The ideas of Krashen's Affective Filter Hypothesis and Readers' Theatre in Foreign Language Learning Classrooms are introduced in this chapter. It also explains the background of the study, highlights the purpose of the study, identifies the research questions, reveals the significance of the study, states a statement of the problem, and finally outlines the design of the study.

1.1 Outline of the Study

Chapter One, Introduction, presents the purpose and background of the study and explains the theoretical framework adopted in this study. It also highlights the statement of the problem, research questions, and significance of the study.

Chapter Two, Literature Review, explains Stephen Krashen's five hypotheses of Second Language Acquisition Theory and focuses on the Affective Filter Hypothesis providing previous research. It considers a general view of foreign language anxiety with the relation of the reading anxiety and categorizes various factors of foreign language anxiety, and finally, the implementation of Readers' Theatre is involved in this study.

Chapter Three, Methodology, gives information about participants, instruments, nature of the study, data collection, and notes analysis procedures.

Chapter Four, Findings and Discussions lays stress on the data analysis and discuss the results and the findings of the FLRAS study and subsequently, interpretations of the results. A focus group interview is also presented both qualitatively and quantitatively.

Chapter Five, Conclusion and Suggestions provides an overview of the study, discusses the research questions and hypothesis, and suggests implications and prospect for

further research. Finally, the references and the employed questionnaires are included in the appendices.

1.2Background of the Study

There is a growing interest in how anxiety affects language learning. Over the last few decades, researchers have focused on the affective variables in the language learning area. (Horwitz, Horwitz, and Cope, 1986). Particularly, Horwitz et al. (1986) defined language anxiety as “a distinct complex of self-perception, beliefs, feelings, and behaviors related to the classroom language learning” (p.128). According to Macintyre (1995), anxiety plays a significant role to demonstrate students’ ability on language knowledge, and if students are anxious, this may lead them to show less information of what they have learned (p. 97). Wu (2011) shows a distinguishable relationship between language anxiety and reading anxiety. He believes that creating a low-anxiety classroom environment can reduce students' anxiety as well as their reading performance. In Turkey, several studies (Demirtaş, 2012; Şahin, 2011; Kuru Gönen, 2005; Köroğlu, 2010) have attracted the importance of foreign language anxiety and its relation with reading courses. These studies mainly tried to determine the sources of foreign language reading anxiety, students' beliefs on foreign language reading anxiety (henceforth, FLRA), and their language performance. Kuru Gönen (2005) found three factors affecting learners' reading anxiety, caused by personal factors, reading text, and reading class. Şahin (2011) identified five major sources of foreign language reading anxiety in his study: reading tasks, the attitude of the teacher, the nature of the reading text, personal factors, and the classroom. In his findings, Demirtaş (2012) revealed that there is a crucial relationship between gender and language anxiety.

1.3Significance of the Study

As being one of the affective variables in FLL, anxiety influences the acquisition of certain skills. Specifically, few researchers have studied the area of reading skills and their causes of anxiety. Although Readers Theatre is a well-known method, especially in secondary English education, the implication for the usability of RT at the university level has barely been researched. Since language learners have common feelings about the FLL difficulties, the method of RT can be seen as a treatment to decrease learners' reading anxiety.

Krashen's theory of Second Language Acquisition was developed into five hypotheses: The Acquisition/Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis, which is mostly going to be analyzed in this study. Krashen (1982) was among the first to study foreign language anxiety (FLA). Anxiety, according to his Affective Filter Hypothesis, leads adversely to an affective filter, making an individual less receptive to input. Krashen (1982) hypothesizes that the Affective Filter captures the relationship between affective variables and the process of second language learning by positing that students' level of filter is required to be decreased. Finally, three affective factors of motivation, self-confidence, and anxiety are emphasized to clarify the Affective Filter Hypothesis.

Anxiety, as one of the affective factors, plays a significant part in language learning (Horwitz, Horwitz and Cope, 1986; Young, 1991). Anxiety in the classroom has been regarded most likely in Foreign Language Learning Classrooms. The influence of anxiety on certain skills has attracted the attention of many researchers. In addition, this study is based on Krashen's Affective Filter Hypothesis and aims to determine which classroom activities may be utilized to minimize AF. It is at this point that the researcher decided to maintain the study through Readers' Theatre. The probability of reading anxiety in accordance with the RT technique is addressed. It has been used in various educational settings and appears in ESL and EFL classrooms. RT is a formalized story-telling activity that began in the late 1940s in New York (Coger, and White, 1973). According to Young (1991), "Readers Theatre is a presentation of prose, poetry, or content area material that is read aloud by several

readers” (p. 32). RT depends on oral reading with groups and is intended to be read aloud through reading scripts. Martinez, Roser, and Strecker (1999) assert that the reader’s goal is to read the text aloud in an effective way, to make the audience visualize the action (p. 326). However, it has some distinction from acting. Beck (1984) states that RT emphasizes literature that provides deep focus and comprehension of a literary work. Liu (2000) counters the argument that RT seems easy and non-threatening to the students and is useful for developing attentiveness; therefore, creates a low anxiety classroom (p.360). Huang (2014) shows in his study that learners who have experienced the RT method performed low anxiety situations in FL classrooms (p. 134). Although its concept is similar to that of a play, Readers Theatre is not the same as performing. As students follow along silently and listen for verbal clues, they get a better understanding of literary aspects and improve their listening skills as well as their reading skills. (Rasinski, 2003).

1.4Statement of the Problem

It is generally accepted that anxiety plays a crucial role while learning a foreign language. For many language learners, foreign language learning classrooms can be the most anxiety-provoking problems they are being confronted with. The study specifically emphasizes Foreign Language Reading Anxiety (FLRA). In Turkey, several studies have attracted the importance of foreign language anxiety and its relation with reading courses. These studies mainly tried to determine the sources of foreign language reading anxiety, students’ beliefs on foreign language reading anxiety and their language performance. KuruGönen (2005) found three factors affecting learners’ reading anxiety which is caused by personal factors, reading text and reading class. Rinehart (2001) points out that RT occurs as an effective way for involving students into meaningful reading activities (p. 69). As Krashen (1982) explains when language learners are anxious, have low self-esteem, and low motivation, the filter will be higher. In consequence of a high level of anxiety, learners may have difficulty in the learning process. It can correlate with reading anxiety when one’s reading does not work well. Therefore, as a foreign language teaching department, student at

Maltepe University School of Foreign Language Department might face anxiety associated with reading foreign language texts.

1.5 The Purpose of the Study and Research Questions

The importance of this study is to find out how effective factors affect foreign language learning classrooms, and attempts to investigate the relationship between foreign language reading anxiety and its influence on learners' performance in English. The present study situates in Turkish University EFL context, and the question is whether Readers Theater may be facilitating foreign language learning and reduce affective filters. For the purposes of this study, two research questions arise.

- 1.** What is the profile of MAU Prep program regular students' anxiety in Reading Classes?
- 2.** What are the effects of Readers' Theatre (RT) on the anxiety of students in Reading class?

1.6 Definitions

Affective Filter (AF): Krashen (1982) hypothesizes that the captures the relationship between affective variables and the process of second language learning by positing that students' level of filter is required to be decreased.

English as a Foreign Language (EFL): Oxford (2001) outline a "foreign language" as a language being studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted (p. 359).

Foreign Language Anxiety (FLA): "A distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwtiz et al., 1986, p. 128).

Foreign Language Reading Anxiety (FLRA): ‘Foreign language reading anxiety is a construct that is related to but distinct from general foreign language anxiety’ (Horwitz et al., 1999, p. 203).

Foreign Language Classroom Anxiety Scale (FLCAS): The FLCAS is “a self-report measure that assesses the degree of anxiety, as evidenced by negative performance expectancies and social comparisons, psychophysiological symptoms, and avoidance behaviors” (Horwitz, 1986, p.559).

Foreign Language Reading Anxiety Scale (FLRAS): Saito et.al (1999) create this to measure the effects of language anxiety both on the reading comprehension and on the reading process.

Readers Theatre (RT): Martinez, Roser, and Strecker (1999) explain that “Readers Theatre is an interpretive reading activity in which readers use their voices to bring characters to life” (p. 326).

CHAPTER 2. REVIEW OF LITERATURE

This chapter is an introduction to the concepts of Krashen's Second Language Acquisition Theories consisting of five hypotheses and focalize on Affective Filter Hypothesis, highlights previous research on it, explains language anxiety, identifies types of anxiety, reveals foreign language anxiety and learning, states foreign language reading anxiety, and finally outline Readers' Theatre Method.

2.1 The Acquisition/Learning Hypothesis

If we need to start with the Acquisition-Learning Hypothesis, Lalleman and Jordens (2010) present learning as a conscious process that can only occur through formal instructions. In comparison, acquisition takes place spontaneously, in which children acquire their mother tongue. Freeman and Long (1991) characterize acquisition as relates to the subconscious process when children develop their first language while learning results in a separate system of grammar rules or knowledge about SL. The Acquisition-Learning Hypothesis differentiates the acquisition-learning process comparable to how children obtain language and how adults learn a new language. According to Krashen (1982), both adults and children can subconsciously and naturally acquire language, as similar to the process that children learn their first language. Acquisition needs natural communication in the target language. It is affected by the social environment and focuses on meaning rather than form, and frequently uses grammatical 'feel'. He adds that learners know the language without necessarily knowing the rules of that language. Except that 'learning' can be determined more directly as learners study the rules, syntax, and grammar of that language. Students who are learning a second language can be well-versed in grammar rules, but can have difficulty in expressing themselves or using the target language in different settings. Learning includes formal situations nearly the same as students are taught in the classroom, and it depends on aptitude, and for Krashen is less effective than acquisition. Neurolinguistically, Ellis (1985) argues that acquisition occurs in natural communication and is located in the left hemisphere

that is accessible for automatic processing, yet learning is only available for controlled processing.

Table 1. Acquisition-Learning Distinction

ACQUISITION	LEARNING
similar to first language acquisition	formal knowledge of language
'picking up' a language	'knowing about' a language
subconscious	conscious
implicit knowledge	explicit knowledge
formal teaching does not help	formal teaching helps

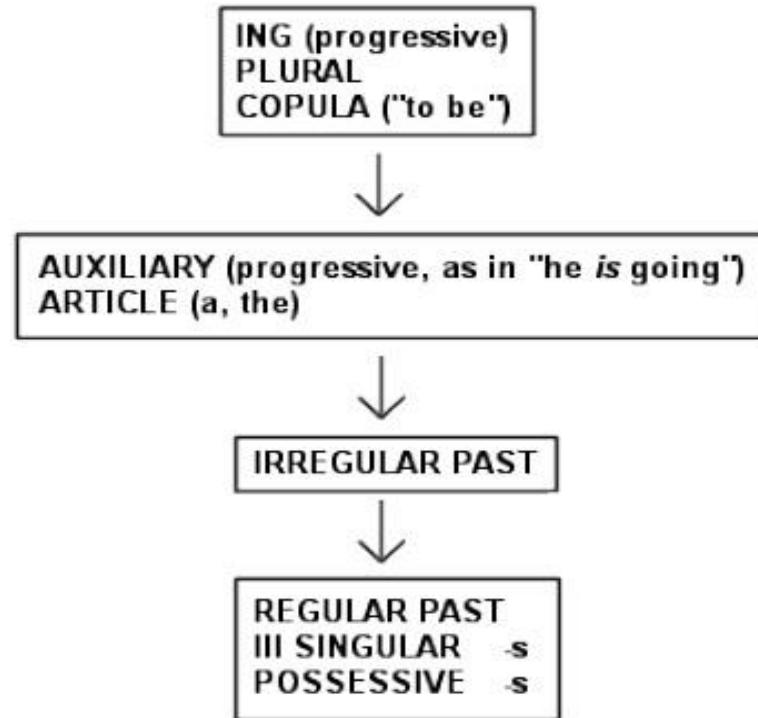
Resource: (Krashen & Terrell, 1983: p. 27)

2.2 The Natural Order Hypothesis

The second hypothesis in the list is the Natural Order Hypothesis. Learners may follow to acquire grammatical morphemes in a particular order. To be clear to understand it, Krashen and Terrell (1983) define the Natural Order Hypothesis as the following: the Hypothesis implies that grammatical structures cannot be acquired in the same order. Rather, it assumes that on the one hand specific structures tend to be acquired early; on the other hand, others tend to be acquired late. It also accepts the structures that might be gained in groups and at the same time. Brown (1973) discovered that children learning English as a first language had an earlier acquisition of certain grammatical morphemes, or function words. Krashen and Terrell (1983) argue that 'ing' and plural 's' appeared to acquire early in language production, however, possessive 's' is learned later. For example, the progressive 'ing' (I am reading a book) and the plural marker 's' (four books) can be the first morphemes acquired, however the third person singular 's' (He likes reading books) and the possessive 's' (Mark's book) were typically acquired much later. During the process of Language Acquisition, the mentioned hypothesis may display existence in both children and adults.

According to Bailey, Madden and Krashen (1974), Adult language acquisition follows a natural sequence, and second language acquisition follows a natural order for children.

Table 2. Natural Order in Language Acquisition



(Resource: Krashen, 1982: p.13)

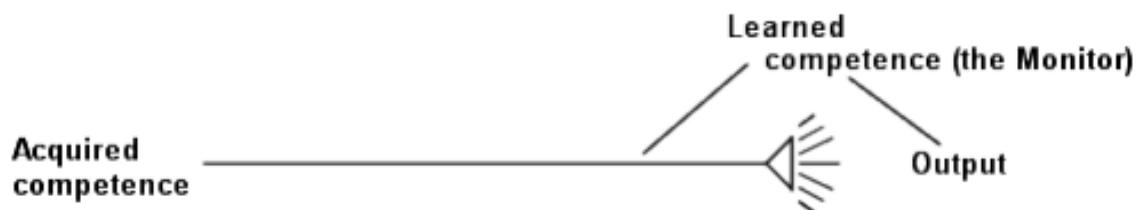
Average order of acquisition of grammatical morphemes for English as a second language (children and adults). This order is derived from an analysis of empirical studies of second language acquisition.

2.3 The Monitor Hypothesis

The third hypothesis, the monitor hypothesis, builds on the relationship between acquisition - learning distinction and how they are utilized in second language acquisition. Krashen & Terrel (1983) stress that learned language can only be used as a slow editor, or

monitor, when the learners acquire a second language. McLaughlin (1987) challenges Krashen's hypothesis since children have lacked the Monitor, they are superior to adults in terms of L2 acquisition. Ellis (1990) examines the Monitor Hypothesis "explicit knowledge works as a facilitator of implicit knowledge by making the learner conscious of linguistic features" (p.196). In fact, the term 'monitor' can be understood as making alterations or corrections when the learners have explicit knowledge in second language learning. That is to say, learners can use learned rules to make a self-correction. The function of the monitor might appear either before the production of conscious language learning or after the production, as Krashen (1982) presents below.

Table 3. Model of Adult Second Language Performance



(Resource: Krashen, 1982: p.16)

According to Krashen (2003a: p.2), the acquisition is the utterance initiator, while the learning performs the role of monitor. Nevertheless, to use the Monitor, three conditions must be provided. The first is to supply enough time. Ellis (2003) claims that providing time for monitoring leads to greater accuracy. Krashen (1985) revealed in his work monitoring can make some contribution to the accuracy of an utterance.

The second is to focus on form. Hulstijn and Hulstijn 1984 research shows if the focus is on the form while we are speaking, we produce less information, and we impede. The last one is the learner must know the rule. Krashen (1982: p.16) clarifies that students are exposed only to a small part of the total grammar of the language, and we know that even the best students do not learn every rule they are exposed to. Krashen (2013) believes that the last

condition is difficult to be met. Here poses a problem. These are limited conditions and can only take place when the learners are taking a grammar test. (Tricomi 1986: p.60).

2.4 The Input Hypothesis

The Input hypothesis may be the most important theory in Krashen's work (1985). The input hypothesis, according to Krashen, claims that individuals learn language in an incredibly easy way when they get 'comprehensible input' (p.7). According to Ellis (1985), comprehensible input is defined as the input to which learners are exposed, should be understandable for L2 learners. He implies that gaining a comprehensible input might be a crucial status to exist in Second Language Acquisition (SLA). Specifically, it deals with how acquirers move from 'i' where represents the current level, to 'i + 1' which is one step above their competence. Hence, Krashen (1982) aims to find out the central question on his theory. How do we get from stage i which indicates current competency, to $i + 1$, which represents the next level? The following is the assertion made by the input hypothesis: The acquirer must understand input that contains $i + 1$ as a necessary condition for moving from stage i to stage $i + 1$, where "understand" indicates that the acquirer is focused on the meaning rather than the form of the message. He made a compelling case that second language learners can comprehend language that they have not yet acquired. This can only come about with the help of the context, which includes extra-linguistic information. In addition, the Input Hypothesis provides two corollaries in Krashen (1985) book:

- a) Speaking is a result of the acquisition, not its cause. Speech cannot be taught directly, but 'emerges' on its own as a result of building competence via comprehensible input.
- b) If the input is understood, and there is enough of it, the necessary grammar is automatically provided. The language teacher does not need deliberately to teach the next structure. (Krashen 1985: p. 2).

Caretaker's speech can be exemplified as the evidence for this corollary. Krashen interprets that caretakers fix both their input and utterances in rough considering the child's level and ability to understand and produce. As Clark and Clark (1977), cited in Krashen (1982), point out caretaker speech is modified in order to aid comprehension. Therefore, it means that caretaker speech refers to complexity beyond the child's level, and the input needs to be roughly tuned. Former discusses speaking fluency cannot be taught directly. According to Krashen (1982), the best way to teach speaking is to simply provide comprehensible input. Latter mostly deals with SL learners. As it is understood from Krashen's point, second language acquirers can also receive the kind of modified input that children get. Students will acquire the language in the natural order as a result of getting comprehensible input (Krashen 2003a: p. 6). Tricomi (1986) recommends that a teacher can advocate acquisition by giving students appropriate comprehensible input. Moreover, teachers can create comprehensible input via pedagogical aids, such as pictures. Given these facts, Krashen (1982) summarizes basically when communication is successful when the input is enough and understandable, $(i + 1)$ will be presented automatically, as long as the Affective Filter is low.

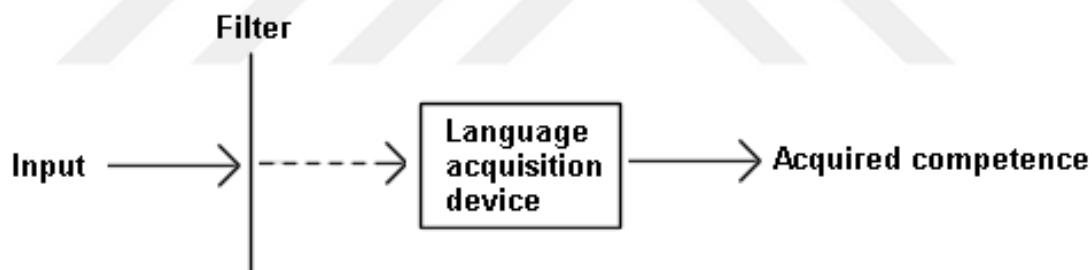
2.5 The Affective Filter Hypothesis

The Affective Filter hypothesis is helpful in defining how affective factors influence second language acquisition process. Affective Filter is originally proposed by Dulay and Burt (1977) and Krashen (2013) to optimize 'Affective Filter' as a filter that prevents comprehensible input from reaching Language Acquisition Device (LAD) - termed by Chomsky. The device can be called the part of the brain that is responsible for the process of L1 or/and L2 acquisition. Affective factors can be considered one of the most important factors in Second Language Acquisition.

Krashen and Terrell (1983) demonstrate affective variables and attitudinal factors in three categories: motivation, self-confidence, and anxiety. He maintains these affective variables affecting L2 learners' success and failure act as facilitating or debilitating factors to determine the input and output of the SL. Ellis (1994) strongly believes "Learners'

affective factors are obviously of crucial importance in accounting for individual differences in learning outcomes" (p. 483). In other words, as Krashen (1982) reveals, if an acquirer is anxious, has low self-esteem, and low motivation, he or she may have difficulty in learning, and the filter will be higher. Here, the Filter can be seen as a wall or barrier, therefore, even if the language is understood, it would not be able to progress to the Language Acquisition Device (LAD). As a result, language learners should be open to input. Whereas, if an acquirer has better attitudes, such as high motivation, low anxiety, and self-confidence, the language acquisition might be successful, and the filter will be 'down' when he/she considers himself to be actively involved in a member of the group speaking target language' (Smith, 1988 cited in Piske et al., 2009). It should be also noted in Krashen's (1982) study that the filter tries to explain the reason why learners cannot reach native-like competence, although they have enough comprehensible input. The issue is because of the Affective Filter.

Table 4. Operation of the Affective Filter



(Resource: Krashen 1982: p. 32)

2.6 Research on Affective Filter Hypothesis

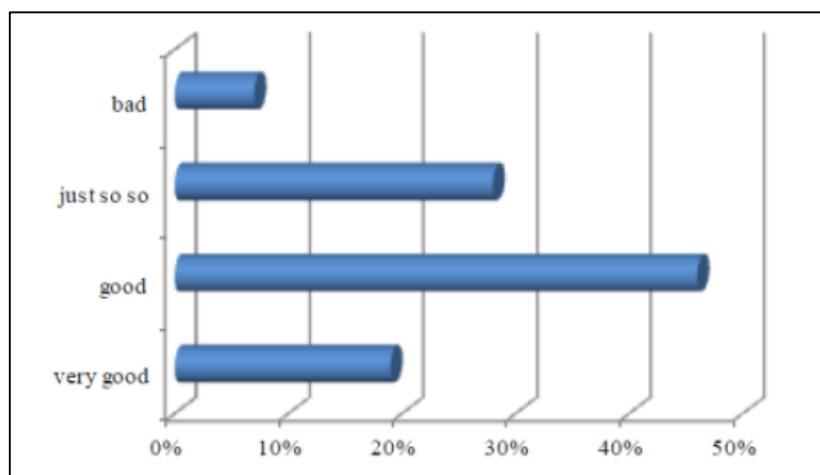
Recently, there have been much research on the study of psychology in FLL. It is generally agreed today that affective factors are one of the important parts of applied linguistics. In this section, the discussion centers on the previous research about affective

factors. Ni (2012) aimed to find out several useful tips for English majors in their language learning. He provided three research questions to analyze:

1. How do English majors evaluate their English on the whole?
2. What are the effects of the affective factors such as motivation, self-confidence, and anxiety on their language learning?
3. What are the opinions of students toward their teachers' feedback?

As subjects and instruments, Fifty English majors who were chosen from five parallel classes, and most of whom have been studying English for ten years, enrolled Foreign Language Department, Heze University in 2010. They all cooperated with the researcher and answered the questionnaire about different affective factors for their English classes. The questionnaire consists of ten items. Five questions are devised to learn about students' performances in the classroom. The rest are 'multiple-choice' and 'ask and answer' questions, in which the researcher collects the data of learners' true feelings toward his main aim. Besides, the questionnaire is written in their mother tongue (Chinese), so as not to make the students anxious, and they can understand each question well. As a result of the questionnaire survey, 45 were used for data analysis. The outcome of their self-evaluation about English is presented below.

Table 5. Students' Outcome of Their Self-Evaluation about English



(Resource: Ni, 2012: p. 1510)

The second result is about affective factors in English Learning; most of the students think that affective factors play an important role in their learning process.

The last finding of the results demonstrate how teachers' feedback are used and what the learners' perceptions are. The data summarizes as follows: teachers' feedback and guidance had an impact on students' emotional states, especially motivation, self-confidence, and anxiety. The research shows that 'providing a clue and expecting self-repair and 'elicitation' are the most favored by all the students. The others 'recast' and 'interrupting in time' are in the list that students accepted. For that reason, students think that teachers should refer to their weaknesses and strength.

Table 6. Affective Factors among Students

Item	Total %
Class Performance	20/44.4%
Interest	16/ 35.6%
Highly Motivated	12/26.7%
Self Confidence	18/40.0%
Anxiety	2/4.4%

(Resource: Ni, 2012: p. 1511)

Consequently, based on the whole research and results above, the researcher points out that there are excellent students in the classroom who take a great deal of language input self-assuredly, yet there are still some students who learn the language with high affective factors. Therefore, the study concludes that teacher's guidance on learners' affective factors should be taken into consideration for second language teaching.

Several studies (e.g., Du, 2009; McCann, Hecht & Ribeau, 1986; Ni, 2012) have been conducted about Krashen's Affective Filter Hypothesis. Lin (2008) especially aims to show the connection between students' pessimistic mood, interest, self-esteem, and motivation to enhance confidence and language acquisition by using effective pedagogies. He used both quantitative and qualitative research methods focusing on learner perceptions and their learning experience. The employed questionnaire was analyzed based on Krashen's Hypothesis. The results were analyzed through the Software of Statistics Package for Social Science (SPSS). The study was conducted at MingDao University in Taiwan in the fall semester of 2007-2008. Ninety-eight intermediate-level freshmen in two classes were led to learning English in a motivating atmosphere. The classes were ranked from A to Z, from the highest level to the lowest level. Thus, Class A and Class P were selected. During 18 weeks, the classes were held once a week for two hours. The teaching experiment was designed through games, music, singing songs, and movie watching activities. Students were tested before and after the training finding out how much they improved after training.

First, the subjects were not taught about the detail of an affective filter, but they were informed that they would be led toward a more calming and process of developing their English proficiency. The researcher's goal is to reduce anxiety with a relaxed classroom environment. Students learned vocabularies and practice reading with games referring to two, which are "Activity Box" edited by Jean Greenwood in 2002, and "Imaginative Projects" edited by Matt Wicks in 2000. These two books provided a wealth of photocopiable graph materials to supplement the teachers' goal of reducing students' anxiety. Second, the subjects were taught to sing 15 English songs. Students were taught the keywords of the songs, after playing the songs, they were asked to express their opinions. The songs were listened to once again with the teacher. Third, playing films in English has many advantages for students such as learning vocabulary, pronunciations, and grammar structures.

In this study, the scripts of Shakespeare's 'Romeo and Juliet' were given to students to read 5 weeks before watching the movie. After training, the result of this combined study displayed that more than 80% of students believed their relaxed and positive attitudes and

teacher's interesting ways of teaching enable them to achieve a greater knowledge of English much more effectively. Moreover, 75% of the students agreed that an affective filter is a block in language learning. 95% of the students could perceive that the teacher was trying to reduce their anxiety and increase their confidence. This indicated the teacher's concern about affective variables on learning a language was essential for students. 68% of the students felt free to communicate because the teacher would not make them feel embarrassed. More than 80% of students revealed that games, songs, music, and movies were all motivation-stimulating, relaxing, and effective pedagogies. Summary of the survey study demonstrated in the table that students exhibit positive attitudes towards Krashen's Affective Filter theory.

Table 7. Summary of the Survey Study

N=98	No use	Maybe useful	Should be useful	Very useful	Extremely useful
Before	5	16	13	36	28
After	0	1	3	43	51

(Resource: Lin, 2008: p. 121)

According to the results above, from the number emerging from the analysis before and after using new pedagogies, the researcher concludes that applications concerning students' emotions facilitated their language learning since the students tend to more powerfully support the treatments after being trained.

One another previous research is carried out by Roberton (2011). His action research study explored the role of affective filter in an adult English language Learner classroom. Observations, interviews, and surveys were conducted in two classrooms where teachers had been trained to make use of methods that promoted low affective filter. Hence, this research project investigates what methods were used to reduce the affective filter. The procedure consists of units with a variety of activities that teach different aspects of the English Language. This study comprises two English language teachers and their adult international students aged between 16 and 28. The levels range from beginner to advance. Their

demographics are 50% Asian, 15% European, 25% Latin American and 10% Middle Eastern. The aim of learning English for them is to either study abroad or get a better job. 90-minute observations were done every week on the Evergreen State College campus in the USA.

The researcher interviewed two teachers to accommodate their schedules. The interview questions were chosen to gather information about school background, strategies used to reduce affective filter, objectives of class activities, and personal experiences when using strategies to reduce the affective filter. A field journal was also used by teachers to search out students' responses and how the teachers presented the activities. During the observations, the researcher stayed back in the room not to make learners feel nervous. The observation data categorized descriptions of activities, teacher presentation and interaction with students, and student response. Then it was assessed to show up factors such as motivation, self-esteem, confidence, and anxiety. Overall, the results of surveys, interviews, and observations deduce that students' affective filter was low in general, for the reason that teachers tried to reduce the affective filter. Then, the researcher hypothesized that the low effective filter of the students was due to teacher practices and the students' ability to regulate their anxiety, motivation, and self-confidence. Through researcher's interviews with two teachers, they expressed their methods and observations in the class. One said that in order to reduce affective filter, she lets them work in pairs. While the other one states that before warming up, she likes to do community-building activities, and after each session she asks students' feelings and opinions about her way of teaching. When the researcher asked them how they motivate their students, both teachers say they try to find out what their students' educational goals are, so that they can create a curriculum relating to those goals. One of the results of the survey sample that shows the students' favored classroom activities are mostly working in group activities. The survey proved that cooperative activities were enjoyable. At the end of the research, both teachers established a collaborative learning environment through the use of group building exercises, which reduced affective filter and helped students feel comfortable, with low anxiety in their classrooms.

2.7 Three factors of Affective Filter Hypothesis

The Affective Filter hypothesis describes how affective elements influence the acquisition of a second language. Dulay and Burt (1977) suggested the notion of an Affective Filter, which is consistent with theoretical work in the domain of affective variables and second language acquisition and learning. Krashen (1981) has observed that over the last few decades, research has confirmed that a variety of affective variables are related to second language acquisition success. The majority of those studied fall into one of three categories which are motivation, self-confidence, and anxiety.

2.7.1 Motivation

Motivation is one of the most important characteristics in terms of learner's success in LA. Ellis (1985) defines it from the point of learners' goal and orientation in the language classroom context. He notes in his other research (1990) that students who are motivated can actively participate in classes. Overall, high motivation may be found as a positive effect on classroom learners. According to Gardner et al., (2003) in his socio-educational model, integrative and attitudes toward learning situations incorporate motivation. They support individual's motivation and achievement in Second Language Learning.

2.7.2 Self-Confidence

When we review possible factors that can affect language learning, self-esteem is very important for Ni (2012), who stresses that self-confidence may boost a person to try alternatives and new ways in learning a second language. Du (2009) elaborates on him by identifying "those who have enough self-confidence and positive personal image can succeed more" (p.164). Whereas, we can deduce that those who have lack of self-esteem may end up with failure. Rubio (2007) views that low self-confidence, low motivation, and high anxiety make learning difficult, and it is concerned with learners' lack of ability as well. According to Krashen and Terrell (1983) an individual's self-esteem can quickly elicit foreign language anxiety. Individuals with poor self-esteem can be concerned about what others think if they want to impress others.

2.7.3 Anxiety

Research into foreign language anxiety has dated back to the 1970s. Chastain (1975) and Scovel (1978) were among the earliest researchers to recognize the role of anxiety in the foreign language learning context. In the foreign language learning area, various factors influence the learning process, such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, and so forth (Gardner, 1960; Lehmann, 2006, cited in Cabansag, 2013). After a decade, foreign language classroom anxiety has been extensively researched by (Horwitz, 1986; Lucas, 1984; & Young, 1986). The nature of FL anxiety comes from the idea that language learning is a process in which students are often putting themselves in a vulnerable position of seeing their own self-concept shattered and eventually submitting themselves to negative evaluations (Tsui, 1996). Therefore, foreign language anxiety is described 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” (Horwitz et.al, 1986, p.128).

2.8 Types of Anxiety

Anxiety has many different definitions. From the psychological point of view, Spielberger (1972) defines anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (p. 9). He argues that the process of anxiety involves several variables; therefore, he proposes state anxiety, trait anxiety, and situation-specific anxiety. State anxiety is based on psychological measures evoked in an individual who has complex emotions during a specific situation (p. 6). Trait anxiety, on the other hand, refers to relatively permanent situations and shows habitual reactions at all times. It can be exemplified as "I feel upset" for state anxiety, and "I worry too much over something that doesn't matter" for trait anxiety (Spielberger, Gorsuch, and Lushene: 1969, cited in Spielberger 1972). The last one is situation-specific anxiety can be applied to many areas of research, including language learning. According to Horwitz, (2001), this type of anxiety is responsible for students' negative emotional reactions to

language learning. Public speaking, examinations, or class participation is generally viewed in this category (p. 113). Brown (2000), is clear about the importance of researching affective factors when establishing a theory of second/foreign language learning. The affective realm is the social side of human experience, and it consists of a variety of personality traits.

Similarly, Horwitz et.al (1986) categorize three components of foreign language anxiety:

1. Communication apprehension appears when someone has fear of speaking in groups;
2. Test anxiety arises from fear of failure, especially when students have higher expectations from themselves over an academic purpose;
3. Fear of negative evaluation includes the first two types of anxieties, and can be defined as apprehension and expectation that one is evaluated by others (pp. 127-8).

In a close review of language anxiety, Young (1991) specifies six presumptive sources of language anxiety which arise from personal and interpersonal anxieties; learner beliefs about language learning; instructor beliefs about language teaching; instructor-learner interactions; classroom procedures; language testing. Some of them are related to the teacher, some are associated with the learner and the instructions (p. 427).

Young (1991) intimates that language anxiety is a diverse and complicated issue. Depending on ethnic background, past language experience, learner personality, and classroom settings, it shows itself in a variety of ways. As a result, determining its influence on the learning experience is challenging.

Yet another view of anxiety, (Oxford 1999, cited in Kuru Gönen, 2005), is debilitating and facilitative anxiety. The former anxiety is a kind of anxiety that prevents learners from successful learning since it decreases their performance in many ways. The latter, on the other hand, facilitating anxiety is considered to encourage learners emotionally and enables the improvement of the learners' Affective Filter (p. 4)

2.9 Anxiety and Foreign Language Learning

Indistinguishably, Young (1991) remarks that language anxiety depends on students' social background, culture, language experience, personality, and classroom (p. 434). Correspondingly, Macintyre (1995) states "Anxiety can interfere with psychological effects and cognitive activity by creating a divided attention scenario for anxious students" (p. 96). He exemplifies with this situation: when a student answers to teacher's question, he or she focuses on the teacher and students at the same time, thus the double task will hinder the student, and this results in making the student anxious, which in turn obstructs his learning in comparing with relaxed students. As a result, Horwitz et.al (1986) introduce the Foreign Language Classroom Anxiety Scale (FLCAS) as an instrument to measure anxiety levels, since anxiety can hinder performance and achievement, and can lead to negative psychological symptoms in students. In order to identify anxious students on Foreign Language Learning, seventy-eight students at beginner level participated in a group at the University of Texas where students are concerned about their foreign language. This group was to be informed about students' concerns and difficulties in language learning, didactic presentations on effective language learning strategies, and anxiety management exercises. They also reported many of the physiological symptoms commonly associated with Foreign Language Classroom Anxiety (Horwitz et.al, p. 129). The FLCA questionnaire consists of reflective communication apprehension, test anxiety, and fear of negative evaluation in the foreign language classroom. The application of the questionnaire showed that students who have high anxiety levels are afraid of speaking in a foreign language, not understanding all language input, and they also fear being negatively evaluated by other students. The results are mostly over 30 percentages for each question that they agree on being anxious in the foreign language classroom. Language anxiety levels among university students were defined by Campbell and Ortiz (1991) as "alarming" (p.159), with up to half of all language students experiencing a weakening level of anxiety. In general, anxiety arousal is more prevalent in language learning settings (Price, 1991).

In addition to these explanations and definitions, Horwitz at.al (1986) considers variations of anxiety over individual reactions. For instance, some anxious students may change their

major to avoid studying a foreign language. Others may simply postpone their studies for some time in a foreign language class (p. 131). (Oxford 1999, p.66) summarizes the signs of anxiety in the language classroom as:

- General avoidance: Forgetting the answer, showing carelessness, cutting class, coming late, arriving unprepared, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simplest questions.
- Physical actions: Squirming, fidgeting, playing with hair or clothing, nervously touching objects, stuttering or stammering, displaying jittery behavior, being unable to reproduce the sounds or intonation of the target language even after repeated practice.
- Other signs which might reflect language anxiety, depending on the culture: over studying, perfectionism, social avoidance, conversational withdrawal, lack of eye contact, hostility, monosyllabic or noncommittal responses, image protection or masking behaviors excessive competitiveness, excessive self- effacement and self-criticism

2.10 Foreign Language Reading Anxiety

One area among language anxiety research, reading foreign language anxiety takes little attention. Most research on foreign language anxiety (FLRA) has focused on listening and speaking since speaking in a FL may seem more stressful, whereas few studies have been done on reading anxiety (Saito et al, 1999; Wu 2011). Reading is a primary source since university students spend a lot of time on reading a text to master. As a result, researchers attempt to determine which affective factors influence students' reading anxiety during the reading process. According to Cabansag (2013), it is difficult to attract students' attention to reading both inside and outside the classroom. Students are interested in authentic text in English, yet they feel a lack of confidence to explore and enjoy reading texts. He calls the reason for this 'deep-rooted fear of reading in English' (p. 21). Likewise, Wu (2011) considers language reading anxiety as specific anxiety and associates anxiety with

performance. More precisely, students who have a high level of reading anxiety may come out with a negative and low level of reading performance. Saito, Horwitz and Garza (1999) concur that reading in a foreign language provokes anxiety to a large extent. They describe two types of foreign language reading that elicit anxiety. They are unfamiliar scripts and writing systems, and unfamiliar cultural material (p.203). Unfamiliar scripts and writing systems can cause more anxiety in the act of reading if learners have less reliance on a specific system of sound-symbol correspondences. So the difficulty of the text makes learners experience anxiety. Unfamiliar cultural concepts may influence the time of the reading process. When the readers decipher the words of a FL text, if they cannot form meaningful and logical messages and if they cannot correlate meanings with their cultural background, they are more likely expected to experience anxiety (p.203).

Another concept of reading anxiety is proposed by Zbornik and Wallbrown (1991): “reading anxiety represents a specific aspect of general anxiety that has been invested in the reading process (p.3)”. Krashen (1982) analyzes reading anxiety in terms of reading for pleasure rather than reading for an academic purpose. He claims that doing pleasure reading without worrying about its grammar, meaning, pronunciation, and if necessary skipping difficult words and structures, leads readers to feel less anxious and enjoy the process of reading (p.164). Huang (2012) finds in his study that the students reading anxiety is due to unfamiliar grammar and new vocabularies. However, he discusses another possible reason that causes anxiety. Students’ reading anxiety depends on their attitudes towards reading classes. If they hardly have faith in themselves while reading a text, this manner leads them to a sense of distance from the target language, which later amplifies the feeling of anxiety (p. 1524).

2.11 Measuring Foreign Language Reading Anxiety

To investigate whether students have Foreign Language Reading Anxiety (FLRA) distinct from Foreign Language Classroom Anxiety (FLCA), Saito et.al (1999) create a Foreign Language Reading Anxiety Scale (FLRAS) to measure the effects of language

anxiety both on the reading comprehension and on the reading process. They do research about eighty-three French, Russian and Japanese foreign language first year students. Even though most of the students revealed slightly less reading anxiety than general FL anxiety, the findings show that the level of reading anxiety increase regarding their perceptions of difficulty of reading in FL and general FLA affects their FLRA (p.215). Without delving into the states of English language anxiety and reading anxiety which are faced by non-English major students, it cannot be investigated the reliability of FLCAS and FLRAS. These two scales have been thoroughly reviewed and regularly used in studies of foreign language learning and reading anxiety. In some research (Kuru Gönen, 2005; Körögöl, 2010; Demirtaş, 2012; Huang, 2012) reliability and validity analyses were performed to determine the consistency of adapted FLRAS and FLCAS. As a result of these studies, FLCAS and FLRAS are sufficiently accurate tools for measuring students' levels of English language anxiety and English reading anxiety.

2.12 Readers' Theatre

This study aims to investigate the effects of Readers' Theater (henceforth, RT) on EFL students' reading anxiety. Martinez, Roser, and Strecker (1999) explain that "Readers Theatre is an interpretive reading activity in which readers use their voices to bring characters to life" (p. 326). He expands the setting of the RT, which is contrary to the classical theatre; it is not needed to use costumes, props, sets, or memorized lines. Rinehart (2001) points out that RT occurs as an effective method for involving students in meaningful reading activities (p. 69).

Annarella (1999) defines RT as a student-centered activity that can be divided into cooperative groups to reproduce, perform or act the script both in and outside the classroom (p. 4). Since many studies have been done on FLRA, we may realize that learners are reluctant to take part in reading aloud in the language class, therefore, a stress-provoking

environment occurs. As an instructional strategy, Macdonald (2009) posits the view that RT can improve reading fluency, as well as create a positive environment, help anxious students to feel self-confident in the classroom. When reading for pleasure, one normally does not experience feelings of worry, nerves, or anxiety. There are many benefits of RT on students. Huang (2014) strongly believes that the most important thing for most of the students is they view Readers' Theatre as non-threatening (p. 127). Jin and Dong-hwan (2013) have shown that affective domains such as interest, anxiety, participation, and confidence have revealed positive outcomes in the RT method. Yet another researcher, Young (1991), emphasizes that instead of memorizing pages, readers read aloud their parts, so this situation makes students less anxious and less time-consuming (p.33). Tsou (2011) stresses that RT enables students to interact in class, to work with others, to read and write for an audience, and, at the same time, to enjoy their learning (p. 727). In RT, it is also important to count learners in a collaborative classroom setting in which they can discuss their ideas. On this point, Shepard (1996) holds the view that RT has an important influence on both language arts and social studies, therefore, learners become familiar with another culture while reading and performing scripts. Rinehart (2001) mentions the benefits of RT, especially on struggling readers. He states that with RT, poor learners may gain confidence and make use of their interest in reading scripts (p. 67). Ng Chin (2008) explored 28 second-year EFL engineering students who were involved in oral and written activities through RT and concluded that RT has a positive impact on oral English, especially intermediate and advanced learners.

2.13 Conclusion

It is possible to see a correlation between Krashens' Affective Filter Hypothesis which is popularized as our main idea of 'anxiety'. In this part, the study explains types of anxiety, presents previous research to shed light on the aim of this current paper and focuses on Foreign Language Reading Anxiety, its measurement and tenders Readers' Theatre Method as a treatment to FLRA.

CHAPTER 3. METHODOLOGY

This chapter explains the nature of the study, highlights participants, instruments applied in the study and identifies data collection and data analysis.

3.1Research Method

According to Merriam (2002) “qualitative research lies with the idea that meaning is socially constructed by individuals in interaction with their world” (p. 3). Tewksbury (2009) paraphrases qualitative research as a technique giving more emphasis on interpretation, providing complete views for participants, and looking at contexts for better understanding of the concept. On the contrary, Quantitative research, according to Tewksbury (2009), is ‘generally considered to be the most "scientific" technique to conducting social science.’ (p.39). He assumes that Quantitative analysis is thought to be critical for assessing theories and testing them under different conditions and hypotheses. After gathering data from a questionnaire and conducting a focus group interview with a quantitative research technique, specific information and scientific findings are presented using various types of analysis sources and numerical tables. After using the RT method to minimize emotional filter, the open-ended questions and observations of the researcher are utilized to obtain information about students' personal experiences.

This study endeavors to answer the following questions:

What is the profile of MAU Prep program regular students' anxiety in Reading Classes?

What are the effects of Readers' Theatre (RT) on the anxiety of students in Reading class?

3.2 Participants

The study was conducted at School of Foreign Languages at Maltepe University in the spring term of the Academic year 2020-2021. 18 to 20-year-old prep class students whose major is not English participated in this study. The class is chosen by the head of the department randomly and the teacher of the class was excluded in order to be objective. The reason for choosing preparation program is that only prep classes take intensive English lessons including Reading lessons and probably they have high level of language anxiety. Although the study completely focuses on Foreign Language Reading Anxiety, variables as age, gender, department or English level are not taken into consideration. However, in general there are 20 students in the regular class heterogeneously. 4 of them are male and the rest are female students. All the participants have been studying English for almost 9 years. Their English level is Intermediate.

3.3 Instrumentation

For this survey study, scientific knowledge is highlighted in order to demonstrate Affective Filter on FLL by implementing the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) and the Foreign Language Reading Anxiety Scale (FLRA) developed by Saito et al. (1999). Some changes have been made to adjust FLCAS suitable for Reading class. Hence, the researcher made some modifications on the questions to adopt the questionnaire in reading classroom. For instance; item 1 “I tremble when I know that I'm going to be called on in language class” is changed with “I tremble when I know that I'm going to be called on in reading class”. Therefore, the questionnaire consists of 30 items which were placed on a 5-point Likert scale ranging from “strongly disagree” to “strongly agree”. The questionnaire is also given in students' mother tongue so as not to lead any misunderstanding. The Turkish version of the questionnaire was taken from a reliable study (Kurugönen, 2005). The questionnaire applied to 20 prep students. Students

do not write their background information such as name, gender, department, university, and English-learning time.

3.4 Data Collection

Questionnaire and focus group interviews are conducted in one foreign language learning prep class from Maltepe University, School of Foreign Languages Department. First of all, Questionnaire, Readers' theatre text, and a video about it were given to students. The questionnaire is applied a week before the RT activity to find out students' anxiety level. The researcher makes online classroom observation while students are performing RT in the classroom. 20 students are given a script which is '*The Places You'll Go* by Dr. Seuss to read one week before the lesson. Students are asked to read the text aloud at home. Students demonstrate their oral reading skills while participating in a Readers' Theatre activity. The RT activity is implemented during 40-minute online class session. The activity is held in three phases: first, the researcher gives a presentation about RT so as to refrain from any misunderstanding. Unfamiliar words from the script are asked students in order to see whether they understand the text or not. Second, students who have their own part read the script aloud and perform it within the online class. Before the first reading, the researcher shows a RT video of the script so that they can check their performance. Third, after the rehearsing of RT in classroom, the whole class reflect their opinions on their reading-aloud, and share their feelings about RT performance. Focus group interview questionnaire and open-ended questions are given to students to find their attitudes to Readers' Theatre activity. They are requested to answer the 6 items quantitatively with 2 point Likert scale which is 'Agree' and 'Disagree'. In this way, the researcher makes a focus group interview. Hereby, the issue of whether students' reading anxiety may be decreased or increased with the implication of RT is aimed to investigate.

3.5 Problems with Data Collection

The researcher had some problems when collecting the data. First, it might be difficult to bring students close together in a specific hour. Therefore, the researcher has to take one session of their Reading Class to do the RT activity on a specific day and time. The researcher had to do this activity online. Additionally, the researcher had difficulty in encouraging students for the activity because most of them may be shy and feel nervous before the activity. To be objective to the research, the researcher conducted the survey with the students whom she has not taught before. Neither the researcher nor the students know each other.

3.6 Data Analysis

The data was collected in the spring term of the prep class in School of Foreign Language Department at Maltepe University. All participants were notified of the confidentiality of their replies, and the corresponding questionnaire was delivered to them by email, just as the replies were gathered via email. The FLRA questionnaire was divided into eight subtopics under the title of 'Error-based Anxiety, Text-Genre and Text-Length Anxiety, Teacher-based Anxiety, Peer-based Anxiety, Reading Order-based Anxiety, Reading Classroom Anxiety, Reading Anxiety and No Anxiety'. The questionnaire results were recorded in Microsoft Office Excel 2016. Following data analysis, the frequency and percentages of the responses were computed and shown in graphs, pie charts, and figures. The second part of the data collection is class observation during the RT performance and Focus group interview right after the RT activity. The Focus Group interview was assessed statistically as well as qualitatively. The interviews and the lesson were recorded, transcribed, and then translated into English, during the online lesson. The researcher conducted the study in Turkish so that the students could freely express themselves in their own language.

CHAPTER 4. RESULTS AND DISCUSSION

This chapter analyses the results of FLRA questionnaire, highlights its frequency and percentage on graphs to show the profile of MAU prep students' foreign language reading anxiety. A focus group interview is also presented in qualitative way to provide better understanding of the students' feelings to their anxiety level and their thoughts about the RT activity. Results and Discussion part indicates the data analysis and discusses the findings of the study and interpretations of the results.

4.1 Outcomes from Background Questionnaire

This questionnaire was aimed to gain background knowledge about participants' age, gender, and their language learning experience. The questionnaire was carried out in regular class of prep students at Maltepe University on the 14th week of the 2021 Spring Semester. It has been found that 20 individuals had studied English for a period of nine years. There are 4 males and 16 females in the classroom. Most of them are aged between 18 and 20.

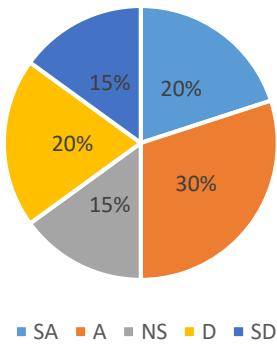
4.2 Analysis of FLRAS

In the FLRAS, there are 30 items scored on five point Likert scale. 8 categories were analyzed. The researcher demonstrated the results via graphs and figures. The results were gathered and analyzed in this section.

The following figures displays the students' anxiety level based on their concern about making mistakes in reading classrooms.

Figure 1. Error-based Anxiety

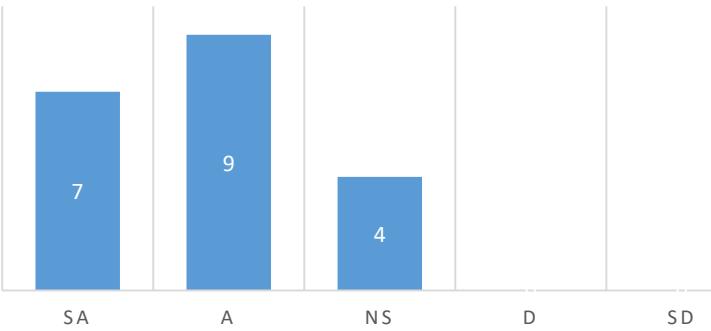
1. I worry about making mistakes in reading class.



The graph shows that the number of frequency in 'Agree' has the highest point. Next with the 20% 'Strongly Agree' and 15% percent of the students are 'Not Sure'. Therefore, the diagram depicts that almost 65 % of the students agree in worrying about making mistakes in reading activities. However, there are still 35 % of the students who reported they have no concern about making mistakes in Reading classes.

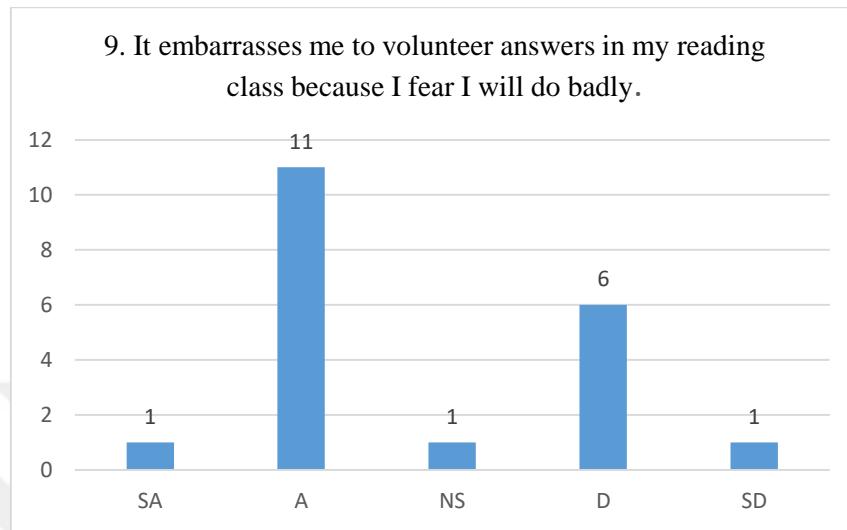
Figure 2. Error-based Anxiety

6. I worry about the consequences of failing my reading class.



With the second graph, 16 students out of 20 displayed concern about failing their reading class. That means 80 percent of the classroom. While 4 of them are 'Not Sure', it is clearly revealed that none of the students have confidence.

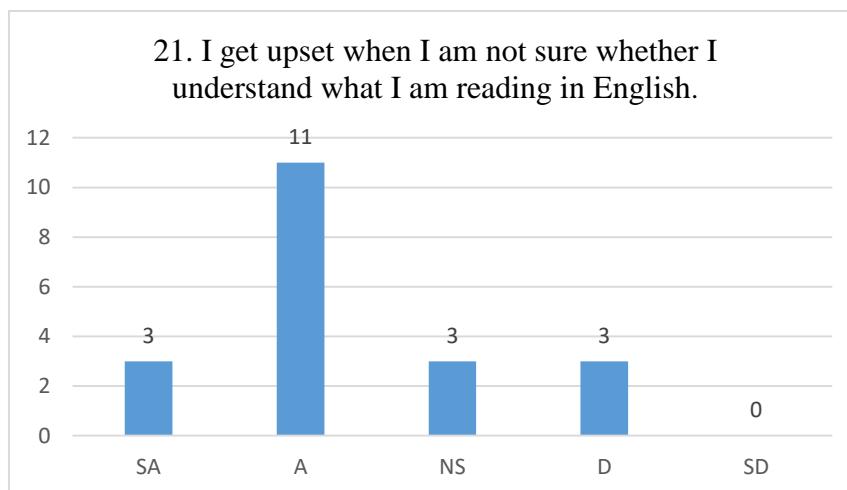
Figure 3. Error-based Anxiety



Question 9 is represented in this survey because more than half of the students are too embarrassed to volunteer in case of making a mistake in reading class. While 1 student is 'Not Sure', 7 students show no fear in Reading class. As a result of these 3 graphs, it is deduced that students generally have concern about making mistakes and failing in their Reading lesson.

The following figures display the students' anxiety based on the genre of the text and the length of the text they read in class.

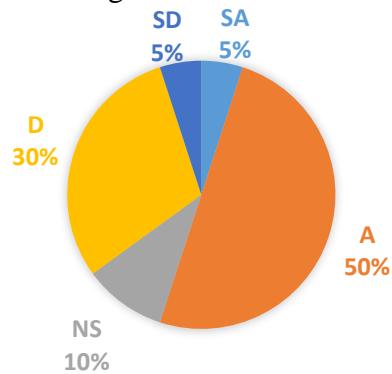
Figure 4. Text-Genre and Text-Length Anxiety



Unfamiliar topic was one of the sources of reading anxiety. When one looks at the statistics of the graph, only 3 of the students disagree the item unlike almost 70% of students become disturbed when they are unsure if the source of their worry is the genre of the book they are reading.

Figure 5. Text-Genre and Text-Length Anxiety

22. I feel intimidated whenever I see a whole page of english in front of me.

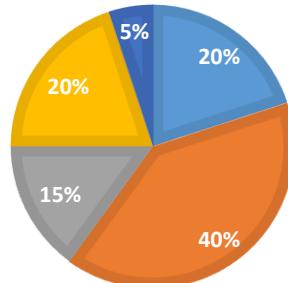


This graph focuses on the relationship between participants' anxiety level and the length of a reading text. Thus, it frightens students since half of the participants say 'Agree'. 10 percent of the students neither agree nor disagree. It is seen that 'Strongly Disagree and Strongly Agree' have equal results that indicate small number (5 %) of the participants.

Figure 6. Text-Genre and Text-Length Anxiety

23. I am nervous when I am reading a passage in English when I am not familiar with the topic.

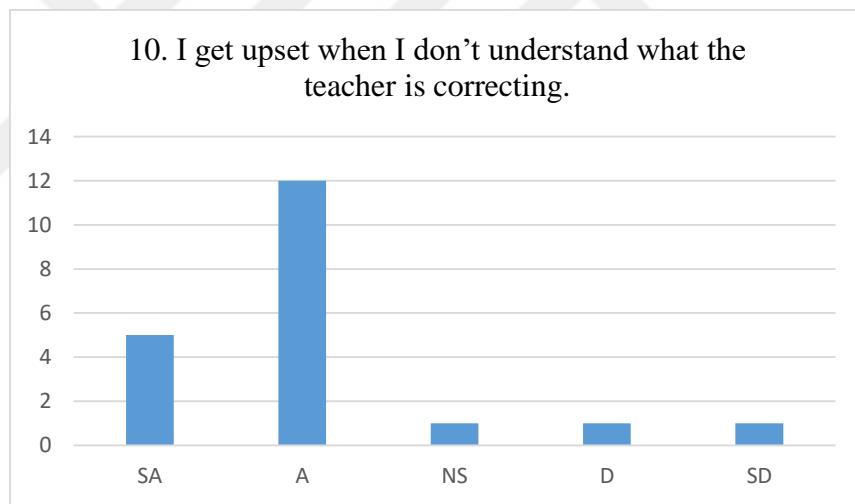
■ SA ■ A ■ NS ■ D ■ SD



This graph has similar meaning with item 21 which is 'I get upset when I am not sure whether I understand what I am reading in English'. Above, when almost 70 percent of the students coincide, similarly with item 23, 60 percent agree and they feel nervous when they read a passage in English with an unfamiliar topic. Only 5 students differ from the rest of the classroom. There is a clearly defined pattern to the graphs, and this can be taken to mean that more than half of the participants agreed on the fact that text genre based anxiety has a crucial effect on the anxiety of students.

The following items display whether students are anxious arising from their language teacher.

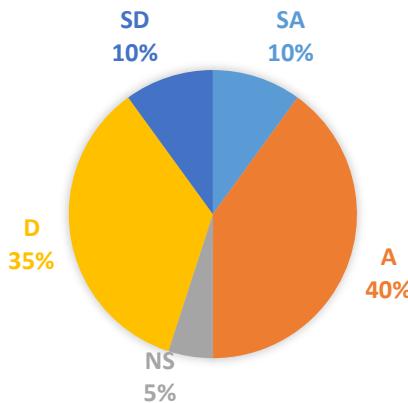
Figure 7. Teacher-Based Anxiety



This graph shows decrease in correlation to 'Teacher-based Anxiety'. 17 participants which is 85 % consider it anxiety provoking. However, there is only small percentage (10%) reporting that they do not have teacher based anxiety. Hence, the result represents the negative alarm which is caused by students' lack of self-confidence

Figure 8. Teacher-Based Anxiety

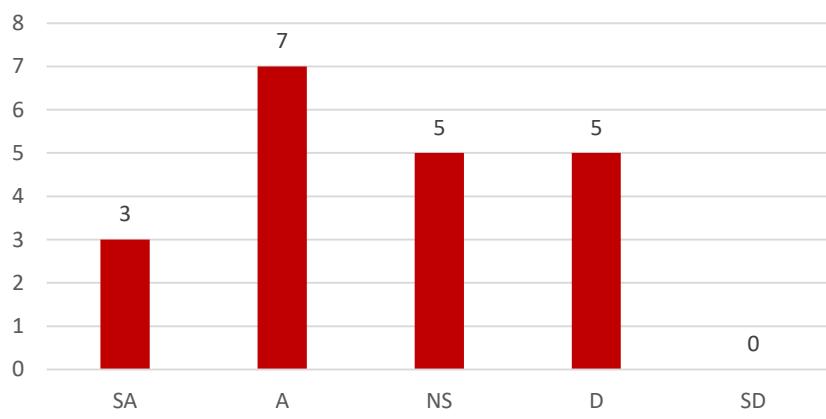
14. I am afraid that my language teacher is ready to correct every mistake I make.



As it can be seen from the Graph above, the item is correlated with both reading class teacher and participants' anxiety state to their teacher. Therefore, half of the students reported that their anxiety stems from the teacher. On the other hand, 9 of the students actually have no problem with the teacher if he or she corrects them.

Figure 9. Teacher-Based Anxiety

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

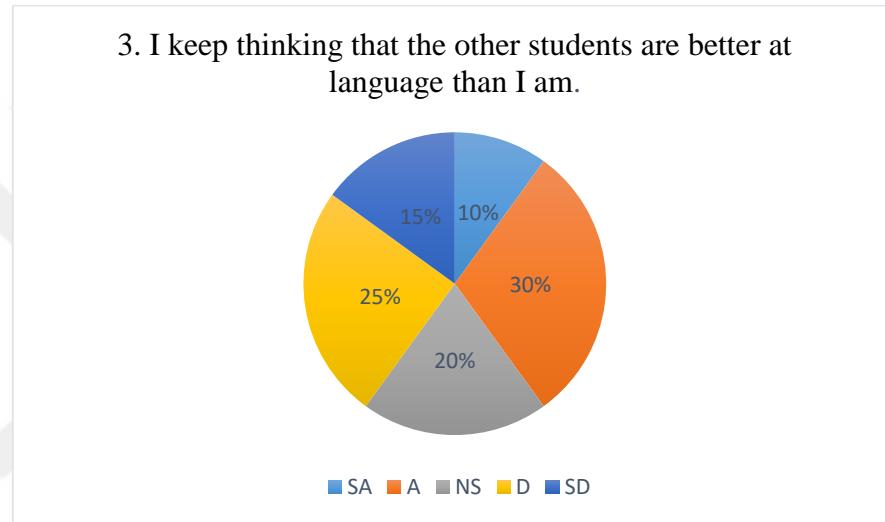


In this graph, the collected data of the participants' perceptions towards their teacher prove that half of the participants feel tense when their English teacher asks questions which

they have not prepared in advance. 10 students agree that the instructor is the source of their anxiousness. While 25 percent is ‘Not Sure’, the rest disagree it. To conclude, these three statements are consistent with teacher based anxiety levels.

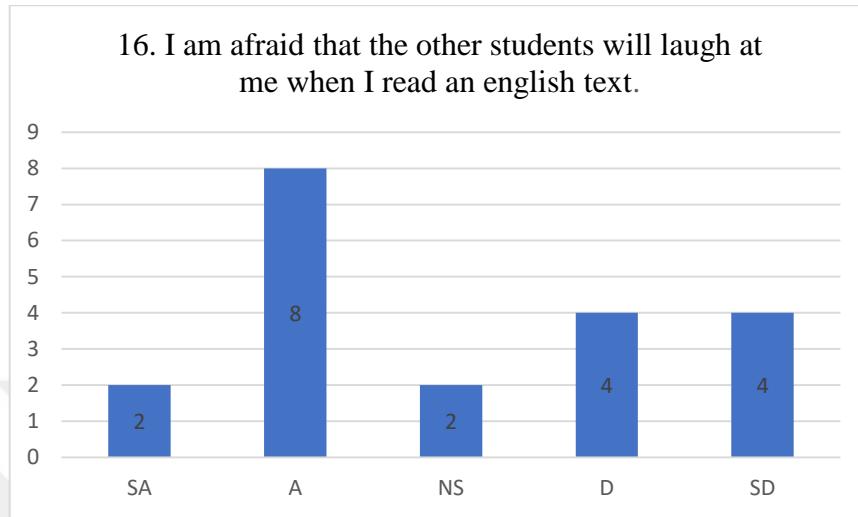
The following figure displays whether students have peer-based anxiety or not.

Figure 10. Peer-Based Anxiety



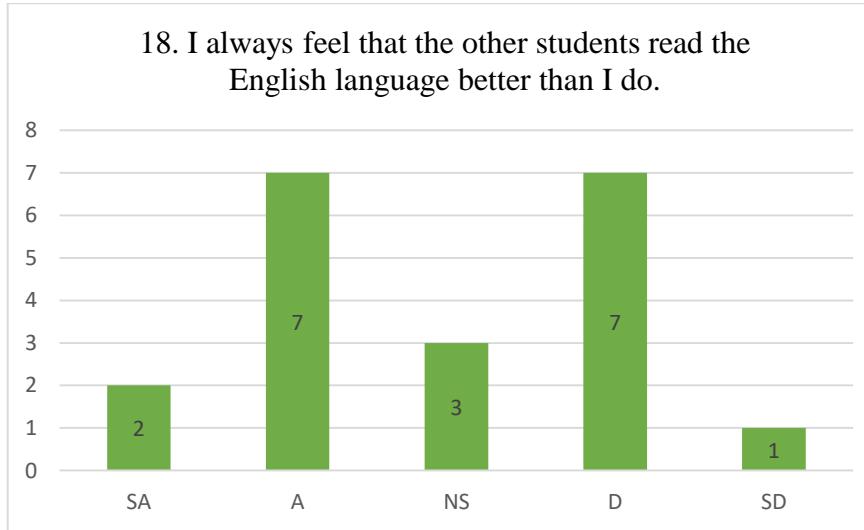
Participants show steady numbers on the item ‘I keep thinking that the other students are better at language than I am.’ While 40 percent of the classroom have fear of negative evaluation from their peers, similarly, 40 percent of the participants have asserted the contrary result to the rest of the class. 4 students which includes 20 percent are not sure about peer based anxiety. It can be inferred that they thought their reading was worse than their classmates.

Figure 11. Peer-Based Anxiety



As can be seen in Figure 1, out of 20 students, 10 students who participated in the present study, perceive that unfriendly peer evaluation creates anxiety in the classroom. One can make a deduction from the graph that roughly half of the students (40 %) do not agree with the item. The statistic declines to only 2 students show uncertainty.

Figure 12. Peer-Based Anxiety

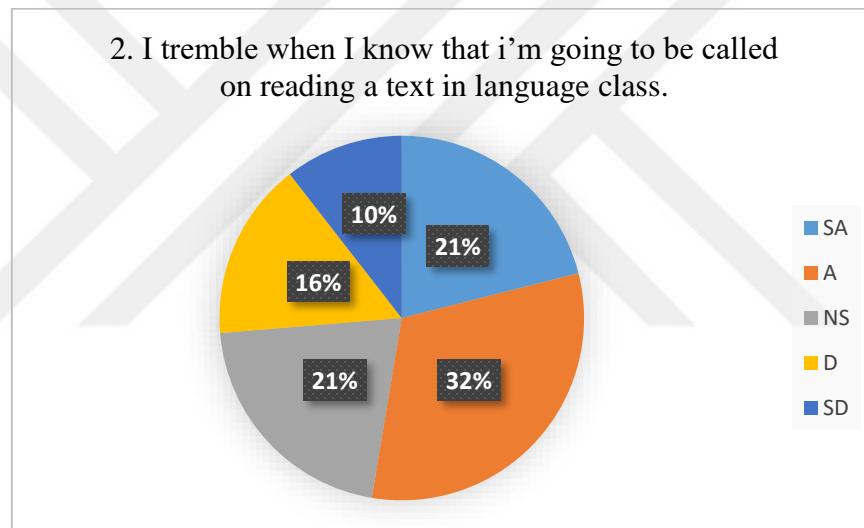


Students have similar perceptions considering their competence in reading an English text. With a small difference 9 students (45 %) think that their peers may read English

language better than they do. The diagram outlines the fact that their classmates can read English better than they can is not a concern for 40 percent of the participants. The rest of the numbers forming roughly 15 % of the participants have revealed that they are not sure about peer based anxiety.

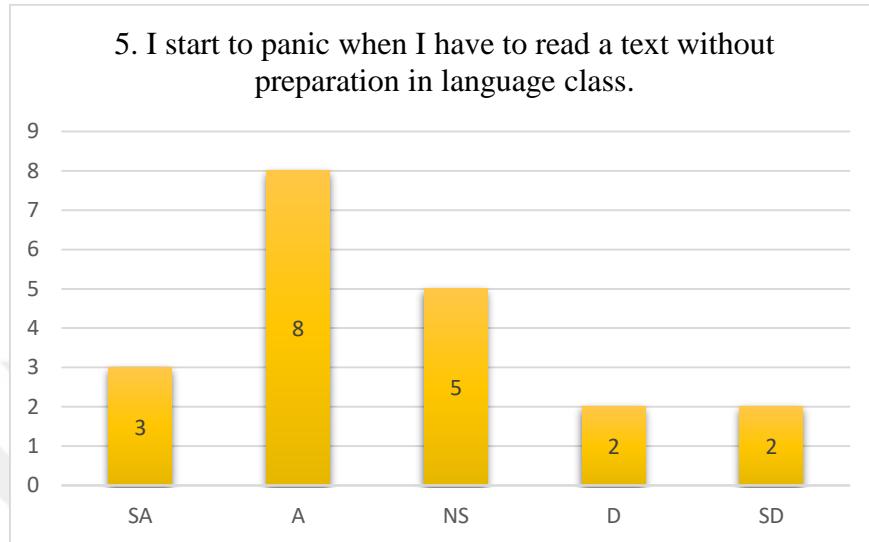
The following figure displays students' anxiety based on their reading order.

Figure 13. Reading Order Based Anxiety



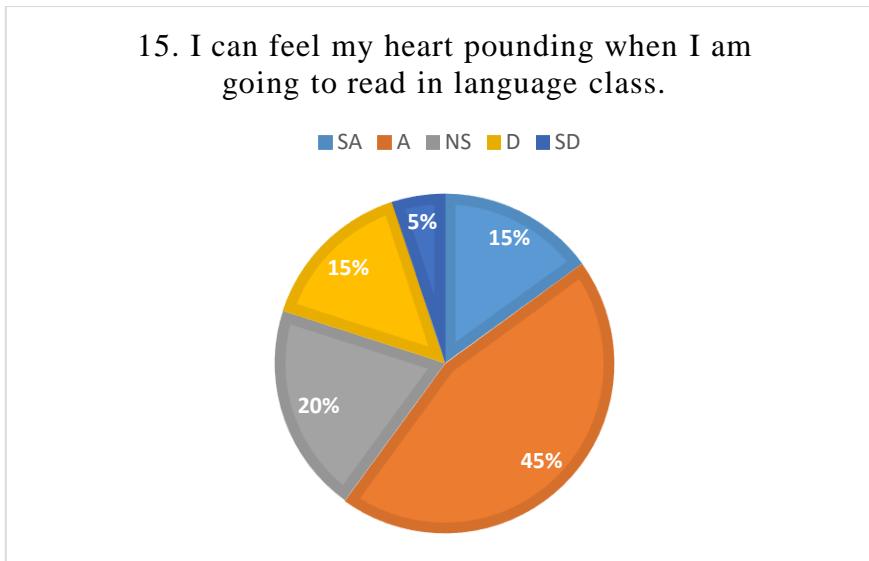
The graph 13 is about 'Reading order based Anxiety'. It is mostly inclined to 'Agree'. Aproximately more than half of the participants have reported that they tremble when it comes to be called on reading a text in a language class. Less than 37 percent that is 7 students reported that they feel comfortable if it is their turn to read an English text in the class.

Figure 14. Reading Order Based Anxiety



According to the graph above, 55 % of the participants showed that they have state anxiety. 20 % percentages of 'Disagree' and 25 % 'Not sure' compose the other half of the participants. Hence, it may be concluded that they have reading anxiety when the teacher calls on their names to read a text.

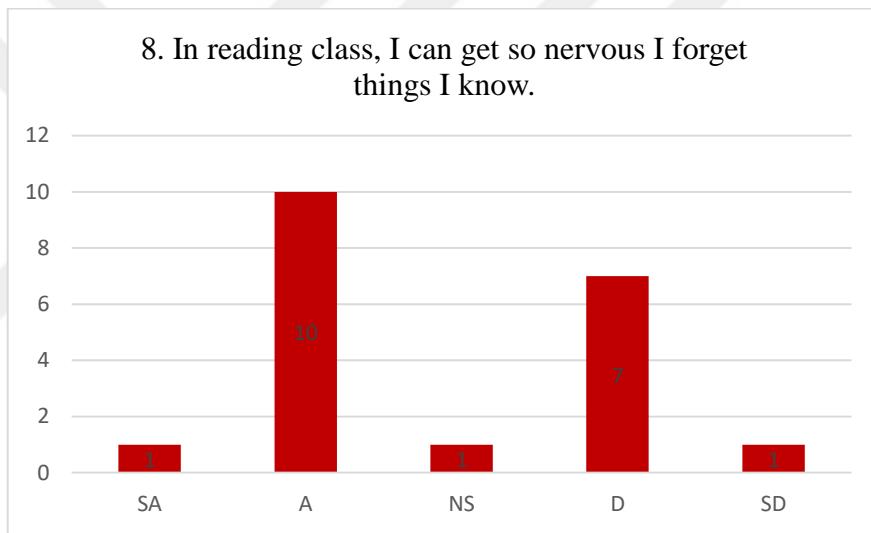
Figure 15. Reading Order Based Anxiety



First of all, 60 percent of the students agreed or strongly agreed with item 5 that stated 'I can feel my heart pounding when I am going to read in language classes. Students can have a high level of Affective Filter when it comes to read something all at once or without preparation. Secondly, there are still some students consisting roughly 35 percentages do not agree with more the half of the classroom.

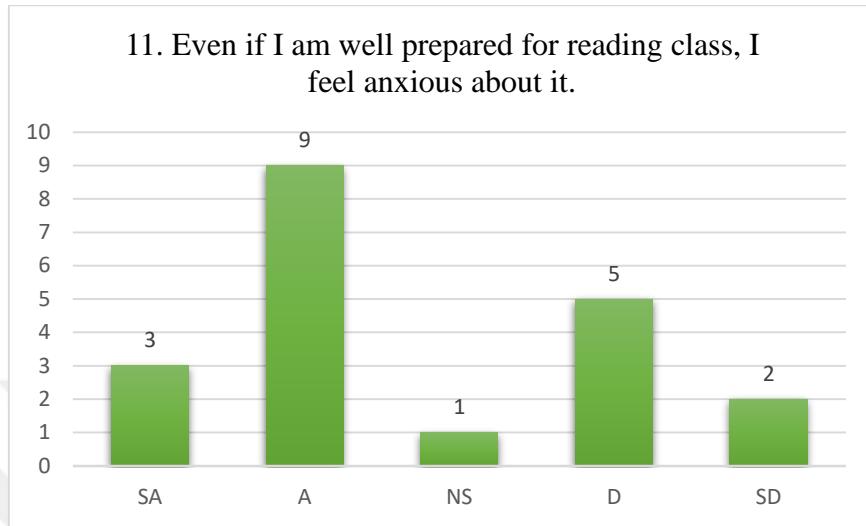
The following figures display students' anxiety based on their reading class.

Figure 16. Reading Classroom Based Anxiety



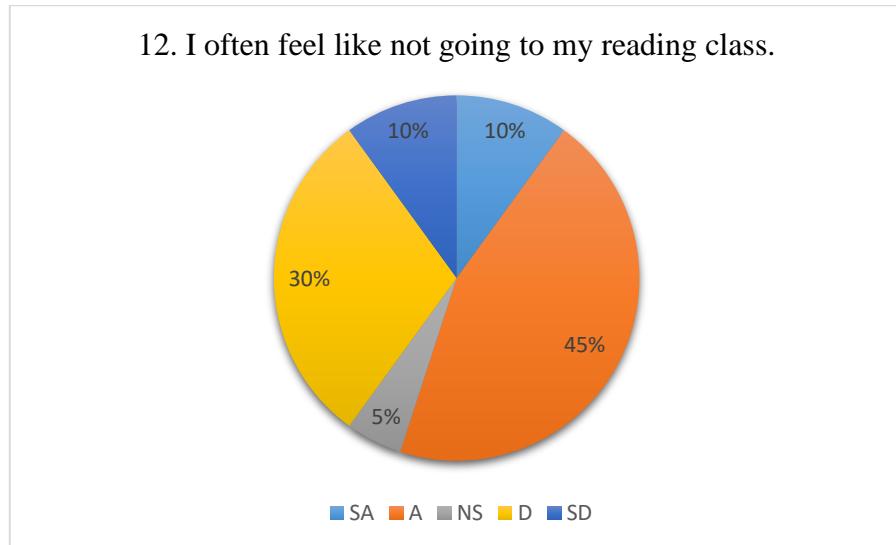
The graph above shows whether students get nervous in their reading class. We can make a statement about the fact that more than half of the participants face difficulties in their reading class. However, about 40 % of the results indicate that they partially disagree the item 8 which is 'In reading class, I can get so nervous I forget things I know.' As a result, this chart represents that participants generally have a reading class anxiety.

Figure 17. Reading Classroom Based Anxiety



The result of the item which is ‘Even if I am well prepared for reading class, I feel anxious about it’ demonstrate that not many students regard themselves fully ready for their reading class. While 35 percent of the participants disagree the item, 12 students regard their anxiety level high even if they are well prepared for reading class.

Figure 18. Reading Classroom Based Anxiety

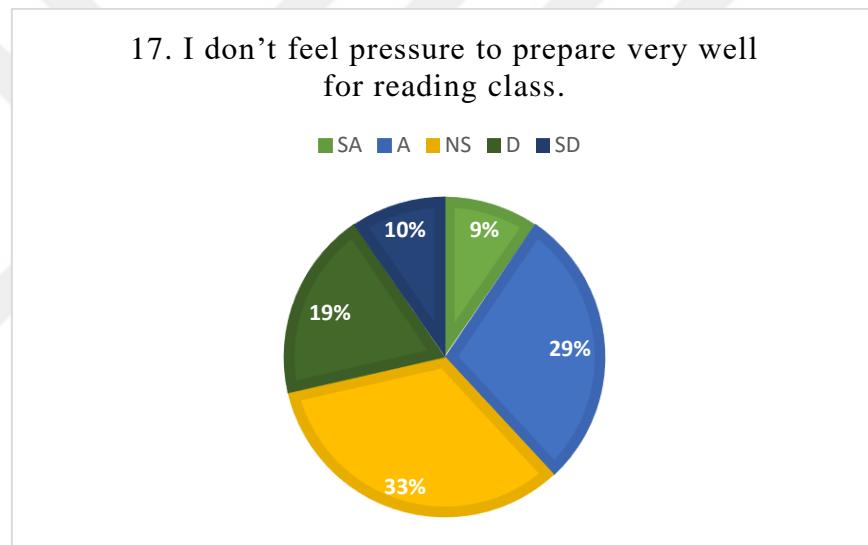


As presented in Figure 18 it seems that the results of perceived reading classroom anxiety posit the view that a large number of students (55 %) have negative feelings about

not attending to their reading classroom. Whereas 40 percent out of 20 participants feel that it is okay to join the classes, yet only 5 percent of them are not sure.

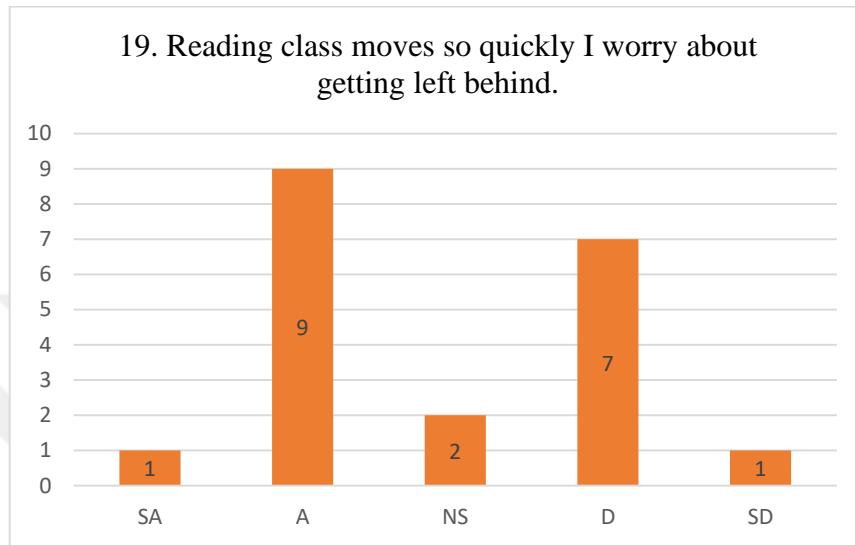
The following figures display whether students have reading classroom based anxiety or not.

Figure 19. Reading Classroom Based Anxiety



The graph demonstrates although the scale of 'Agree' and 'Disagree' share close statistics to one another, 33 percent of the participants do not have certain feelings for item 19 that is 'I don't feel pressure to prepare very well for reading class.' (39%) out of 20 participants do not seem contented with their readiness condition. Lastly, with the least percentage (29%), students think that they do not need more preparation before attending their reading class.

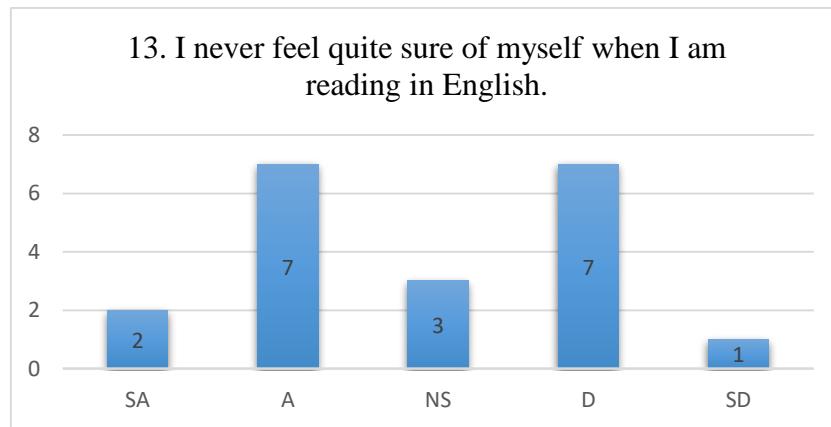
Figure 20. Reading Classroom Based Anxiety



The last item about Reading Classroom Based Anxiety states that most of the students, which consist of 50 percent of the class, seem to be worried about getting left behind. In contrast, 9 students showed no stress about the pace of the reading lessons. All in all, as a result of the 6 graphs in the category of Reading Classroom Based Anxiety can be interpreted that most of the students a general anxiousness in their reading classes.

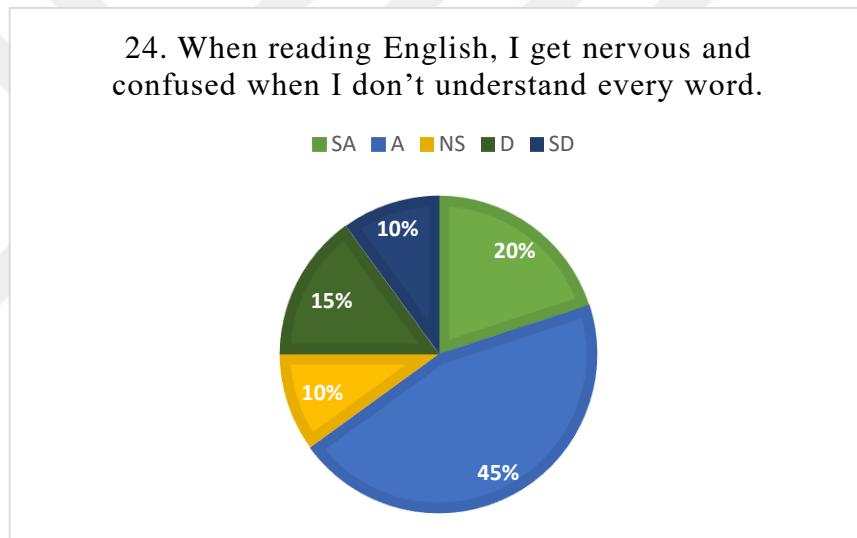
The following figures display whether students are anxious while reading in a FL.

Figure 21. Reading Anxiety



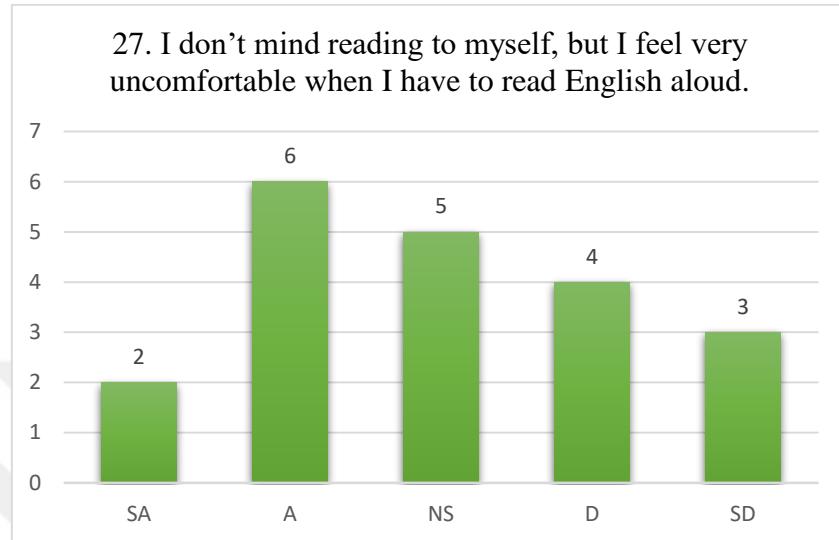
Students' answers about having confidence about reading English can be seen in this graph. Although 9 students out of 20 imply that they are not fully positive about their reading performance, 40 % percentages of 'Disagree' and 15 % 'Not sure' compose the other half of the participants. Therefore, anxiety occurs when learners believe they are unable to read successfully, and that they may never be able to master the ability of reading in the target language.

Figure 22. Reading Anxiety



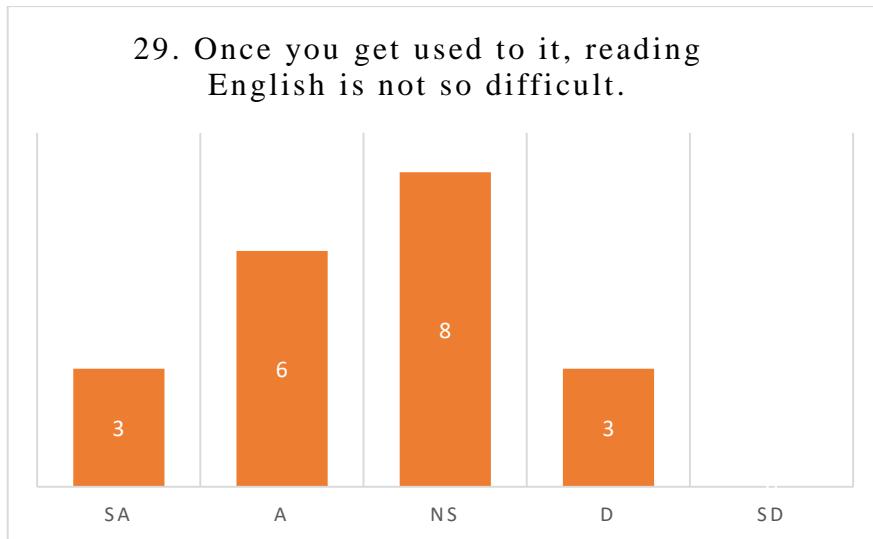
In this graph, the students' reading comprehension was aimed to be observed. Firstly, students become uncomfortable and worried while reading an English text, according to the study results. With the greatest number (65%) support the view that they feel nervous and confused when they do not understand every word. Secondly, 5 students 'disagree' the item and they do not act confusedly. There is still 10 percent who feel not sure about their anxiety level.

Figure 23. Reading Anxiety



The graph 23 depicts how students feel when they are required to read English aloud. 8 students out of 20 have uneasiness and express worry; however, 5 students assume that they are neither sure nor comfortable about reading aloud. Given these facts, approximately 70 percent of the participants do not feel confident about reading aloud.

Figure 24. Reading Anxiety



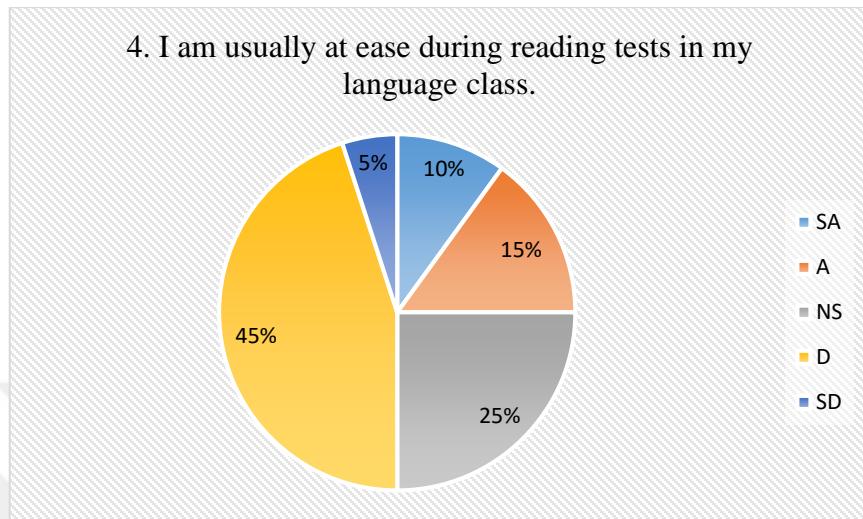
The item aims to measure participants' anxiety level towards reading a foreign language. One can clearly make an inference from the Graph 24 that none of the students say 'strongly disagree'. Besides only 3 of them disagree the item. The item 'Once you get used to it, reading English is not so difficult' is presented that 'Strongly Agree, Agree, and Not Sure' have close statistical results. 40 percent seem to be not sure about reading English is not so difficult. Similarly, the rest of the class have positive attitudes about reading English is getting easier once they get used to it.

Figure 25. Reading Anxiety



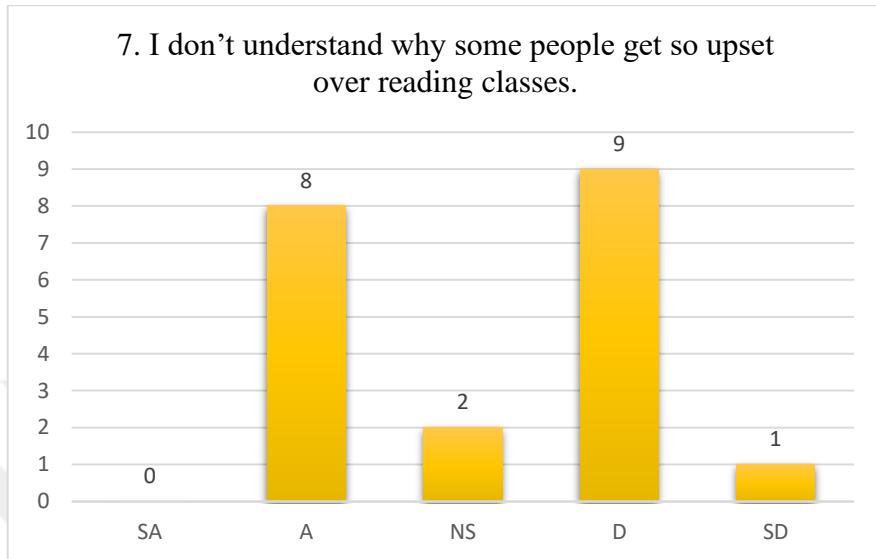
This item has similar correlation with Figure 22 which is 'when reading English, I get nervous and confused when I don't understand every word'. Since the two survey results were compared, they both measure the comprehension performance if there is any Affective Filter when reading an English text. The diagram depicts that over 35 % of the participants have informed they are confused during reading an English text, likewise, 30 % of the students have stated that they are at ease. Nevertheless, the rest 30 percent were not assured of remembering what they read if they feel anxious.

Figure 26. No Anxiety



The following figures from 26 to 30 display whether there is a common reading anxiety or not. In this graph 26 the researcher aimed to gain a general approach about the participants' anxiety level. As a result, the items are asked in a positive manner, in contrast to the items of negative sentiments, which in this graph is 'I am usually at ease during reading tests in my language classes. Firstly, a clear majority (45 %) revealed that they generally feel anxious about the types of anxiety. In this figure, 'Strongly Disagree and Disagree' determined high anxiety which is totally the half of the class. Secondly, the rest 50 percent of the participants were divided as 'Agree and Not Sure'. Therefore, 6 students reflected that they feel comfort while a reading test.

Figure 27. No Anxiety



It can be understood from the graph that exactly half of the classroom claim that they believe they have affective filter. They may bother themselves or become concerned towards other peers feeling comfort in reading classes. 10 percent of the students showed uncertainty for the item in contrast to 8 students who noted that they have a clear idea of not being upset over reading classes.

Figure 28. No Anxiety

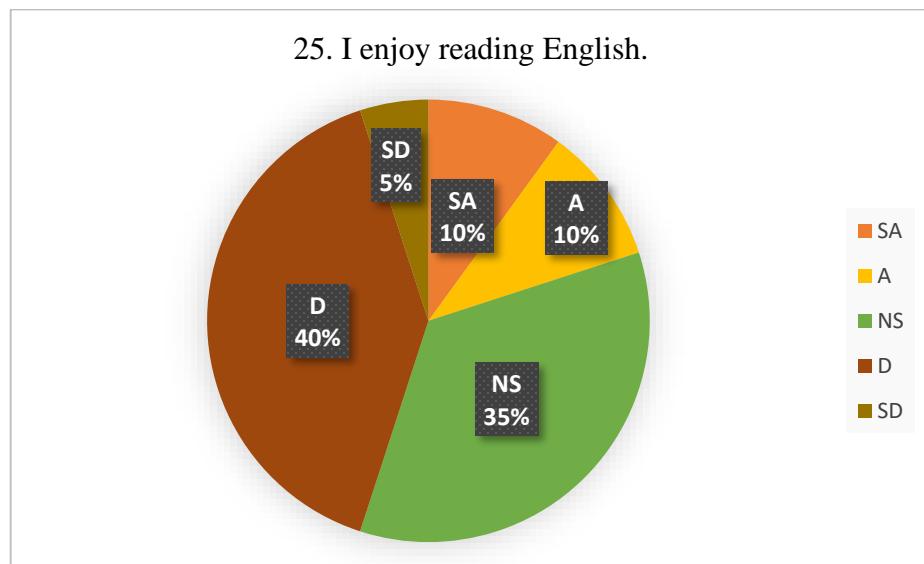
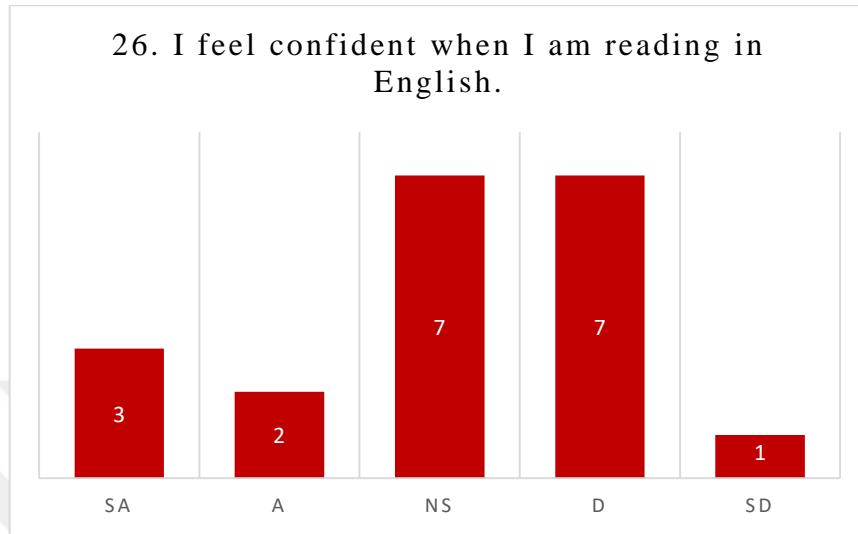
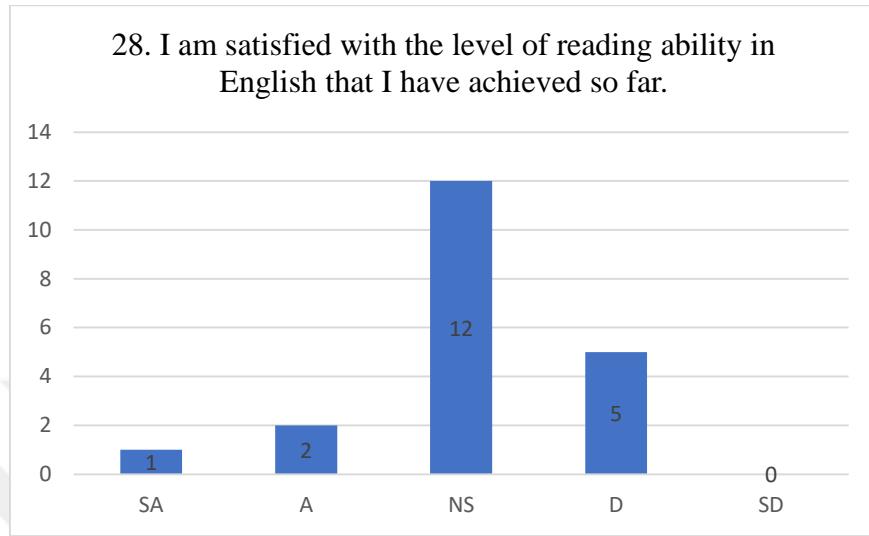


Figure 29. No Anxiety



The graphs can be interpreted in many ways. As it is demonstrated in Figure 28-29, the two diagrams depict the same percentage of 'Not Sure'. 7 students (35%) are not clear to express their general anxiety level. More than 40 percent of the participant students claim to have negative attitude by saying 'Disagree' to the items 'I enjoy reading English and I feel confident when I am reading in English'. In these results, disagree means they admit their anxiety level is high. Lack of self-confidence appeared to have a negative impact on reading in the target language and induce anxiety. Only a small number roughly 4 students are content with their reading performance. Moreover, approximately 20 percent do not seem to be disturbed by reading English texts.

Figure 30. No Anxiety



The researcher purposed to infer if the subjects have Affective Filter with the rest 4 survey in the category of 'No Anxiety'. In order to measure the accuracy of the survey, all 5 items were asked in positive ways contrarily to 25 items. So, in this graph, it is seen that one quarter of the whole participants (25%) disagree the item whereas solely 3 students agree that they are satisfied with the level of reading ability. When asked about their contentedness of reading English texts, a decreased number of students said that they may not be sure to appreciate their level of foreign language reading.

As a consequence of 30 figures, despite the fact that students might be satisfied reading English, there were still things about reading in English that caused confusion and anxiety among students, such as unfamiliar words, unfamiliar topics, text length, negative evaluation of teacher and peers and general worry about reading. In conformity with the responses of the participants, it is evident that almost all the respondents met at a particular common affective filter level. Furthermore, another anxiety provoking aspect of the reading experience arose as fear of comprehension. When the survey is taken into consideration, most of the students disagreed the items and showed they are anxious in general. Hence, in this study, students tended to have higher levels of foreign language reading anxiety and also showed high Affective Filter.

4.3 Findings of Students' attitude to Readers' Theatre

This session presents focus group interview after the employment of RT. Six questions from the findings of participants' perceived benefits of RT are analyzed in Table 8. Besides, the researcher made a focus group interview after the employment of RT to get qualitative data from the participants.

Table 8. Focus Group Interview Responses

	Agree	Disagree
The combination of reading aloud and dramatization in Readers' Theatre was exciting.	19	1
It was difficult/stressful to take part in Readers' Theatre.	2	18
It was educational to take part in Readers' Theatre	19	1
Readers Theatre is a good way of practicing oral English	20	0
It was fun to take part in Readers' Theatre	20	0
I would like to take part in another Readers' Theatre project.	20	0

Before the application of the activity, most of the students displayed their reluctance to participate in the activity which in turn may confirmed that they might be quite anxious and several of them might be reluctant to participate orally because of the fact that the RT activity was not familiar to them.

As Table 8 shows, a great majority of participants reported that RT has positive effects on them. They indicated that they normally feel anxious when reading aloud; however, after

RT activity, almost 95 % of the participants favorably claimed reading aloud was exciting. Roughly eighteen out of twenty that means 90 percent of the participants disagreed that RT was stressful and anxiety provoking. In addition, all of the participants believed that taking part in RT was enjoyable. The number of participants who agreed RT was educational has risen the percentage of 95 %, while participants have shown high level of anxiety on text-genre based anxiety. Next, everybody in the RT application revealed that it is a good way of practicing oral English. Accordingly, the findings of the focus group interview posed that each and every student supported to be volunteer in taking part to another RT project.

4.4 Analysis of Focus Group Interview

The following section deals with the findings gathered through learner interviews. The researcher asked open-ended questions to all students about RT method and its benefits on students' affective filter in order to demonstrate the essential nature of reading anxiety from the students' general perspectives on the impact of utilizing RT in reading classrooms. Open-ended questions were used to obtain data that was primarily focused on the participants' experiences in the field. The analysis of the focus group interview after the application of RT noted and some of the outstanding responses are given as follows:

Question 1: How do you feel before the activity and after the activity?

S1: Before, I was nervous because we were not familiar with this activity. But after watching the video and performing it, I enjoyed reading aloud. It is because I had low anxiety classroom environment and a group work.

S2: First, I was not sure what to do because it was something unusual, but later I find it really enjoyable.

S3: I was little nervous before the activity but then I relieved because it was fun to do it with my classmates.

S4: Before the activity, I thought it was unnecessary, but later I like the genre and the topic.

S5: I was a little confused and a bit curious at the same time because I didn't know how I was my performance among the others.

S6: At first, I was nervous but later I was relaxed as the students read. So I wanted to read and listen more.

Question 2: Do you think RT helps you lower your reading anxiety?

S7: It helps us lower our FLRA because we had chance to read it many times and text was interesting.

S8: It definitely helped me to lower my anxiety. Reading aloud it with my classmates made me feel relaxed.

S8: I would feel more stressful if I was told to read it alone. I liked the idea of team work therefore I felt calmer.

S9: Doing it with others gave me strength to be motivated and participate the activity.

Question 3: How do you find the RT script? Do you think there is a difference between your textbook and RT scripts?

S10: RT activity was different and quite enjoyable. I feel at ease when I read it aloud because I was not only reading it but also performing it together with my classmates, so I feel comfortable.

S11: I think script is better. I sometimes feel bored from my course book but RT activity enhances my confidence.

S12: I like RT script because text is relevant to my situation. I found it didactic and there are many advices of life from the text.

S13: I am happy with different genres with this kind of activity, when I read the text, I should pay attention to punctuations. It gives emotions to text while reading it.

S14: When you read the text you see yourself as the main character and this motivates me. I like when I give emotions to the text.

S15: It is different in terms of intonation, and genre. Besides, it has its typical and distinctive energy when I compare it with my course book. RT gives more energy.

Question 4: What can you say more about application of RT?

S16: Student G: RT activity makes me improve reading apprehension since I have to read and rehearse the text several times.

S17: What I like in RT is that it gives me chance to read the text aloud. Reading aloud any text especially RT script has ever been entertaining.

S18: As soon as I observed my friends' performance, I realized the importance of using speech, tone and volume to improve my reading skill.

S19: It would be more fun to do RT activity in the classroom environment.

S20: Although speaking in front of the community may seem stressful at first, our stress level is reduced and our self-confidence improves as we do such activities.

The results of the interview analysis revealed that certain personal factors were one of the contributors of the discomfort students felt when reading in the target language.

According to the students' responses, even though they are aware of their inadequate technique use, fear of misunderstanding, loss of inspiration, unpleasant experiences, self-confidence, and high expectations, which were the triggers of their reading anxiety, showed that EFL students had positive experiences with RT. Students affirmed that they are less anxious then they are used to be in their reading class. Hence, it seems to be quite obvious that RT gives an opportunity to read aloud in a low anxiety relief classroom.



CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter is an introduction to the final section of the research, highlights the research questions and therefore its conclusion, mentions the pedagogical implication of the study, explains the limitation of the study, and finally presents recommendations for further research.

5. 1. Overview of the Study

This study was based on three different research to find out participants' reading anxiety level and to carry out a treatment. First, FLCAS and FLRAS questionnaires by Horwitz et al. (1986), and Saito et al. (1999) were combined and made alterations for a randomly selected reading class in the School of Foreign Languages at Maltepe University. Second, having conducted the questionnaire, RT project implemented to search what the effects of RT on participants' reading anxiety. Lastly, a focus group interview was used to gain qualitative results after RT application. The findings given above proved that students' anxiety level were mostly derived from personal factors such as state anxiety and fear of negative evaluation consistent with indications of Spielberger (1972) and Horwitz et al. (1986). The survey study also led us to the conclusion that especially when students are required to read aloud or read an unfamiliar text without prior preparation, error based, text genre based, text length based and general reading anxiety are all issues students faced in reading lessons. We can stress then that the application of RT has changed the apprehension of reading aloud on students. During the activity, students were excited because they were attending a group activity which is unordinary for them. RT brought a lively environment to

the classroom. Additionally, RT helped students to participate actively in the class. RT may not only provide low-anxiety opportunity but also may improve students reading comprehension since they have to read and rehearse the text several times. All of these results point to the fact that RT has a valuable place in language learning and teaching in relation to improving oral English and therefore reducing Affective Filter Hypothesis.

5.2 Discussion for Research Question and Hypothesis

The research questions are addressed by this study were:

1. What is the profile of Maltepe University Prep program regular students' anxiety in Reading Classes?
2. What is the effect of RT on the anxiety of students in Reading class?

The former research questions aimed at exploring the profile of MAU Prep program regular students' anxiety in Reading Classes. As a result of the survey, reading anxiety was observed in the students. Their anxiety about reading in a foreign language revealed that their affective filters were high. Therefore, the study hypothesis the following: if Readers' Theatre technique is used in reading classes, students' affective filter level decreases. In order to support this, the latter research question was developed. Implementing RT technique with anxious students helped them lower their anxiety level. The aim of this study was to find out if students have reading anxiety and then use RT as a technique to lessen their Affective Filter level. For this purpose, 20 prep year students at MAU were taken as the subjects of this study. In order to answer research questions, RT and FLRAS were used. RT technique provided an observable advantage and improvement in students' attitudes towards reading English texts.

5.3 Implications

The current study has practical implications as well. Since RT is employed as a technique to foster language learning, to improve oral reading and to decrease reading anxiety

and therefore increase motivation in language classrooms, the study submits contributions to Foreign Language Departments. Furthermore, participants in the prep department take about 4 hours reading class in a week. Even if they do not study English Literature, they need to do some reading and presentations for their departments. Thus, reading is vital for them. Implementing RT gives opportunity for every reader to read self-confidently both for academic purposes and for pleasure. Anxious students are not able to get the pleasure of reading, so teachers should serve as a model and create a fun environment to turn it into a reading habit in the target language. Teachers should be aware of the importance of various reading methods which they assist students' reading comprehension in low anxiety relief classrooms.

5.4 Pedagogical Limitations

A number of restrictions of the study and areas for future research should be mentioned in this study. Firstly, the researcher confronted a problem to find a RT script for the university level students. Next, the other limitation might be that the researcher had limited time to practice RT. The researcher had to do this activity in online platform, so it would be easier and more enjoyable if it was conducted in a face to face classroom setting. Finally, we can imply that RT may be difficult if students are not familiar with the activity as a theatre genre and lastly, RT may not decrease students reading anxiety during the short timeframe.

5.5 Prospect for Further Research

Supporting instructors in recognizing the signals of anxiety in language learners is a crucial step in dealing with anxiety in the classroom. If language teachers add RT in their syllabus for some period of time, it is possible to have a noticeable change on students' reading anxiety. In order to carry out a successful RT, teachers should be able to conduct

group activities. For forthcoming research, through a semester-length study RT may investigate students' reading comprehension and motivation. It may also search to improve oral fluency and therefore increase students' self-confidence. It is hoped that this research has offered a framework that will help the teacher begin to lessen ongoing anxiety in second and foreign language learning until future research can be established more fully.



APPENDICES

Appendix A: FLRAS

Statements 1 through 30 refer to how you feel about reading a foreign language, English. For each statement, please indicate whether you (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, (5) strongly disagree by circling the appropriate number on the line following each statement. Please give your first reaction to each statement and mark an answer for every statement.

1: Strongly Agree	1	2	3	4	5
2: Agree					
3: Neither Agree nor Disagree					
4: Disagree					
5: Strongly Disagree					
1. I worry about making mistakes in reading class.					
2. I tremble when I know that I'm going to be called on reading a text in language class.					
3. I keep thinking that the other students are better at language than I am.					
4. I am usually at ease during reading tests in my language class.					
5. I start to panic when I have to read a text without preparation in language class.					
6. I worry about the consequences of failing my reading class.					
7. I don't understand why some people get so upset over reading classes.					
8. In reading class, I can get so nervous I forget things I know.					
9. It embarrasses me to volunteer answers in my reading class because I fear I will do badly.					

10. I get upset when I don't understand what the teacher is correcting.				
11. Even if I am well prepared for reading class, I feel anxious about it.				
12. I often feel like not going to my reading class.				
13. I never feel quite sure of myself when I am reading in English.				
14. I am afraid that my language teacher is ready to correct every mistake I make.				
15. I can feel my heart pounding when I am going to read in language class.				
16. I am afraid that the other students will laugh at me when I read an English text.				
17. I don't feel pressure to prepare very well for reading class				
18. I always feel that the other students read the English language better than I do.				
19. Reading class moves so quickly I worry about getting left behind.				
20. I get nervous when the English teacher asks questions which I haven't prepared in advance.				
21. I get upset when I am not sure whether I understand what I am reading in English.				
22. I feel intimidated whenever I see a whole page of English in front of me.				
23. I am nervous when I am reading a passage in English when I am not familiar with the topic.				
24. When reading English, I get nervous and confused when I don't understand every word.				
25. I enjoy reading English.				
26. I feel confident when I am reading in English.				
27. I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud.				
28. I am satisfied with the level of reading ability in English that I have achieved so far.				
29. Once you get used to it, reading English is not so difficult.				
30. When I am reading English, I get so confused I can't remember what I am reading.				

Appendix B: FLRAS in Turkish

Sevgili Öğrenciler,

Bu anket sizin İngilizce okuma ile ilgili oluşan kaygı düzeyinizi belirlemek amacıyla hazırlanmıştır. Toplamda 30 soru vardır. Anketi yanıtırken dikkatli okuyunuz ve size uygun olan sıklık derecesini işaretleyiniz. Lütfen sorulara içten ve doğru cevap vermeye çalışalım. Zaman ayırdığınız için teşekkürler.

1: Kesinlikle Katılıyorum	1	2	3	4	5
2: Katılıyorum					
3: Emin Değilim					
4: Katılmıyorum					
5: Kesinlikle Katılmıyorum					
1. Okuma derslerinde hata yaptıka rahatsız olmuyorum					
2. Okuma derslerinde okuma sırasının bana geleceğini bildiğimde titriyorum.					
3. Sürekli olarak, diğer İngilizce öğrenen öğrencilerin benden daha iyi olduğunu düşünüyorum					
4. Okuma derslerinde bir parçayı okurken kendimi rahat hissediyorum.					
5. Okuma derslerinde hazırlıksız olarak bir parçayı okumak zorunda kaldığım zaman, panik oluyorum					
6. İngilizce derslerinde başarısız olmak beni endişelendiriyor.					
7. Bazı insanların okuma dersleri konusunda endişeli olmalarına anlam veremiyorum					
8. Okuma derslerinde oldukça gergin olduğumdan bildiklerimi unutuyorum					
9. Okuma derslerinde hata yaparım korkusuyla sorulara gönüllü olarak cevap vermekten çekiniyorum.					
10. İngilizce öğretmeninin söylediğini anlamamak beni huzursuz eder.					

11. Okuma dersine önceden çok iyi hazırlanmış olsam bile kendimi endişeli hissediyorum.				
12. Coğulukla İngilizce okuma derslerine girmek istemiyorum.				
13. İngilizce okuma yaparken kendimden emin olamıyorum.				
14. Öğretmenin yapacağı her hatayı düzeltmeye girişecek olmasından huzursuz oluyorum.				
15. Okuma derslerinde okuma sırasının bana geleceğini hissederken kalbim çarpıyor.				
16. İngilizce bir şey okuduğum zaman diğer öğrencilerin bana gülmelerinden endişe duyuyorum.				
17. Kendimi İngilizce derslerine çok iti hazırlanıp gitmek zorunda gibi hissetmiyorum.				
18. Her zaman diğer öğrencilerin İngilizce metni benden daha iyi okuduklarını hissettim.				
19. İngilizce dersleri o kadar hızlı akıyor ki geri kalmaktan korkuyorum.				
20. Okuma öğretmeninin önceden hazırlıksız olduğum soruları sorması beni huzursuz ediyor.				
21. İngilizce okuduğum bir parçayı anlamadığımı düşünmek beni üzüyor.				
22. Önümde koca bir sayfa İngilizce yazı görmek beni ürkütüyor.				
23. Bilmediğim bir konu hakkında İngilizce yazı görmek beni endişelendiriyor.				
24. İngilizce bir şey okurken her bir kelimeyi anlamadığım zaman hem kafam karışıyor hem de sinirleniyorum.				
25. İngilizce okuma yapmaktan keyif alıyorum.				
26. İngilizce okuma yaparken kendime güveniyorum.				
27. Kendim okurken sorun yok ama sesli okuma yapmak rahatsız edici bir durum.				
28. İngilizce okuma seviyemden memnunum.				
29. Bir kere alıştıktan sonra İngilizce okumak o kadar da zor değil.				
30. İngilizce bir şey okurken kafam öyle karışıyor ki ne okuyorum diye düşünüyorum.				

Appendix C: Focus Group Interview

Focus Group Interview Responses	Agree	Disagree
The combination of reading aloud and dramatization in Readers' Theatre was exciting.		
It was difficult/stressful to take part in Readers' Theatre.		
It was educational to take part in Readers' Theatre		
Readers Theatre is a good way of practicing oral English		
It was fun to take part in Readers' Theatre		
I would like to take part in another Readers' Theatre project.		

Open Ended Questions

1. How do you feel before the activity and after the activity?
2. Do you think RT helps you lower your reading anxiety?
3. How do you find the RT script? Do you think there is a difference between your textbook and RT scripts?
4. What can you say more about application of RT?

Appendix D: Readers' Theatre Script

Oh! The Places You'll Go!

by Dr. Seuss

Narrators 1-21, Teacher

ALL:
Congratulations!

N1:
Today is your day.

N2:
You're off to Great Places! You're off and away!
You have brains in your head. You have feet in your shoes.
You can steer yourself any direction you choose.
You're on your own. And you know what you know. And YOU are the
guy who'll decide where to go.

N3:
You'll look up and down streets. Look'em over with care. About some
you will say, "I don't choose to go there." With your head full of brains
and your shoes full of feet, you're too smart to go down a not-so-good
street.

N4:
And you may not find any you'll want to go down. In that case, of course,
you'll head straight out of town. It's opener there in the wide open air.
Out there things can happen and frequently do to people as brainy and
footsy as you.

N5:
And when things start to happen, don't worry. Don't stew. Just go right
along. You'll start happening too.

ALL:
Oh! The Places You'll Go!

N6: You'll be on your way up!
You'll be seeing great sights!
You'll join the high fliers who soar to high heights.

N7:

You won't lag behind, because you'll have the speed. You'll pass the whole gang and you'll soon take the lead. Wherever you fly, you'll be best of the best. Wherever you go, you will top all the rest.
Except when you don't. Because, sometimes, you won't.
I'm sorry to say so but, sadly, it's true that Bang-ups and Hang-ups can happen to you.

N8:

You can get all hung up in a prickle-ly perch. And your gang will fly on.
You'll be left in a Lurch.

N9:

You'll come down from the Lurch with an unpleasant bump. And the chances are, then, that you'll be in a Slump.

N10:

And when you're in a Slump, you're not in for much fun. Un-slumping yourself is not easily done.

N11:

You will come to a place where the streets are not marked. Some windows are lighted. But mostly they're darked. A place you could sprain both your elbow and chin! Do you dare to stay out? Do you dare to go in? How much can you lose? How much can you win?

N12:

And if you go in, should you turn left or right...or right- and three-quarters? Or, maybe, not quite? Or go around back and sneak in from behind? Simple it's not, I'm afraid you will find, for a mind-maker-upper to make up his mind.

N13:

You can get so confused that you"ll start in to race down long wiggled roads at a break-necking pace and grind on for miles across weirdish wild space, headed, I fear, toward a most useless place.

N14:

The Waiting Place...for people just waiting.

Waiting for a train to go or a bus to come, or a plane to go or the mail to come, or the rain to go or the phone to ring, or the snow to snow or waiting around for a Yes or No or waiting for their hair to grow.

Everyone is just waiting.

N15:

Waiting for the fish to bite or waiting for wind to fly a kite or waiting around for Friday night or waiting, perhaps, for their Uncle Jake or a pot to boil, or a Better Break or a string of pearls, or a pair of pants or a wig with curls, or Another Chance. Everyone is just waiting.

ALL:

No! That"s not for you!

Somehow you"ll escape all that waiting and staying. You"ll find the bright places where Boom Bands are playing. With banner flip-flapping, once more you"ll ride high! Ready for anything under the sky. Ready because

you"re that kind of a guy!

ALL:

Oh, the places you"ll go!

N16:

There is fun to be done! There are points to be scored. There are games to be won. And the magical things you can do with that ball will make you the winning-est winner of all. Fame! You"ll be famous as famous can be, with the whole wide world watching you win on TV.

N17:

Except when they don"t. Because, sometimes, they won"t.

I"m afraid that some times you"ll play lonely games too. Games you can"t win „cause you"ll play against you.

ALL:
All Alone!

N18:

Whether you like it or not, Alone will be something you'll be quite a lot. And when you're alone, there's a very good chance you'll meet things that scare you right out of your pants. There are some, down the road between hither and yon, that can scare you so much you won't want to go on.

N19:

But on you will go though the weather be foul. On you will go though your enemies prowl. On you will go though the Hakken-Kraks howl. Onward up many a frightening creek, though your arms may get sore and your sneakers may leak. On and on you will hike. And I know you'll hike far and face up to your problems whatever they are.

N20:

You'll get mixed up, of course, as you already know. You'll get mixed up with many strange birds as you go. So be sure when you step. Step with care and great tact and remember that Life's a Great Balancing Act. Just never forget to be dexterous and deft. And never mix up your right foot with your left.

N21:

And will you succeed?
Yes! You will, indeed!
(98 and 3/4 percent guaranteed.)
Kid, you'll move mountains!
So...be your name Buxbaum or Bixby or Bray or Mordecai Ale Van Allen O'Shea, you're off to Great Places!

TEACHER:

Today is your day!
Your mountain is waiting. So...get on your way!

Scripted by Chase Young

Appendix E: Consent Form

LÜTFEN BU DÖKÜMANI DİKKATLİCE OKUMAK İÇİN ZAMAN AYIRINIZ
.../../20.

Sizi Sinem DERİNBAŞ tarafından yürütülen “Türkiye’de Üniversite Düzeyindeki Öğrenci ve Öğretmenlerin İngilizce Dilinde Öğretim Hakkındaki Algıları” / “Lecturers’ and Students’ Perceptions of English as a Medium of Instruction at Higher Education Level in Turkey” başlıklı arastırmaya davet ediyoruz. Bu araştırmaya katılmama kararını vermeden önce, araştırmayı neden ve nasıl yapılacağını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılmaması büyük önem taşımaktadır. Eğer anlayamadığınız ve sizin için açık olmayan şeyler varsa, ya da daha fazla bilgi isterseniz bize sorunuz.

Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmadan cıkma hakkına sahipsiniz. Çalışmayı yanıtلامanız, araştırmaya katılım için onam verdiğiniz biçiminde yorumlanacaktır. Size verilen formlardaki soruları yanıtırken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacıyla ile kullanılacaktır.

1. Araştırmayı İlgili Bilgiler:

- Araştırmmanın Amacı: Öğretim üyeleri ve öğrencilerin, bölüm derslerinde öğretim dilinin İngilizce olması ile ilgili görüşleri ve önerilerini ortaya çıkarmaktır. / To reveal the perceptions and recommendations of content teachers and students about using English as a medium of instruction.
- Araştırmmanın İçeriği: Bu çalışma yüksek öğretimde derslerin İngilizce verilmesinin, öğrenci başarısı üzerindeki etkilerini araştırmaktır. / To investigate the effect of using English as a medium of instruction on students' success in higher education.
- Araştırmmanın Nedeni: Bilimsel araştırma Tez çalışması

2. Çalışmaya Katılım Onayı:

Yukarıda yer alan ve araştırmadan önce katılımcıya/gönüllüye verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında yazılı ve sözlü açıklama aşağıda belirtilen araştırmacı tarafından yapıldı, soru sorma ve tartışma imkamı buldum ve tatmin edici yanıtlar aldım. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Kendi el yazısı ile)

İmzası:

(Varsa) Velayet veya Vesayet Altında Bulunanlar İçin;

Veli veya Vasisinin (kendi el yazısı ile)

İmzası:

Not: Bu form, iki nüsha halinde düzenlenir. Bu nüshalardan biri imza karşılığında gönüllü kişiye verilir, diğer ise araştırmacı tarafından saklanır.

Hazırlayan: Öğrenci İşleri Daire Başkanlığı

Onaylayan: Kalite Yönetim Koordinatörlüğü

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