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FACULTY of EDUCATION AND HUMANITIES
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**Anxiety Factors in Learning English as a Foreign Language: Case of Turkish
Students Learning English in Georgia**

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Extended Abstract of Doctoral Dissertation in Education Sciences**

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INTRODUCTION

The need and the importance of foreign languages, especially of English, in the contemporary “global village” cannot be overestimated. However, there are countries where teaching them has been part of obligatory curriculum for a long time and there are many possibilities for students to practice foreign languages beyond classroom, but there are also countries and culture that have been historically more closed to foreign languages.

According to Coşkun (2013, p. 1), “as in many other countries, English is becoming more and more popular in Turkey. Contrary to the increasing importance attached to English Language Teaching (ELT) and despite hard-work to develop effective ELT programs, there are still some considerations when it comes to ELT in Turkey. Although Turkey is known to be the 16th largest economy playing a key role in its region, its low performance in its foreign language teaching policy should not be underestimated.” A recent survey conducted by *Education First* organization in 2014, which revealed that the English Proficiency index (EPI) ranks Turkey as “very low” - 47rd among the 63 countries where the research was held.

Soner (2007) lists the major reasons why English language teaching policy has not been very successful in Turkey: teachers’ lack of adequate foreign language knowledge and methods, their traditional language approaches, students' lack of motivation and interest about foreign language, their lack of chance to use the language outside the class, the lack of importance they attach to English, insufficient language equipment in schools as well as limited number of English teachers. On the other hand, there is a growing number of research dealing with the role of language and test anxiety in students’ low motivation and achievement (Güzel & Aydin, 2014; Merc, 2011; Aydin, 2013; Cakir & Solak, 2012). All this reveals the **significance** of the research topic.

Thus, the **problems** of the research are, obviously, the low level of English skills among Turkish students and the high level of anxiety among them.

The **goals** of my doctoral dissertation were:

- To find out what the factors of foreign (English) language learning anxiety are, especially among Turkish students of EFL;
- To suggest how to provide beneficial (from anxiety viewpoint) conditions for teaching English, especially to Turkish learners;
- To assess the efficiency of the suggested model.

The **hypothesis** of my study was:

To decrease the debilitating anxiety level of foreign (English) language learners, it is necessary to:

- Create a safe classroom environment
- Emphasize low-anxiety assessment formats and conditions
- Develop in students such language learning strategies which will increase students' self-confidence and, correspondingly, decrease their anxiety
- Take into consideration gender and cultural factor

The methods of research in the dissertation were:

- review and analysis of existing literature on the topic
- questionnaire
- experiment
- statistical analysis of obtained through questionnaire surveys and experiment data

Thus, the methods of research were quantitative and empirical.

Novelty

Contemporary education science is becoming more and more psychologically-based. If in the past it was more typical to look for the challenges in foreign language teaching in linguistic (interference between L1 and L2) and pedagogical factors, today the attention has shifted towards investigating such psychological factors as motivation and anxiety. Though in general the negative impact of high levels of (i.e. debilitating) anxiety has been recognized, there are insufficient studies dealing with working out a low-anxiety English as a foreign language model. I have tried to analyze language learning and application anxiety from a variety of angles, stressing especially the problems that Turkish students of EFL have. The model that is offered in the dissertation is an original and detailed one, though its elements one by one have been studied.

Theoretical value

The theoretical bases of my research are:

- anxiety definitions (Freud, 1933; Sarason, 1980; Spielberger, 1983; Horwitz, Horwitz and Cope, 1986);
- comparison of anxiety to other, related, concepts, such as fear, stress and affect (Spielberger, 1976; Richmond, 2015; Krashen, 1981);
- types of language and assessment anxiety, such as facilitating and debilitating (Alpert and Haber, 1960), trait, state, and situation-specific anxiety (Spielberger, 1983);
- psychometric ways of measuring anxiety (Spielberger, Gorsuch, Lushene, Vagg, & Jacobs, 1983; Horwitz, Horwitz and Cope, 1986).

The theoretical value of the dissertation deals with the analysis and systematization of the existing theories of language anxiety and its impact on the level of language communicative skills, and offering an effective model to fight the debilitating effects of anxiety while learning a foreign language.

Practical Value

The practical recommendations on how to decrease the debilitating anxiety and, correspondingly, make learning a foreign (English) language more efficient, will, hopefully be interesting not only for EFL researchers, but also for practicing teachers.

Structure of dissertation

The dissertation involves the following parts: Introduction, 3 chapters, conclusion, and an appendix. There are 16 tables and 6 figures in it.

CHAPTER I: ANXIETY – LITERATURE REVIEW

In the chapter the following issues are dealt with: definition of anxiety in general and in target language learning, types of anxiety and their impact on learning, ways of measuring anxiety.

Horwitz, Horwitz and Cope have provided the most commonly accepted definition of foreign language anxiety: “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning process” (Horwitz, Horwitz, & Cope, 1986, p. 128). In behavioral terms Sarason (1980) defined anxiety as a conditioned response to a perceived threatening stimulus which could be learned or inherited. In a similar way, May (1977) viewed anxiety as a maladjusted behavior.

The distinction between fear and anxiety was made by Spielberger (1976). While fear is caused by a real danger in the environment, the reasons standing behind anxiety might not be known to the one experiencing it.

According to Richmond (2015, p. 95), “the line between stress and anxiety can become blurred as they are similar in many ways and result in many of the same symptoms”. Stress deals more with external causes, while anxiety - with internal state of the person. They are sort of two sides of one coin.

To sum up, anxiety is an unpleasant feeling which involves apprehension, distress, embarrassment, surprise and dread and it is more than certain that if not all students may be anxious during classes, they are generally anxious over examinations (Phillips and Endler, 1982).

According to Krashen (1981), there are five basic hypotheses concerning second language acquisition: those of acquisition-learning, natural order, monitor, input, and affective filter. Affective filter matters only for second/foreign language acquisition/learning, it does not take place while the native language is acquired.

The affective filter has been defined by Krashen as a mental block that prevents learners from completely understanding the clear input they receive for language acquisition. The Affective Filter Hypothesis attempts to incorporate affective variables, such as low-motivation, low self-esteem and debilitating anxiety, into the process of second language acquisition.

Foreign / second language learning is a systematic complex process, which requires the knowledge of language structures, vocabulary, and pronunciation as well as corresponding skills (i.e., ability to use them automatically). That is why many second / foreign language learners experience a deep anxiety in their efforts to master a new language. From this point of view a foreign language class may be more anxiety-provoking than any other course for many students (MacIntyre, 1995; MacIntyre & Gardner, 1991a; Liu, 2007; Ohata, 2005).

It is also known that the students who have a low oral ability in their native language have a higher possibility of experiencing a FL anxiety than those who are more competent in their native language use (Onwuegbuzie et al., 1999).

Some researchers found positive correlations between a reasonable foreign language anxiety and achievement of the learner in the target language (Brown, Robson, & Rosenkjar, 2001; Kleinemann, 1977; Scovel, 1978), while others discovered negative correlations (Gardner et al, 1976; Lucas, 1984; McCoy, 1979). The results of these studies were contradictory before Horwitz et al. (1986) introduced their situation-based measurement questionnaire, which permitted to measure language anxiety more exactly, since then it has become widely recognized that high levels of language anxiety decrease skills' level and ability to communicate (Foss & Reitzel, 1988; Hashimoto, 2002; Jackson, 2002; Kondo & Yang, 2003; Osboe, Fujmura, & Hirschel, 2007).

Partly the contradiction in the results concerning the impact of anxiety of success of second / foreign language learning deals with the level of anxiety: a little of it (facilitating anxiety) helps students to concentrate and demonstrate their best, while too much of it (debilitating anxiety) makes them confuse and forget all they know. Zheng (2008, p. 8) suggests that a term "threshold level of anxiety" be introduced – "a level of language anxiety below which second/foreign language learners feel challenged, yet not overwhelmingly anxious".

To sum up the above analysis, I made up Figures 1.1. - 1.3.

Figure 1.1. Causes of SL/ FL learning / application anxiety

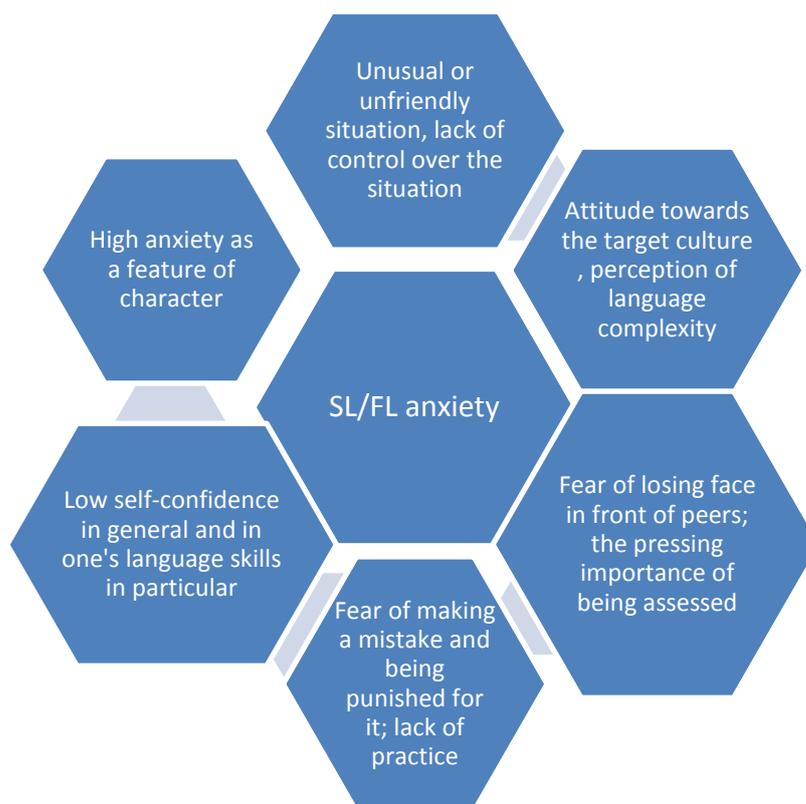


Figure 1.2. The impact of language anxiety

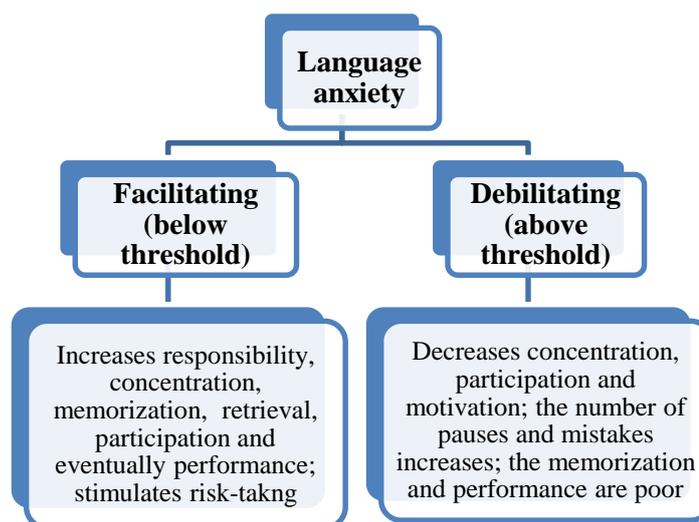
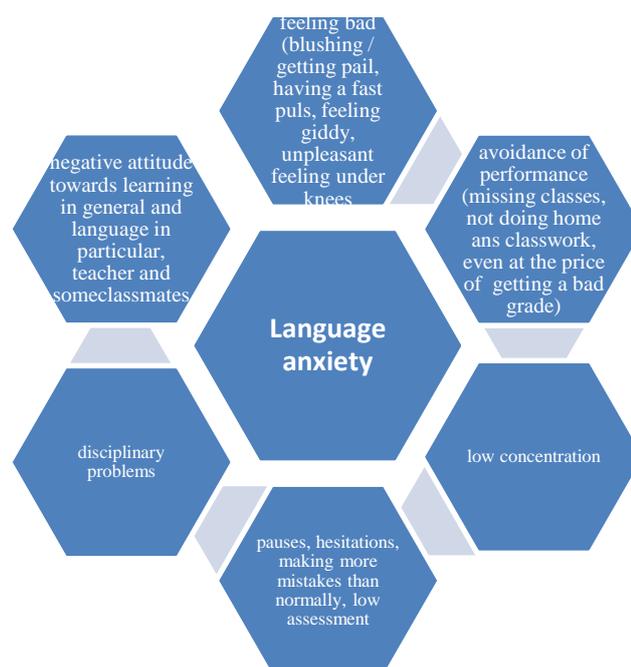


Figure 1.3. Manifestations of language anxiety



In a foreign language class quizzes and tests are frequent, and highly test-anxious students experience several difficulties. There is growing evidence that motivation has a significant impact on students' achievement. Test anxiety, however, is one of the most important aspects of negative motivation and has a direct debilitating effect on learners' performance. The test anxiety construct refers to a form of social-evaluation anxiety that is experienced in a range of assessment contexts, such as examinations. It has been described as a fear-of-failure (Hong, 1999; Meijer, 2001) and highly test anxious students will appraise assessment and evaluation situations as threatening (Spielberger & Vagg, 1995).

The study of Gregersen and Horwitz (2002) demonstrated that perfectionist tendencies cause language anxiety. As a result of their study it is concluded that the students who have anxiety nearly have the same 'unpleasant' emotions that are caused by perfectionist tendencies, which makes language learning hopeless and dissatisfied. Beside those anxious students, non-anxious language learners who do not have perfectionist tendencies incline to be satisfied with their even little accomplishments.

Lots of schools and universities nowadays tend to test children more in order to see the progress of study process. The increase in the amount of standardized testing brought on by the requirements of No Child Left Behind (NCLB; No Child Left Behind, 2001) has led to pressure on school administrators and teachers to raise students' test scores (Herman and Golan, 1993;

Paris *et al.*, 1991) and the pressure is passed on to the students (Hembree, 1988; Hill and Wigfield, 1984). Therefore, the increase in the use of standardized testing will likely lead to an increase in test anxiety among elementary school children.

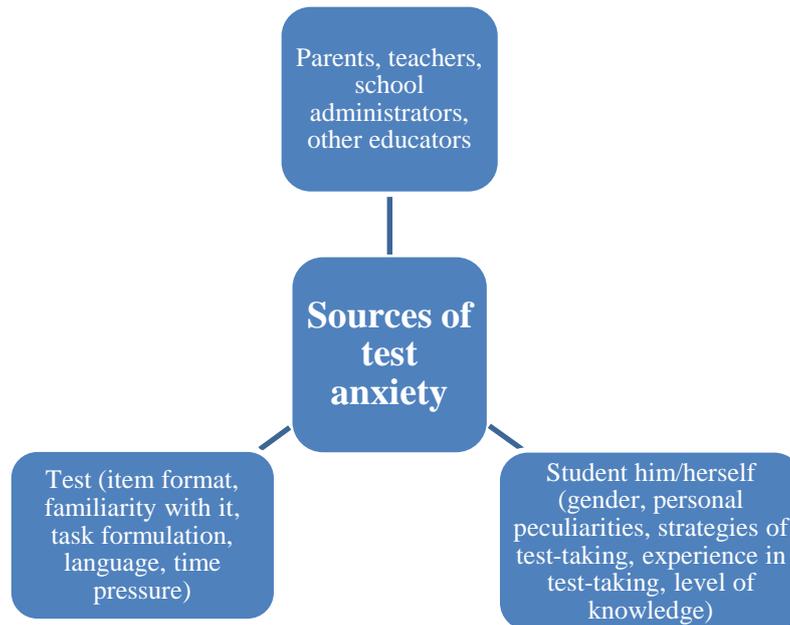
On the one hand, probably, some degree of test anxiety is unavoidable: all (responsible) students have it to some degree. However, it helps some students to concentrate maximally and to do their best to demonstrate their knowledge and skills, while other students are getting (much) lower results than, say, during formative assessment. To know how to turn test anxiety from our enemy into our friend, how to bring it to acceptable level, it is necessary to understand better its nature.

Literature on test anxiety shows that some of the factors that influence students' reactions to tests are related to test validity, time limit, test techniques, test format, length, testing environment and clarity of test instructions (Young, 1999).

The negative relationship between anxiety and achievement or performance has been confirmed in several subsequent studies involving all four language skills: speaking (Liu, 2006; Steinberg & Horwitz, 1986; Young, 1986), writing (Masny & Foxall, 1992), reading (Saito, Garza, & Horwitz, 1999) and listening (Elkhafafi, 2005; Mills, Pajares & Herron, 2006). Understandably, the effect of anxiety is more marked in a high-stakes assessment situation. Young (1986) found that anxiety played less of a role in an informal, practice version of the Oral Proficiency Interview. More recently, Mills *et al.* (2006) reported that their students, especially the male students, put less effort into completing a low-stakes proficiency test than in a formal final test. Similarly, In'nami (2006) found test anxiety did not affect the performance of his Japanese students on a low-stakes listening test.

Below in Figure 1.4 find the summary of the sub-chapter:

Figure 1.4. Sources of test anxiety



A distinction can be made among different types of anxiety - **trait anxiety, state anxiety and situation-specific anxiety**. According to Spielberger (1976, p. 9), “**trait anxiety** is based on the assumption that here is a relatively stable predisposition of an individual to exhibit anxious feelings in every situation, whereas state anxiety is referred to as apprehension with a temporal reference point, i.e., apprehension a person develops at a given moment”. **State anxiety**, on the other hand, refers to anxiety that occurs in specific situations and usually has a clear trigger. Not all people who have high state anxiety have high trait anxiety, but those who have high trait anxiety are more likely to experience state anxiety as well (Spielberger, 1972). During tests, state anxiety might appear, although the learner may also have inclinations toward trait anxiety. Therefore, if a learner suffers from extreme state anxiety, the learner most probably has high trait anxiety.

Woodrow argues that **situation-specific anxiety** is the type of anxiety that students are dealing with. Situation specific anxiety is the type of anxiety that reappears again and again in certain circumstances, such as in the English classroom (Woodrow, 2006). It looks like that either “state anxiety” and “situation-specific anxiety” are synonymous terms or situation-specific anxiety is a kind of state anxiety.

It is important to measure anxiety level in order to research the problems caused by it and, eventually, to be able to actually help anxious students. If the medical ways of measuring anxiety deal with the symptoms (measuring the heart pulse rate, breath rate, sweat), the psychometric ways deal with the person's perception of his/her attitudes and feelings. Various anxiety measurement instruments are analyzed (The State-Trait Anxiety Inventory – STAI by Spielberger, Gorsuch, Lushene, Vagg, & Jacobs (1983), STISCA (State–Trait Inventory for Cognitive and Somatic Anxiety) developed later on by Ree, MacLeod, French, and Locke (2000), Test Anxiety Inventory (TAI-Spielberger, 1980) and Achievement Anxiety Test (AAT) (Alpert & Haber, 1960). As all authors offer to some degree valuable approaches to measuring anxiety, I summarized their items (many of them, even expressed in different words, mean the same) and came up with my own modification of the Horwitz, Horwitz, and Cope (1986) scale.

CHAPTER II. MODEL OF LOW-ANXIETY ENGLISH LANGUAGE TEACHING

Providing conditions of reasonable anxiety in education is necessary for humanization of education (Salazar, 2013), on the one hand, and for increasing the learning input, on the other. To provide that English learning anxiety is low enough in language classes we need to view who is responsible for it and how this can be done. Decreasing ELL anxiety deals with:

- Classroom environment;
- Activities' and assessment format;
- Existence of effective strategies of overcoming linguistic problems;
- Teacher and student attitude towards errors;
- Cultural and gender peculiarities of students.

To create a Friendly Classroom Environment, outside and inside elements forming classroom environment must be taken into consideration. The **external factors** are those which affect the classroom environment indirectly. They consist of the elements preparing the learners before they reach the classroom. These outside factors may be classified as society that the learners feel themselves as parts of and the learners' family. Besides, the **internal factors** emerge as psychosocial environment and physical environment inside the class. So as to create a friendly classroom environment, one would need to review the significance of all these external and internal factors thoroughly.

Based on the literature analysis, a hierarchy (from least to most anxiety-provoking) of traditional assessment tasks, would logically and based on personal experience look like this:

Cause low anxiety:

- Matching & gap-filling (to assess vocabulary and grammar skills);
- Multiple choice (to assess vocabulary and grammar skills, also reading and listening comprehension);
- Ordinary or modified true/false (to assess vocabulary and grammar skills);

Cause average anxiety:

- Short answers (to assess reading and listening comprehension, writing skills);
- Oral dialogue between 2-3 examinees (to assess speaking skills);
- Writing a short paragraph (to assess writing skills);
- Oral presentation with slides (to assess speaking skills);

Cause high anxiety

- Oral interview (teacher-student) (to assess listening and speaking skills);
- Prepared monologue with no visual support (to assess speaking skills);
- Essays (to assess writing skills, including their lexical and grammatical components).

Among innovative test formats that may decrease anxiety are open-book exams (OBE). Vyas & Vyas (2009, p. 164) define an open-book exam as “one in which examinees are allowed to consult their class notes, textbooks, and other approved material while answering questions”.

Informal assessment (which does not involve grading, but does involve feedback – whether the student’s answer is correct) through a nod, smile, approval gesture, “uh”, “yeah”, “right!”, etc. is least stressful, in fact, it basically may cause some (mostly facilitating) anxiety.

Assessment conditions are as important as its content and format. Test conditions can be divided into two main factors: purpose of the test and test setting.

The research by Tang (2002), Schweers (1999), Qoura (2005), Al-Buraiki (2008), and Hidayati (2012) done, correspondingly, in China, Spain, Saudi Arabia, Oman and Indonesia supports the application of L1 in EFL classrooms. Both teachers and students in these researches expressed their positive attitude to reasonable application of L1 in L2 classrooms. However, teachers realized some limitations to its application as well. I summarized the analysis on the issue in Table 2.1.

Table 2.1. Advantages and disadvantages of L1 application in L2 classrooms

Advantages	Disadvantages
Saves time	Is inauthentic; concentrates attention on L1 instead of L2
Increases motivation for analytical learners, also for beginner students	Decreases motivation of synthetic learners, upper intermediate and advanced students
Is rather appropriate for EFL (compared to ESL) learners, for the same L1 for both teacher and students	Is inappropriate for ESL learners
When needed / requested by students, it should be taken into consideration (it is part of student-centered teaching; without it only self-confident	Is claimed to be outdated and non-communicative

students can communicate in L2)	
Takes into consideration the teaching traditions in the country	There is risk that little if any time is left for communication in L2
Though our primary goal is to provide L2 communication, some translation skills are also needed in some authentic situations	
Takes into consideration students' proficiency level in L1	
Makes learning conscious	There is danger to turn the educational process into teaching about grammar, not forming grammar skills

Thus, the question should be put differently, not “to use or not to use”, but “if to use, how much, when and how”? Much talk in the students’ native tongue will have a negative impact, as it will decrease student target language practice time, correspondingly, it will make students less confident while communicating in L2, make the lessons boring and practically less useful: they will be lessons about the language, not language lessons. By saying “not much”, how much do I mean? Well, it is difficult to hold research concerning this, but intuitively, it may be about 5-10 minutes in a class of 45-50 minutes, not more, and not in each class, only when it is really necessary.

Much attention is paid in dissertation to error and their correction – errors should be perceived as inevitable part of educational process and corrected very tactfully when learning or communication requires it. Gender and culture issues also are very important.

In chapter 2 a model of low-anxiety foreign language teaching is suggested.

CHAPTER III – STUDY DEALING WITH THE MODEL OF LOW-ANXIETY ENGLISH LANGUAGE TEACHING

The study involves several researches:

- Survey concerning the applicability of open-book exams in Georgia;
- Survey concerning the effective application of L1 while teaching L2;
- Survey on Turkish students' in Georgia anxiety levels;
- Experiment on the suggested model of low-anxiety English teaching (experiment itself, with control – traditional – and experimental – based on the suggested model – groups, also with satisfaction questionnaires in both groups before and after the experiment).

The first two researches were necessary in order to decide whether to incorporate open-book exams and a very careful, thoughtful and reasonable L1 application in the experimental group. The third research was necessary to show that language anxiety constitutes a big problem for Turkish students learning in English abroad. Thus, these studies lead me to the main one, which had to test the hypothesis of the dissertation.

The survey results concerning the applicability of open-book exams in Georgia were positive enough, so I included this kind of exams in experimental model.

The survey concerning effective application of L1 while teaching L2 showed that lecturers and students at IBSU look rather positively at the reasonable application of L1 in L2 grammar teaching. So, it became part of the experimental model.

The survey was held in 5 universities with participation of Turkish students learning in Georgia. Their anxiety levels have been shown that to be high, so they need a system of measures to overcome it, as these problems, in turn, create problems while learning other courses in the curricula. The questionnaire included 38 items that student had to assess according to Likert scale (1 point – minimum agreement with the item, 5 points – maximum agreement). All factors under study gained 2.5 points or above, which reveals that the anxiety level is high, which can have a debilitating effect. The results look as follows:

Items 1-8: level of anxiety:

- All the direct items gave a result higher than 2.5, which means that students' anxiety level is high, however, only answering in front of the class yielded a really high result (3.39).
- All the reverse items show that, when special conditions are provided (games, competitions, whole-class activities, group and pair work, communication with native-speakers, concentrating on contents), student anxiety is low; students feel especially calm during pair and group work (3.31).

Items 9-16: factors that make students worry:

- All the enumerated factors make students worry (yielded average results above 2.5), the strongest anxiety factor was the fear of getting a low grade (3.04).

Items 17-19: problems that are caused by anxiety:

- All enumerated consequences gave a high assessment, the most important consequence was inability to concentrate and making mistakes due to it (3.14)

Items 20-26: language skills that cause anxiety:

- All four communicative skills (reverse items) cause a high enough level of anxiety (reading is the champion with 1.95 and the least anxiety-provoking skill is writing with 2.5).
- Making all kinds of mistakes worries students (mean of 2.72-2.8), however, mispronouncing words and using a wrong grammatical structure worries them more than not understanding each word while listening.

Items 27-38: how students feel during tests:

- All the reversely assessed items show that students feel quite OK, if they are well prepared, they are reasonable excited (feel facilitating excitement) and know the format and the requirements (3.27-3.57); the especially important condition is knowing the format and requirements
- All the direct factors were assessed by more than 2.5 points, so the students' test anxiety is high enough, with champion factor being not studying well (3.39).

The goal of the experimental study was to find out whether the suggested model of low-anxiety teaching of English as a foreign language would really decrease students' anxiety and increase

their learning outcomes (the level of their English skills). Correspondingly, three research questions were asked:

- Does the application of the suggested model in the experimental group decrease significantly enough students' anxiety?
- Does the application of the traditional teaching in the control group decrease significantly enough students' anxiety?
- Do the language test results in the experimental group increase significantly compared to the test results in the control group?

To answer the **first two questions**, a **questionnaire**, that had to measure the level of language learning anxiety, based mainly on Horwitz, Horwitz and Cope's (1986), was adapted (made shorter, to be more doable by respondents, translated into Turkish for better understanding, some details added, according to the model developed in the dissertation) to research needs. The questionnaire was similar to the one used in the third study, but a little shorter and was held before and after the experiment in the control and experimental groups, to see whether there was anxiety level change in any of the groups. It comprised 29 questions used in order to measure the anxiety. According to statistical data, a significant decrease of anxiety was found in the experimental group with 71% of survey items, as for the control group, the decrease was only 17%, which is insignificant, compared to the experimental group.

To answer the **third research question**, the students of both groups were **tested for their English skills**. The tests used in both groups were of the same difficulty level, comprised the same number and typed of tasks, and the same number of items in each task, to provide an equal assessment conditions to both groups. Then the average results in both groups were compared, to see, whether the experimental group did better than the control group.

Experiment participants were the International Black Sea University freshman and sophomore students from various faculties who are taking General English as a course, aged 17-21. Although at IBSU the majority of programs are taught in English, General English is one of the courses taught to freshman students for two semesters, as it is not their native language, and as the admission exams are on B1 level, while the study at a program delivered in English requires at least B2 level.

In the experimental group there were 10 students, 5 of them males and 5 females. In the control group there were 10 students, 5 of them males and 5 females. The groups were selected at

random among volunteers for the duration of the experiment (one semester in the 2014/1015 education year. Their language skills, as measured by previous tests were approximately on the same (A2) level, to make the comparison results reliable and valid.

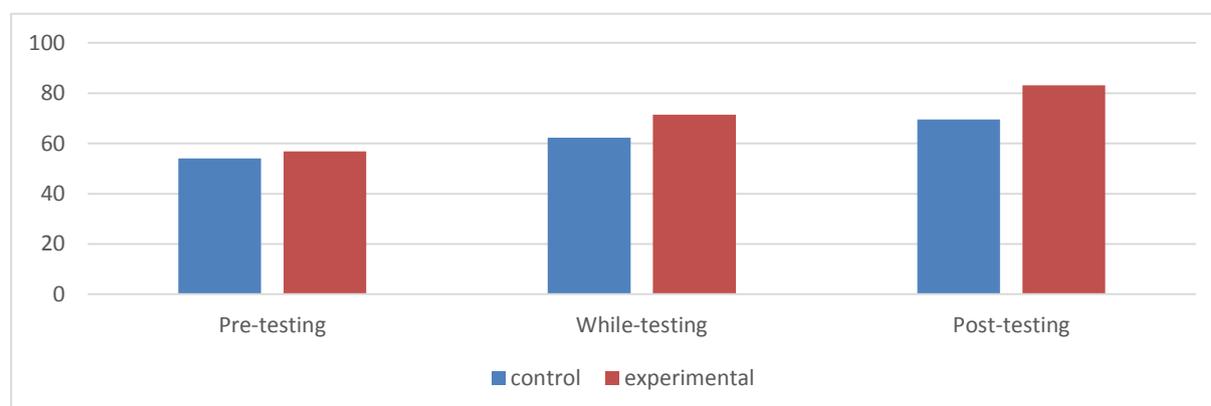
Teaching occurred 3 hours per week, with the same textbook (OUTCOMES: Pre-Intermediate). Except the special measures taken to decrease the anxiety level in the experimental group, there was no difference in teaching methods or materials.

Testing results (see Table and Figure 3.1) reveal that experimental group students during the experiment improved their language skills' levels more impressively (by 26.2 points or 60.7%) than the control group students (by 15.5 points or 33.7%).

Table 3.1. Comparative English testing results of control and experimental groups

	Control group	Experimental group
Pre-testing mean	54.1	56.9
While-testing mean	62.3	71.5
Post-testing mean	69.6	83.1
Increase	15.5 pts (33.7%)	26.2 pts (60.7%)

Figure 3.1. Comparative English testing results of control and experimental groups



Thus, the three questions, asked in the research were answered:

- The application of the suggested model in the experimental group decrease significantly the studied aspects of anxiety by 71%
- The application of the traditional teaching in the control group did not decrease perceivably the students' anxiety (only by 17%).
- The language test results in the experimental group increase significantly (60.7%) compared to the test results in the control group (33.7%).

The hypothesis of the research (at least for these groups of students) was confirmed.

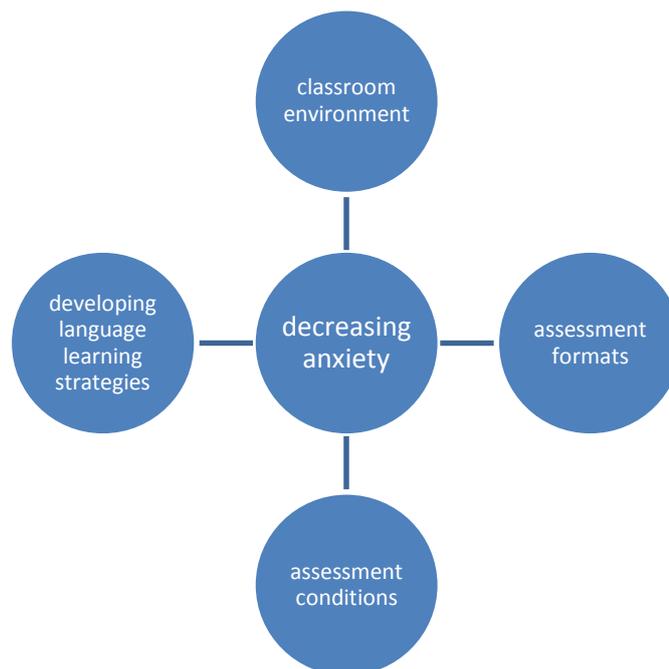
CONCLUSIONS AND RECOMMENDATIONS

1. In the globalized world the level of foreign (especially English) language skills is indispensable both for personal achievement and countries' development. However, the countries that historically used to be less open to global society cannot solve this problem overnight, they can only do it step by step within a certain time period. Besides being behind in the application of modern teaching methods, these countries have culture-based problems causing a stronger language learning / application anxiety than others. These problems need a special system (model) of measures in order to decrease the language learning anxiety levels in students. Teachers need to be trained to apply both the up-to-date methods of teaching and anxiety-decreasing measures in order to achieve real success in foreign language teaching.
2. Anxiety "is an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the autonomic nervous system" (Spielberger, 1972, p. 82). Summing up Freud's (1969), Scarre's (1995), MacIntyre & Gardner's (1989), Horwitz, Horwitz, & Cope's (1986), Sarason's (1980) and Richmond's (2015) viewpoints on the definition of anxiety in this dissertation it is viewed as an unpleasant feeling which involves apprehension, distress, embarrassment, surprise and dread and (if its level is above the threshold level) has a negative impact on language learning and application.
3. Anxiety is one of the factors involved in affective filter, which, according Krashen's (1981) Affective Filter Hypothesis (alongside with Acquisition/Learning, Natural Order, Monitor, and Input Hypotheses), if too high, creates unsurmountable barriers to language acquisition and application.
4. Anxiety does not automatically cause problems with language learning and application. When its level is low, it even helps students to concentrate attention and to do their best (facilitating anxiety). Only if its level is high, does it have negative and sometimes even destructive consequences (debilitating anxiety). In fact, the dissertation is dedicated to the issue of overcoming the negative impacts of debilitating anxiety.
5. Besides facilitating and debilitating anxiety, the classification of anxiety types includes trait and state. Trait anxiety is characteristic of certain people who tend more painfully than others react to minute deviations from acceptable routine or even without any reason. Students with trait anxiety generally have serious problems in the process of education, especially assessment. Teachers need to know who of their student has trait

anxiety and treat them especially delicately (care about the form of correction, avoid public discussions of their results, etc.). State anxiety, on the other hand, occurs in specific situations (such as being asked to answer, speak in public or take exams) and usually has a clear trigger. Not all people who have high state anxiety have high trait anxiety, but those who have high trait anxiety are more likely to experience state anxiety as well (Spielberger, 1972). State anxiety for people with no trait anxiety is normally short-term. Learners with trait anxiety are prone to long-term anxiety. Situation-specific anxiety is, in fact, a synonym for state anxiety: in the state anxiety case it is viewed from the point of view of how the student feels and in the case of situation-specific anxiety – from the viewpoint of what situation causes anxiety. This will permit teachers predict anxiety and take measures to bring it to minimum.

6. Learning generally is not easy, so it is anxiety-provoking. Anxiety is characteristic of classes in any subject, but foreign language classes are especially often related to anxiety, as learners have to fulfil tasks and communicate in a language which is not the one they mostly use. Thus, the second/foreign language learning anxiety usually stands separately from other types of learning anxieties. And, of course, being assessed (especially summative assessment, due to its crucial importance) causes anxiety which, unfortunately, often enough is debilitating. Teachers need to know it and avoid creating too harsh conditions for assessment.
7. Sources of anxiety are not only certain situations, but also certain people (student him/herself, parents, peers, teacher, school/university administration, whole society). Teachers need to diagnose where anxiety comes from in order to take measures to reduce it.
8. Decreasing ELL anxiety deals with creating friendly, achievement-oriented classroom environment, using low-anxiety activities and assessment formats, and helping students develop effective strategies of overcoming linguistic problems. In connection with this teacher and student need to change their attitudes towards errors and view them as an inevitable part of learning and not as a horrible crime.
9. To decrease the anxiety level students' cultural and gender peculiarities (which often go hand in hand) should be taken into consideration. This is very significant for Turkish students learning English, as, on the one hand, they possess certain prejudices concerning learning foreign languages (which is accompanied with learning about the corresponding cultures), and, on the other hand, Turkish female students have certain behavior rules that they are reluctant to break.

10. For practical purposes teachers can notice when language learning anxiety for certain students or the whole group becomes debilitating (e.g., when a student, usually doing well in class, often gets low or negative grades during exams). For scientific purposes it is necessary to have anxiety measurement tools, which may be medical (in clinical cases, such as measuring the patient’s blood pressure, pulse, sweating, adrenaline level, etc.) and psychometric (special questionnaires). I analyzed existing measurement scales, mostly Horwitz, Horwitz, & Cope’s (1986), and then modified it, to fit better to my study. I would recommend any of these tools, as they are similar enough to each other. The measurement psychometric test used in this dissertation is quite practical, as it does not go too much in detail, on the one hand, and reflects all the essential factors, on the other.
11. Based on the above, a model of anxiety-reducing language teaching was suggested, which involves 4 major components:



12. This model was assessed through questionnaires and experiment, which supported the hypothesis that following this model brings to highly beneficial results, both affectively (reducing anxiety) and cognitively (improving the language skills level). Its application can be recommended not only for university English language teaching to Turkish students doing their education in English, but also on a wider level: at school, teaching various foreign languages to students from various countries. Of course, additional research would be necessary to fit the suggested model to the particular case.

List of publications related to the doctoral dissertation:

- 1- Doghonadze, N., Demir, H. (2013). Critical Analysis of open-book exams for university students. *Proceedings of ICERI 2013 Conference 18th-20th November 2013, Seville, Spain*. p. 4851-4857
- 2- Demir, H. (2012). The Role of Native Language in the Teaching of the FL Grammar. *Journal of Education – Volume 1, Issue 2, p. 21-28*
- 3- Demir, H., Prangishvili, M. (2014). Coping with Speaking Anxiety with Application of Technical Devices. *Second International Research Conference at the Faculty of Education, on Education, English Language Teaching, English Language and Literatures in English, p. 96 - 104*
- 4- Demir, H. (2015). Speaking anxiety among Turkish EFL students (Case of IBSU). *Journal of Education – Volume 4, Issue 2, p. 37-43*