



**THE EFFECT OF VISUALIZATION ON EFL LEARNERS'
COMMUNICATION APPREHENSION LEVEL IN SPEAKING
TASKS**

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TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

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*to my Mom and Dad,
my most unforgettable mental images...*

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**İMGELEMENİN KONUŞMA ÇALIŞMALARI ESNASINDA
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ÖZ

İngilizce iletişim kurma ihtiyacı, birçok insanı dil derslerine yönlendiren sebeplerin başında gelir. Ancak; birçok dil öğrencisi konuşma becerisi konusunda son derece özenli olsa da, konuşma performanslarının düşük olduğu gözlemlenmiştir. Büyük bir kaygı durumu olan iletişim kaygısı, neredeyse her konuşma aktivitesinin doğal bir parçasıdır. NLP'de popüler bir teknik olan imgeleme, öğrencilerin kaygı düzeyini azaltmanın önemini vurgulamaktadır. İmgelemenin konuşma aktivitelerinde öğrencilerin kaygıları üzerindeki etkilerini inceleyen bu çalışma, Atılım Üniversitesi'ndeki 18 - 21 yaşları arasında, B1 (alt orta) seviyesindeki 34 öğrenciye uygulanmıştır ve veriler hem öntest hem de sontest olarak kullanılan Yabancı Dil Sınıflarında Anksiyete Ölçeği (FLCAS) ile toplanmıştır. Sonuçların baz alındığı ana odak noktası üç konuşma dersinden önce ve sonra ön testler ve son testler yoluyla toplanan nicel veriler üzerinedir. Bunun yanı sıra, altı gözlemciden gözlem kontrol listelerini tamamlayarak yöntemin etkinliğini yansıtmaları istenmiştir ve öğrencilere ise onların bu tekniğe karşı tutumlarını ölçmek amacıyla bir anket verilmiştir. Üçleme, çalışmanın güvenilirlik ve geçerliğini arttırmayı hedeflemiştir. Belirlenen sınırlamalara rağmen, sonuçlar, imgeleme uygulaması sonrasında, öğrencilerin konuşma aktiviteleri sırasında daha az iletişim kaygısı gösterdiklerini ve sözlü iletişimi daha etkin ve emin kurabildiklerini ortaya koymuştur.

Anahtar kelimeler: Yabancı Dil Kaygısı, İmgeleme, Nöro-linguistic Programlama, İletişim Kaygısı

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ABSTRACT

The need to communicate in English is what brings a lot of people to language classes. However, despite their principle focus on speaking, many language learners have low oral performance. Communication apprehension as a major pattern of anxiety is inherent in almost every speaking task. Visualization, a popular technique in NLP (Neuro-linguistic Programming), emphasizes the importance of reducing the anxiety level of learners. Examining the effectiveness of visualization on learners’ anxiety in speaking tasks, this study was implemented on 34 B1 (pre-intermediate) students ranged in age between 18 and 21 at Atılım University. The data were collected through the Foreign Language Classroom Anxiety Scale (FLCAS). The questionnaire was administered both as the pre-test and post-test. Concerning the results, the main focus is on the quantitative data gathered through pre-tests and post-tests in three speaking lessons. However, aiming at increasing the validity and reliability of the study, six observers were asked to reflect on the effectiveness of the method through completing the observation checklists. Notwithstanding limitations identified, the results revealed that having applied visualization, language learners show lower communication apprehension during speaking tasks and feel more confident of their oral communication.

Key words: Foreign Language Anxiety, Visualization, Neuro-linguistic Programming, Communication Apprehension

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Supervisor: Prof. Dr. Benâ Gül PEKER

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SYMBOLS AND ABBREVIATIONS

CA	Communication Apprehension
EFL	English as a Foreign Language
FLA	Foreign Language Anxiety
FLCA	Foreign Language Classroom Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter begins with a brief background of the study focusing on how the research integrates visualization with communication apprehension in speaking tasks followed by the statement of the problem, purpose of the study, significance of the study, research questions and finally scope of the study.

1.2 Background of the Study

The need to communicate and make conversation and be understood in another language give the skill of speaking an undeniable significance. Almost all language learners are aware of the fact that one's knowledge and ability in a foreign language is best judged or measured by their ability to speak. As a result, the need to communicate shapes one of the most important motives for them. In the words of Hedge (2000),

“for many learners, learning to speak competently in English is a priority. They may need this skill for a variety of reasons, for example to keep up rapport in relationships, influence people, and win or lose negotiations. It is a skill by which they are judged while first impressions are being formed” (p.41).

Throughout the history of language teaching, due to its remarkable place in the field, speaking has always been a skill which has received the highest attention and dealing with factors that affect it has been the subject of many studies. However, it still needs to be paid more and more attention due to its significance.

Being considered a daunting task by many language learners, speaking has particularly been subject to a big variety of questions and there have always been challenging arguments related to this prominent skill.

Despite being aware of the importance of speaking and despite knowing most of necessary grammar rules and long lists of vocabulary items, language learners find that they cannot actually use this language to communicate when they want to. Despite the awareness of the skill, they prefer to keep silent during speaking-based tasks. They believe that they forget or are unable to put together whatever they know when starting to talk. Most of them are even afraid to make the simplest sentences.

Language researchers have tried to find the reasons behind this lack of eagerness to speak (Horwitz et al., 1986; Young, 1990). What they have found is that a variety of factors can affect the learning process of every learner. Individual differences such as characteristics, learning styles, language aptitude and affective variables determine the outcomes of learning. Language teachers and linguists all agree that among these factors, there is a mental block which prevents learners from achieving their desired goals. Chastain (1988) claims that the most influential learner variables are the ones associated with emotions, attitudes and personalities.

In particular, anxiety as an emotional barrier is a major obstacle which impedes language learners' ability to perform successfully. It is also a feeling that every learner more or less encounters in his/her learning process. A large number of language learners have to deal with this problem from the very first day of their learning. Any challenging task can expose the learner to this feeling of uneasiness.

Due to the influence of anxiety as a preventing factor, classroom anxiety is a topic that has received more and more attention in recent years. According to many different researchers Foreign Language Anxiety (FLA) can be a predictor of success in learning the foreign language. Oxford (2005) suggests that Foreign FLA or the experience of anxiety when an individual is working towards attaining a foreign language is one of the affective factors that can seriously influence learners' attitude towards learning. Parallel to this, MacIntyre & Gardner mention that Foreign Language Anxiety or more precisely, Foreign Language Classroom Anxiety, is considered to be a situational anxiety experienced in the well-defined situation of the foreign language classroom (MacIntyre & Gardner, 1991).

Anxiety can manifest itself in a variety of ways in foreign language learning. Horwitz et al. (1986), outlined a framework grouping foreign language anxiety under three components, namely communication apprehension, fear of negative evaluation and test anxiety.

Communication Apprehension (CA) has been defined as an "individual level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 1977, p.34). There have been a large number of studies which mostly deal with the effects of communication anxiety in foreign language learning in general. The results of these studies mostly indicate that the most frequent source of anxiety was interacting with teachers, other students and native speakers.

The importance given to affective factors in the world of language learning is evident in the advent of the humanistic approaches. Among the humanistic approaches, Neuro-Linguistic Programming (NLP) has been highly controversial but at the same time influential. NLP is not a linear system but rather a global system of closely interrelated aspects of human excellence. It has been used in many areas such as psychotherapy, education, management, sales, personal change and growth, negotiations, communications and thinking strategies e.g., spelling, writing, music memory, and accelerated learning. Some of the techniques in NLP can be used to relieve anxiety, fear or more serious phobias. These collections of techniques and strategies mostly focus on effective communication and personal growth of learners in foreign language classroom atmosphere.

‘Visualization’, one of the most popular techniques of NLP, particularly emphasizes the importance of reducing the anxiety level of learners. Gawain (1998) defines visualization under the name creative visualization as the technique of using your imagination to create what you want in your life. There is nothing new, strange or unusual about it.

Two major ways of coping with language anxiety according to Aydın and Zengin (2008) are teaching language learners the strategies to cope with it and providing a less stressful atmosphere for learners. Using and applying visualization in foreign language classes can be a useful strategy for learners to alleviate anxiety. As putting visualization into practice in speaking lessons is rather new, few studies have been done to integrate visualization with speaking in order to reduce the anxiety in speaking lessons.

The present study provides research focusing on Foreign Language Classroom Anxiety with particular reference to communication apprehension and examines the effect of ‘visualization’ on learners’ response and attitude toward anxiety in speaking tasks. It argues that using ‘visualization’ in language classrooms will not only be of benefit but also a new field to be researched and practiced more in further studies. Visualization in NLP is

considered effective in reducing anxiety but since it is newly presented to the world of language learning, it is still in its infancy.

1.3 Statement of the Problem

Many language learners find speaking the most challenging and difficult part of language to master. The same is true for the learners of Atılım University Preparatory School. Prior to taking up studies in their own fields, these language learners are required to take intensive English courses of 6 hours a day in order to be able to pass the proficiency test of the university given at the end of each semester. However, although they are aware of the importance given to speaking, they have been observed to avoid making even the simplest sentences. These students mostly believe they have some kinds of psychological barriers which do not let them speak. They mainly complain about the feeling of anxiety that they have due to the nature of the speaking tasks, difficulty in making conversations with teachers, other students and native speakers, classroom environment and being undermined by other students in class. Hence, these learners keep silent or in the toughest form avoid attending classes with high number of speaking tasks. The motivation for this study stems from the researcher's interest in providing a better and relaxing classroom atmosphere in order to reduce learners' anxiety in speaking lessons by integrating NLP into speaking lesson plans.

1.4 Purpose of the Study

The current study argues for the concept of visualization since it is newly finding its feet in the field of foreign language teaching. It may be the case that many teachers feel unwilling to integrate it into their lesson plans. So, this study hopes to provide helpful inspiration for such integration. Moreover, the study aims at investigating the extent to which language learners' communication apprehension level might be reduced by applying the visualization and providing a relaxing atmosphere in speaking classes.

1.5 Significance of the Study

Certain approaches and methods have aimed to lower the anxiety level of foreign language learners. As Young (1991) states, one of the main challenges in foreign language teaching

is to create a low anxiety classroom for students. The majority of humanistic methods such as Suggestopedia and Communicative Language Teaching are among these approaches. NLP as a humanistic philosophy seems to provide a wide range of techniques to overcome anxiety problems not only in the field of psychology but also in language teaching. This study was conducted to show how foreign language classroom anxiety can prevent students of Atılım University, preparatory school from being able to perform speaking tasks. It also tries to investigate whether or not integrating visualization has an effect on language learners' communication apprehension level. According to the results, the study will provide further insights into the level of communication apprehension in speaking a foreign language and the influence visualization and a relaxing atmosphere can have on language learners' speaking performance.

1.6 Research Questions

This study seeks to answer the following research questions:

1. According to the participants of the study, does visualization in foreign language classes cause any changes in learners' attitudes in speaking tasks?
2. Does visualization help language learners reduce their communication apprehension level during the performance of speaking-based tasks?

In the light of the outcomes of the main research questions, the following sub questions are also developed:

- a. According to the observers, are there any changes in the participants' communication apprehension while taking part in speaking tasks after the implementation of visualization?
- b. According to the learners is there a difference related to speaking with other people as the main aspect of communication apprehension in pre and post-test results of the participants?

1.7 Scope of the Study

The content of the current study is limited to the language learners at Atılım University Preparatory School aiming at identifying the effect of visualization and a relaxing atmosphere on communication apprehension in speaking lessons. As a result, the results cannot be generalized to other contexts. Moreover, the research was implemented with a small number of students due to the limited teaching hours of speaking in the syllabus. Nonetheless, it can still be a good source of information and a guide for further studies. Finally, the evaluation of the participants' attitudes regarding visualization may not be accurate enough considering the fact that their teacher was the researcher at the same time, and thus, they may want to ignore the negative aspects of the experience in order to be helpful to their teacher.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

The current study investigates the effect of visualization on the reduction of language learners' anxiety level in terms of communication apprehension. This chapter focuses on a brief overview of the nature of speaking followed by an overview of anxiety, its sources and its different perspectives (mainly in FLA). At the end of the chapter 'visualization' is examined and its steps are explained.

2.2 Definition of Speaking

Although the concept of speaking is familiar to everyone, there is not a single definition for it. In the Webster New World Dictionary, speaking is to say words orally, to communicate by talking, to make a request, and to make a speech (Nunan, 1991). Hedge (2000) defines it as "a skill by which people are judged while first impressions are being formed" (p.261). Burns and Joyce define speaking as an interactive process of making meaning that includes producing, receiving and processing information. Bygate (1987) defines speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context.

These definitions are all to say that this skill is so important that deserves more attention in both first and second language because it reflects people's thoughts and personalities.

2.3 The Importance of Speaking

Human beings are naturally programmed to speak before they can read or write. We use most of the language we know to interact orally with each other. However, in spite of its importance as a skill, speaking was not paid the attention and significance it deserved. Richards and Rodgers (2001) state that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in the Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance.

However, once neglected by some approaches and methods, nowadays it is accepted that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, and many if not most foreign language learners are primarily interested in learning to speak (Ur, 1991). It is confirmed that when individuals learn a language, they aim to be able to speak that language (Pattison, 1992).

Speaking is significant because of the importance of being able to have effective communication. Efrizal (2012) expresses that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. Speaking skill enables individuals to produce sentences for the real communication; in other words, they actually like to communicate in language to get specific objectives (McDonough & Shaw, 1993). In line with these, Zaremba (2006) mentions that, while reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. On the other hand, according to Brown (1994), listening and speaking are learners' language tools.

Another aspect of speaking that gives it an undeniable importance is indicated in its integration with other skills. Students can express their emotions, ideas, say stories, request, talk, discuss, and show the various functions of language. Krashen (1988) examines the relation between listening and speaking skills. He states that when students speak, they give response to what they hear and their speaking provides evidence that they have acquired the language.

2.4 Speaking in a Foreign Language

When learning another language, almost all language learners are aware of the fact that one's knowledge and ability in a foreign language is best judged or measured by their ability to speak. The need to be able to communicate in a new language is the first reason why many people start learning it. As stated by Nunan (1991), for most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. However, knowing a language is not enough to be able to speak that language. One might know a language and yet not be able to speak it. In contrast, some might have a limited knowledge but can manage small talks and survive simple conversational tasks.

Practice, repetitions and language interactions are reinforcements that play important roles in helping language learners speak more and better. Oral language interactions and the opportunity to produce the language in meaningful tasks provide the practice that is very important for internalizing the language (Asher, 2003).

Moreover, as Thornbury (2005) mentions, different steps follow each other when a person speaks. The story-idea has to be mapped out, or formulated, which involves making strategic choices at the level of discourse, syntax, and vocabulary. He also adds that discourse scripts are part of our shared background knowledge, and can be pulled down off the shelf, as it were, thereby saving in formulation time. So it can be assumed that like in any other skill, practice can increase the likelihood of being able to produce small chunks and later longer phrases.

2.5 Characteristics of Speaking Skill

Aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

2.5.1 Fluency

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. Fluency is the learners' ability to speak in an

understandable way in order not to break down communication because listeners may lose their interest (Hughes, 2002). Hedge (2000) expresses that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. As mentioned before, classroom practice can improve learners' speaking abilities. Providing language learners with a variety of situations and frequent speaking tasks plays a significant role in the improvement of learners' fluency when speaking (Tam, 1997).

2.5.2 Accuracy in Speaking and Pronunciation

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013). According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

Thornbury (2005) declares that pronunciation is the lowest level of knowledge that learners typically pay attention to. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

2.5.3 Responding and Turn Taking

Speaking is interactive: Whether we are speaking face-to-face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998 and Cornbleet & Carter, 2001). Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn

takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Mc Donough & Mackey, 2000).

2.5.4 Being spontaneous

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000). These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001). This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987; Foster et al., 2000 and Hughes, 2002).

2.5.5 Discourse Markers

With respect to the interactional element of spoken discourse, it is based on the speaker's knowledge of interaction routines and the typical interactional features including boundaries such as openings and closings, interrupting, as well as sequential organizations of turns and topics (Young, 2002). Concisely, discourse competence includes the learner's ability to:

- structure discourse coherently so hearers can easily follow the sequence of what is said. This implies an adequate knowledge of information and interactional routines (Louwerse & Mitchel, 2003).
- use grammatical and lexical references appropriately to refer to people and objects so listeners can keep track of them (Foster, 2001).
- use discourse markers that cue coherence relations. These are divided into those that mark informational relations and those that mark conversational relations. Conversational

discourse markers consist of discourse particles (well, now, anyway) used by participants to maintain conversational coherence. Informational markers include those signaling the introduction of a topic, a shift to a new topic and a summary of the topic. They include also inter-sentential connectors such as markers indicating causative relations, concessive relations and so on (Young, 2002).

- keep a conversation going through (ensuring that people will listen, showing interest and interrupting politely to clarify or challenge what someone has said) (Yoshida, 2003).
- manage turn-taking which entails taking a turn of talk, holding a turn, and relinquishing a turn (House, 1996).

2.6 Factors Affecting Speaking in a Language

A lot of factors may have major or minor roles for language learners on the way to learn and speak a certain language. Some of these factors can be helpful but there are still some which cause serious drawbacks both for learners and teachers. According to Thornbury (2005), these factors are divided into three categories: cognitive factors, social factors, and affective (emotional) factors.

2.6.1 Cognitive Factors

By looking at Piaget's theory of cognitive development, which asserts that learning mostly comes from the inside world of the body, we can understand how these factors can affect learners. Cognitive factors include intelligence, learning strategies and language aptitude.

Intelligence may be a strong factor when it comes to language learning which involves language analysis and learning rules. "Intelligence is the general set of cognitive abilities involved in performing a wide range of learning tasks" (Ellis, 2008, p. 649). In other words, it is "a general source of aptitude not limited to a specific performance area but is transferable to many sorts of performance" (Dörnyei, 2005, p. 32). The term 'intelligence' has traditionally been used to refer to performance on certain kinds of tests measuring linguistic or nonlinguistic abilities (Brown, 2000). However, it is important to keep in mind that intelligence is very complex and a person has many kinds of abilities and strengths. This denies the common observation that learners with good intelligence do well in second language learning. For example, in a study with French immersion students in Canada, it was found that, while intelligence was related to the development of French as second

language reading, grammar, and vocabulary, it was unrelated to oral productive skills (Genesee, 1976). What this suggests is that, while intelligence may be a strong factor when it comes to learning language analysis and rule learning, it may play a less important role in classrooms where the instruction focuses more on communication and interaction (Candlin & Mercer, 2001).

Gardner (1990) sees learning strategies as activities which help language learners with their learning including memorizing vocabulary, making use of learning materials, making the task meaningful and so on. He also believes that the effort which learners make in order to maintain their motivation, and their active oral participation in class are also learning strategies. Learner's preference for learning due to their learning styles about how languages are learned will influence the kind of strategies or implications they choose. The more proficient learners employ strategies that are different from those used by the less proficient (Oxford and Crookall, 1989, quoted in Gardner and Macintyre, 1992. p.127).

Language aptitude refers to the specific ability a learner has for learning a second language (Ellis, 1986). The predominant view about language aptitude is that it is not a unitary concept, but rather a set of abilities which enhance language learning in individuals. Carroll and Sapon define aptitude as complex of "basic abilities that are essential to facilitate foreign language learning" (cited in Dörnyei 2005: 23), which include discriminating sounds and associating them with symbols and identifying grammatical regularities of a language.

2.6.2 Social Factors

Gardner's socio-educational model identifies four variables of social psychology that can affect language learning: development of attitudes, relationships among members of the same and different ethnic, political or social groupings, individual's feelings about various groups, and characteristics of individuals that influence interpersonal relationships (Gardner & Clément 1990:495). Throughout Gardner's research, he proposes that learning a new language is not simply a matter of learning new information (vocabulary, grammar, pronunciation). However, it is a matter of acquiring symbolic elements of a different ethno-linguistic community (Gardner 1979:193).

2.6.3 Affective (Emotional) Factors

As Scovel (1978) indicates, affective factors are the ones that deal with the emotional reactions and motivations of the learner, signaling the arousal of the limbic system and have direct intervention in the task of learning. Affective factors may even outweigh physical and cognitive abilities, creating an acquisition barrier for learners (Yule, 2006).

Affective factors have been a matter of research and debate among language teachers and researchers in recent years. Self-esteem, inhibition, motivation and anxiety are the affective factors that have received the highest attention among other affective factors. Since these factors can have a high impact on success of learners, a lot of techniques and solutions are being devised to deal with them.

2.7 Anxiety

Anxiety is probably a major factor impeding language learning and learners' performance among the affective factors mentioned above. Brown (1973), Chastain (1975), and Scovel (1978) are just some of the language researchers to find out the important and influential role that anxiety plays among the many variables that affect foreign language learning. Being a well-known phenomenon, almost all teachers are aware of anxiety. Anxiety is one of the affective variables in human behaviour along with self-esteem, extroversion, inhibition and empathy (Brown, 1994). As second language learning is a highly demanding task, it is very likely to raise anxiety in learners. Anxiety can be considered a negative factor in language learning and several teaching methodologies in modern approaches indicate that anxiety should be kept as low as possible (Veronica, 2002).

Anxiety is a feeling that every learner more or less encounters in their learning process. Any challenging task can expose the learner to feelings of self-doubt, uneasiness or fear. Numerous researchers concur that anxiety in foreign language learning manifests itself primarily in listening and speaking in the foreign language (e.g., Daly, 1991; Horwitz et al., 1986; Price, 1991; Young, 1990). It is a barrier which should be dealt with mostly while speaking in a foreign language. Specifically, anxious foreign language learners identify speaking in the target language as the most frightening skill. It is often reported that they feel stressed when they have to take turns in the classroom to speak (Worde, 2003).

It has also been suggested that anxiety is a multifaceted construct and this highlights the importance of exploring different kinds of anxiety (Dorneyi, 2005). However, it is essential to know what anxiety itself is. Different definitions of anxiety can be found in the research conducted both in fields of language learning and psychology. Spielberger (1983) for instance, defines anxiety as “the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system (p.32). Anxiety is “a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available” (Lightbown & Spada 2006, p.31). Moreover, Horwitz, Horwitz and Cope (1986) claim that “just as anxiety prevents some people from performing successfully in science or mathematics, many people find foreign language learning, especially in classroom situations, particularly stressful” (p.125).

2.7.1 Trait, State and Situation Specific Anxiety

Being cognizant of different kinds of anxiety would, in return, contribute significantly to both understanding and controlling such various anxiety types. The most popular categorical distinction of anxiety in the world of teaching is probably the ‘Trait, State and Situation Specific Anxiety’.

Trait anxiety is defined as “an individual’s likelihood of becoming anxious in any situation” (Spielberger, 1983, cited in MacIntyre & Gardner, 1991a). Trait anxiety does not have a time limit and since it is part of an individual’s characteristic, it is more “stable, enduring, wide-ranging and resistant to change” (Peden, 2007, p. 31). It should always be clear what causes anxiety in one person may not necessarily do the same in another.

As Bailey & Nunan (1996) describe it, state anxiety refers to anxiety experienced as a result of a temporary phenomenon such as that of a language classroom. It is characterized by a state of heightened emotions that develop in response to a fear or danger of a particular situation.

And finally situation-specific anxiety which is a more recent term is used to emphasize the permanent and multifaceted nature of some anxieties (MacIntyre & Gardner, 1991). It is the probability of becoming anxious in a specific situation (MacIntyre & Gardner, 1994). Being anxious while flying, riding a car, being alone are among the situations which cause this kind of anxiety in some people.

Considering the different types of anxiety mentioned above, it can be said that it is quite normal for language learners to experience state anxiety in their language classes since they will have to speak with others or in front of others continuously. Moreover, it might become a difficulty to be managed when learners develop a situation-specific anxiety towards their language classes. In this case, the classroom and the activities that are practiced in it can create foreign language anxiety in students and can adversely affect their learning process.

2.7.2 Debilitative and Facilitative Anxiety

Having explained the differences between these three types of anxiety, it can be said that language learners are likely to have state anxiety in a language classroom since they are expected to speak and are evaluated or corrected accordingly. Unfortunately, some learners may develop a situation-specific anxiety toward language learning or language classrooms which may finally lead to foreign language anxiety. This anxiety can affect language learning process and make it quite difficult and unpleasant for learners.

In addition to the types of anxiety discussed above, in order to better understand the relation between anxiety and communication apprehension, explaining another framework of anxiety, which is about 'Facilitating and Debilitating' anxiety, is of great importance. Facilitating anxiety can be considered as energizing and helpful and, according to Scovel (1978), it can function more efficiently by keeping students alert. On the other hand, debilitative anxiety is considered to be hindering performance in the language learning context either directly by reducing participation and creating overt avoidance of the language or indirectly through worry and self-doubt (Oxford, 1998).

It has been suggested that individuals can possess both debilitating and facilitating kinds of anxiety at the same time. Whereas facilitative anxiety motivates the learner to approach the new task in hand, debilitative anxiety motivates the learner to avoid it (Scovel, 1978). So it is vital for language learners to develop a helping anxiety as motivation to keep them participant in classroom atmosphere. This may highly depend on the learners themselves, but alert language instructors and teachers can also have an unavoidable role in helping learners maintain a motivating and not warning anxiety during participating in classroom activities. The effect a classroom or language learning context can have on learners is so outstanding that the field of foreign language classroom anxiety has emerged.

2.8 Possible Causes of Anxiety

Considering the negative impacts of anxiety on language learning, it is crucial to examine the possible causes of language anxiety in order to gain a better insight for effective teaching and learning. A close review of the literature on language anxiety enables us to classify it as learner-induced, classroom-related, skill-specific and social-imposed depending on different contexts.

2.8.1 Learner-induced Anxiety

Learner-induced anxiety may be an outcome of learners' beliefs, unrealistic standards, poor language abilities and self-perceived incompetence. These false beliefs about language learning are mainly responsible for the cause of anxiety. For example, Horwitz (1988) studied the varying beliefs of beginning university foreign language students about language learning. Results indicate that students show great concern over the accuracy of their utterance. Hence, students tend to view that the target language should not be attempted unless correction is intervened and that they should not guess the meaning of an unknown word (Horwitz, Horwitz, & Cope, 1986). Furthermore, some learners underestimate the difficulty of the language learning task and believe that two years or less is sufficient for them to become proficient in another language (Horwitz, 1988). A belief such as this may lead to their frustration and anxiety once their expectations about language learning clash the outcomes in reality. Moreover, some students even think they lack the aptitude or gift to learn a new language (Price, 1991).

2.8.2 Classroom-related Anxiety

Although many potential sources of language anxiety are attributed to learners themselves, no one would deny that variables in language classrooms are among the possible causes of language anxiety. Classroom-induced anxiety is mainly related to such variables as instructors, peers, or classroom practices (Zhong & Zhang, 2012).

Instructor beliefs about language teaching have been identified as a main source of anxiety (Young, 1991). Four instructor factors may be related to language anxiety -- instructor beliefs about language teaching, the manner of error correction, the level of perceived support and the teaching style. Language anxiety in the learner is probably caused when

instructors consider their role as a constant error-corrector and ‘drill sergeant’ rather than a ‘facilitator’, when they do not promote group work for fear of losing control of the class, and when they believe teachers should be responsible for most of the talking and teaching (Young, 1991, p. 428).

In parallel with the teacher-induced anxiety, anxiety can also be induced by peers. For example, it has been indicated that some very competent students feel great peer pressure because their linguistic superiority over others might stir up the resentment and jealousy from their peers. Consequently, they may knowingly make mistakes, yet by which teachers probably find fault with them, or simply withdraw from the classroom interaction so as to find a way out of their dilemma (Allwright and Bailey, 1991). Thus, the less competent learners are not the only possible candidates susceptible to anxiety.

Another possibility of anxiety is generated by classroom practices, such as the types and nature of the task and the target language use. The language learners in Price’s study (1991) felt that having to speak the target language in front of the class is the greatest source of anxiety. Similarly, it has been argued that over 50% of their subjects reported oral presentations in front of the class and oral skits as the two most anxiety-evoking activities in their Natural Approach classes (Koch and Terrell, 1991). If oral activities are indispensable in class, Young (1990) found that her American second language learners would prefer to take part in the activities in small groups instead of in front of the whole class. Additionally, students are afraid of being ‘spotlighted’ to answer questions in the target language (Young, 1990, p. 546).

2.8.3 Skill-specific Anxiety

As mentioned earlier in this chapter, skill-specific anxiety is one of the major causes of anxiety in language classes. Being the most challenging skill, speaking can sometimes result in high levels of anxiety in language learners. Research has consistently shown that speaking in the foreign language is the most anxiety-provoking experience for many students (Price 1991; Young 1990). It has been stated that the large majority of language students confessed to some degree of nervousness related to the speaking skill. (Philips, 1999). Likewise, Horwitz et al. (1986) report that speaking is a major source of anxiety expressed by most of the students who visit their learning skill center for help. Price’s (1991) reports on interview with highly anxious former language students also indicate that

his participants could not care less about their imperfect pronunciation. Specifically, several people felt ashamed of their Texas accents. Also, some learners felt uncomfortable in that their ability to make small talk or oral production was denied as a result of their poor vocabulary of the target language (Hilleson, 1996). Besides, the poor vocabulary of the target language and the overwhelming number of rules required to speak language may make learners nervous one degree or another (MacIntyre, 1995). What is more, unprepared free speech is mentioned as contributing to heightened language anxiety (Horwitz et al., 1986).

2.8.4 Socially-imposed Anxiety

Society-imposed anxiety may refer to language anxiety caused by the society that embraces cultural connotation. Cultural differences should be taken into account when addressing the issue of language anxiety (Horwitz, 2001). Some learners may bring their own cultural values or habits with them into the language classroom. Therefore, students' involuntarily answering questions in class sometimes could be attributed to the lack of confidence, but it could also be as a result of different socio-cultural values, such as the emphasis of keeping silent as a modest rule for Chinese students (Tusi, 1996). Additionally, Allen (2003) conducted a study to investigate the linguistic and affective outcomes for college students after joining a summer study program in France. An analysis of data suggests that cultural differences are one of the key sources of their language anxiety. For example, they felt uncomfortable when they had to explain their dietary habits and vegetable necessity to their hosts.

2.9 Foreign Language Classroom Anxiety

Foreign Language Classroom Anxiety or the experience of anxiety when an individual is working towards attaining a foreign language (Oxford, 2005) is one of the main affective factors that can seriously influence learners' attitude towards learning. According to many different researchers, Foreign Language Anxiety (FLA) can be a predictor of success in learning the foreign language. However, it is still considered to be a relatively new and developing area within foreign language research.

According to MacIntyre & Gardner, Foreign Language Anxiety or more precisely, Foreign Language Classroom Anxiety (FLCA) is considered to be a situational anxiety experienced in the well-defined situation of the foreign language classroom (MacIntyre & Gardner, 1991).

Horwitz et al. (1986) state that foreign language learners were observed to experience apprehension, worry and dread as well as having difficulty in concentrating, becoming forgetful, sweating and palpitating in the class, freezing in the class, going blank prior to exams, and feeling reticence about entering the classroom; and these adverse feelings and effects in turn were reflected in their classes as avoidance behavior and postponement of homework and according to their observations they defined FLA as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the (foreign) language learning process” (Horwitz et al., 1986, p. 128).

It is important to bear in mind that this kind of anxiety is different from trait anxiety since people with trait anxiety have tendency to become anxious in any situation. Horwitz et al. (1986) suggest that FLA should be classified as situation-specific anxiety within an academic or social context. This type of anxiety is prompted by specific set of conditions for example public speaking or participating in class (Ellis, 2008). FLA is unique in that it occurs specifically in the unique foreign language learning context.

MacIntyre and Gardner (1991a) describe FLCA stemming from the negative expectations in foreign language learning. Classroom related factors are also argued to play a role in learners’ developing FLCA (Price, 1991). Possible causes of FLCA are reported to be communication apprehension, test anxiety and fear of negative evaluation (Horwitz, Horwitz and Cope (1991).

2.10 Communication Apprehension, Test Anxiety and Fear of Negative Evaluation

The terms Anxiety and Apprehension are rarely used interchangeably. However, there are cases where the two terms overlap. Both McCroskey (1976) and Spielberger (1983, as cited in Horwitz, Horwitz, and Cope, 1986) could not avoid the term anxiety when defining communication apprehension in their research.

As James McCroskey mentions, communication apprehension is the broad term that refers to an individual's "fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 2001, p.112). CA can also be defined as a kind of shyness which is characterized by anxiety about communication with others. Difficulties in listening, speaking or even learning a spoken message are all the manifestations of CA (Horwitz, Horwitz and Cope, 1991).

Motivated by the observation that communication apprehension can be a certain factor influencing foreign language learning, recently, there has been a high attention to further explore CA and the related concepts. The issue of focusing on apprehension in language learning fully is definitely a necessity, since several studies support the idea that there is a correlation between anxiety and language performance. CA can also be considered as a type of shyness which is characterized by fear or anxiety about communicating with others. Difficulties in speaking, listening or even learning a spoken message are all the manifestation of CA.

Test anxiety is a form of performance anxiety, in which the learner feels the fear of failure and doing badly in a test. The importance of testing is stressed since the beginning of one's education. It is not, therefore, unusual that most students experience some level of anxiety when it comes to testing. Learners who experience test anxiety consider the foreign language process and especially oral production, as a threatening situation, rather than an opportunity to improve their communicative competence and speaking skills (Horwitz et al, 1986, cited in Dörnyei, 2001). As Myers (1986) claims, test anxiety is "the most virulent impediment to effective role that functions in formal education" (as cited in Piechurska-Kuciel, 2008 p. 63). Test anxiety leads to low self-esteem, low academic scores, failure, passiveness when it comes to education, and even school refusal (Piechurska-Kuciel, 2008). Horwitz et al. (1986) state that students often put unrealistic demands on themselves and consider everything but a perfect test score as a failure. When it comes to language learning, test anxiety correlates negatively with grades, self-confidence and proficiency in language and test performance (Oxford, 1990a, as cited in Piechurska-Kuciel, 2008).

The last concept related to language anxiety is the fear of negative evaluation, or social-evaluative anxiety. Watson and Friend (1969) define fear of negative evaluation as "experiencing apprehension about others' evaluations, avoidance of evaluative situations and expectations that others would evaluate them negatively" (as cited Horwitz Horwitz, & Cope, 1991. p.31). As the evaluation on each other is very common in second language

classes, students feel uncomfortable when they think that they are being watched by both teacher and other students (Price, 1991; Zhao Na, 2007).

People who experience the fear of negative evaluation are concerned about others' assessment of their looks and behavior, and tend to be more self-focused which leads to the reduction of their participation in social situations. The fear of negative evaluation also occurs in the foreign language classrooms. Horwitz et al. (1986) found that there is a moderate correlation between the fear of negative evaluation and language anxiety. Students are afraid of making mistakes, especially in pronunciation and oral communication, because they fear the negative evaluation from their peers or teachers. If the students are anxious, they will try to avoid any form of communication, or reduce it to a minimum, in order to avoid negative evaluations which often results in poor performance, because the student focuses more on the perceived danger than on the language production.

2.11 Visualization, Mental Imagery and Guided Meditation

In order to reduce language learners' anxiety and to ameliorate their performance, teaching methodologies and approaches such as Community Language Learning, the Suggestopedia and Natural Approach took the responsibility of creating a comfortable atmosphere (Wilson, 2006).

Visualization, one of the most popular techniques of NLP, particularly emphasizes the importance of reducing the anxiety level of learners. Gawain (1998) uses the term 'creative visualization' and defines it as the technique of using your imagination to create what you want in your life. Although it seems to be new, there is nothing strange or unusual about it (p.54). A rather fresh approach in teaching, it is utilized in classrooms to enhance learners' performance and enable students to be more relaxed with lower anxiety levels.

Studies have been conducted using the terms 'Mental or Guided Imagery' and 'Guided Meditation' instead of 'visualization'. However, they all carry great resemblance to each other and what has been carried out in the current study. For instance, Jenkins (2015) argues that guided meditation may help students achieve a relaxed state and become more open to acquiring a language. Schools that have implemented meditation school-wide have found a reduction in suspensions, increased student attendance, and fewer behavior problems—results that lead to increased focus and learning (Campbell 2013; Kirp 2014).

Therefore, through visualization, educators can create an atmosphere where learners are encouraged to use the best state of their consciousness to enhance creativity, relaxation and ultimately learning.

2.12 Different Steps of Visualization

Aiming at creating a calming class, visualization involves some main steps. What is important is to keep in mind that the brain functions more efficiently in a relaxed mode. As Machado (2014) mentions, the brain can easily grasp the new information and retain memory if it is in a relaxed state. Visualization can be a means to achieve such a state and as a result help students with the necessary input. Since it is not possible to thoroughly apply visualization in class, a simplified adaptation can be as follows:

Firstly, it is crucial to provide students with a safe, non-threatening environment (Jenkins, 2015). The primary goal should be encouraging participants to increase participation in their classrooms by changing the classroom from an atmosphere of insecurity and anxiety to one that enhances the natural communication strengths of students (Neath, 2014). In order to do so, Galyean ((1983) recommends beginning the class with breathing exercises. This can let the brain relax and enjoy the learning on its own.

Secondly, Jenkins (2015) states that to set the scene for the meditation, the teacher may play a calming sound in the background. Using a sound machine that plays the sounds of ocean waves, rain, a waterfall, a rainforest, and a heartbeat is effective. The teacher may also play gentle, calming, relaxing music, or you can even have silence. This can allow the relaxation of students' mind while learning and taking in new information easily.

Thirdly, it is advised to ask students to put away the books and bags to make their spot neat and clean since a messy, cluttered space can make it harder to relax and focus. It is then advised to ask students to close their eyes and find what is called 'sweet spot' when your body is loose yet balanced, comfortable but alert with your spine straight but not rigid or stiff (Winslade, 2008, p.45).

The students then should be asked to bring their attention to their breathing. It is not about controlling the breathing or deliberately breathing slowly. It is mostly about paying attention to the rhythm and the flow (Zinn, 2014).

The last two steps are concentrating and expanding the mind. As mentioned by Garth (1992), it can be useful to ask students to visualize a point on their upper lip and draw all the energy and attention to that point. She states that at this point learners are ready to turn inside to look for their own answers and wisdom. Guiding learners to expand their imagination and awareness will help them learn to see themselves on a movie screen in their minds as a caring, loving, patient person. This will aid them to perform better as a human being as their thoughts are slowly being transformed into wholesome and positive ones.

Once the last step is completed, it is easier to ground the newfound energy, wisdom, insights and heightened awareness into some useful and productive activity. It is also easier to direct the learners to channel this newly focused energy and creativity into dance, art, story writing, music, sharing, class discussions, creative communication, awareness games or academic work (Garth, 1992).

Since it might be hard to adapt language classes for the desired implementation of visualization, few studies have been done to combine visualization in language classes. It is the hope of this study to combine visualization in speaking tasks in order to reduce learners' communication apprehension. In this study, visualization has been implemented to learners before speaking tasks in order to understand whether by providing a relaxing classroom atmosphere learners feel more relaxed during the tasks or not.

The study also argues that using visualization in language classrooms will not only be of benefit in reducing communication apprehension but also a new field to be researched and practiced more in future studies. Although visualization is rather new in language teaching, it seems to promise notably effective results in reducing language learners' anxiety. However, it definitely has a long way to go.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of the current study is to investigate the effect of visualization on the reduction of language learners' anxiety level in terms of communication apprehension at Atılım University, Preparatory School. This chapter discusses the implementation process of visualization with the participants. Next is the discussion of the participants and the instruments. The chapter ends with a discussion of data collection and data analysis respectively.

3.2 Setting and Participants

This study was conducted at Atılım University, preparatory school. The medium of instruction at the university is English. Language learners at this preparatory school are required to take intensive English language courses for six hours a day through the week. They are then expected to pass the school's proficiency test given at the end of each semester in order to be able to start studying their own field in English. The participants who took part in this study were 34 B1 (Pre-Intermediate) students. They ranged in age between 18 and 21.

Prior to data collection, a permission for conducting a questionnaire and permission for implementing the study were taken.

3.3 Instruments

In conducting the current study, the following instruments have been implemented.

3.3.1 Foreign Language Classroom Anxiety Scale (FLCAS)

As the main instrument of the study, Foreign Language Classroom Anxiety Scale was used. This scale was developed by Horwitz, Horwitz and Cope (1986) and is a self-report measure composed of 33 items, 24 of which are positively worded and 9 of which are negatively worded. It is specifically designed to measure the anxiety level of students in a foreign language learning setting. The scale is scored on a five point Likert scale ranging from 'Strongly Agree' to 'Strongly Disagree'.

The examination of the reliability and validity of the FLCAS by Horwitz (1986) yielded an alpha coefficient of 0.93 as well as a test retest reliability of $r = 0.83$ ($p < 0.001$) over eight weeks. In short, the FLCAS is considered to be a reliable instrument in measuring the general anxiety level of the subjects.

As stated in a research project supported by the Erasmus+ Programme of the European Commission (Ace Wild), the questions within the questionnaire are usually used flexibly depending on the focus of studies. Horwitz et al. (1986) proposes a theory of Anxiety Scale (FLCAS) that is hypothesized to include three domains: communication apprehension, test anxiety and fear of negative evaluation.

As the communication apprehension category corresponds to the purpose of this study, this category was chosen to be used as the pre- and post-tests of the study and other items were not included. The category consists of items: 1, 4, 9, 14, 15, 18, 24, 27, 29, 30 and 32.

3.3.2 Relaxing Music and Guideline Paragraphs

In this study, in order to help participants feel at ease and provide a soothing atmosphere, a piece of light music by Fredric Chopin / Romance was played in the background during the implementation of visualization. And as the last instrument, a modified set of guideline paragraphs from the books 'Creative Visualization' (Gawain, 1999), 'Meditation for Beginners' (Kornfield, 2004) and 'Starbright' (Garth, 1992) were read to ease the process of relaxation.

3.3.3 Observer's Checklist

To triangulate the outcomes of the study, observation checklists are provided for the six observers who in pairs attend the three sessions. The observers are asked to observe the class once before the implementation of visualization to be able to better evaluate the change in participants' communication apprehension level.

3.3.4 Participants' Attitude Checklist

Participants' own perception of visualization can be a useful source of data for the study. To triangulate the data, attitude checklists based on the items in the Foreign Language Classroom Anxiety Scale are handed to students after the implementation of visualization to understand how they felt about this experience, or if the technique was helpful in reducing their communication apprehension.

3.4 Data Collection

As mentioned earlier, the participants were asked to fill in the eleven CA items of Foreign Language Classroom Anxiety Scale. This was planned to serve as both the pre-test and post-test of the research. The researcher was present while the questionnaire was being distributed to help them with any possible problems and to ensure learners that any personal given information by the learners will be confidential and will not be used in the final reports of the research.

3.4.1 The Implementation of Visualization

Having collected the data for the pre-test, and prior to implementation of visualization, the six observers were asked to attend the speaking classes in pairs. The aim was to provide a chance for them to observe the participants' anxiety before visualization so that they could make clear judgments about their anxiety level once the technique had been applied.

As mentioned earlier in Chapter Two, the main component of this study, visualization, is a technique in Neuro-Linguistic Programming which is related to personal success and achievement. Everything we hear or see shapes our internal world. These, in turn, become

patterns that help to either restrict our inner power or fill us with potential and inner strength to have control over what we want.

Visualization was implemented in the class for three weeks. Three separate speaking lesson plans (See Appendices B, C and D) based on the topics covered in the course were designed to be used during each lesson.

In each session the participants were asked to close their eyes, listen to a piece of light music played at background and listen to guidelines that are read by the researcher to feel relaxed (see Appendix A). The researcher spoke as slowly and softly possible to heighten the ease and comfort in class.

In her definition of guided imagery, Hess (1998) states that guided imagery is a process whereby individuals are led through spoken suggestions, to create in their minds a situation that corresponds to the theme given; “insights and meanings may be generated from the images experienced” (p. 237). Taking this into consideration, the participants were then asked to think about the questions and situations asked in the speaking task. The researcher asked the questions one by one reminding them to relax and enjoy the music as well. As Kilpatrick (2001) argues that “these imagery techniques can help learners tap into their intrapersonal intelligence as well as their other dominant intelligences by taking them on visual journeys which have endless possibilities” (p.1). The purpose here was to make them familiar with the context instead of starting the task directly hoping that this would work as a relaxing warm-up for them and help them reduce their communication apprehension level. This was repeated for each lesson plan each week and every lesson was observed by two observers.

At the end of the third week, the participants were again asked to fill in the eleven CA items of Foreign Language Classroom Anxiety Scale, this time as the post-test of the research.

As for the final step, a small checklist was provided for the participants to better understand how they felt about experiencing visualization and a more relaxing atmosphere in their class, to what extent it influenced their anxiety and more specifically communication apprehension and if they wanted to have similar sessions in future.

The following flow chart is drawn to illustrate the steps of in the implementation of the methodology.

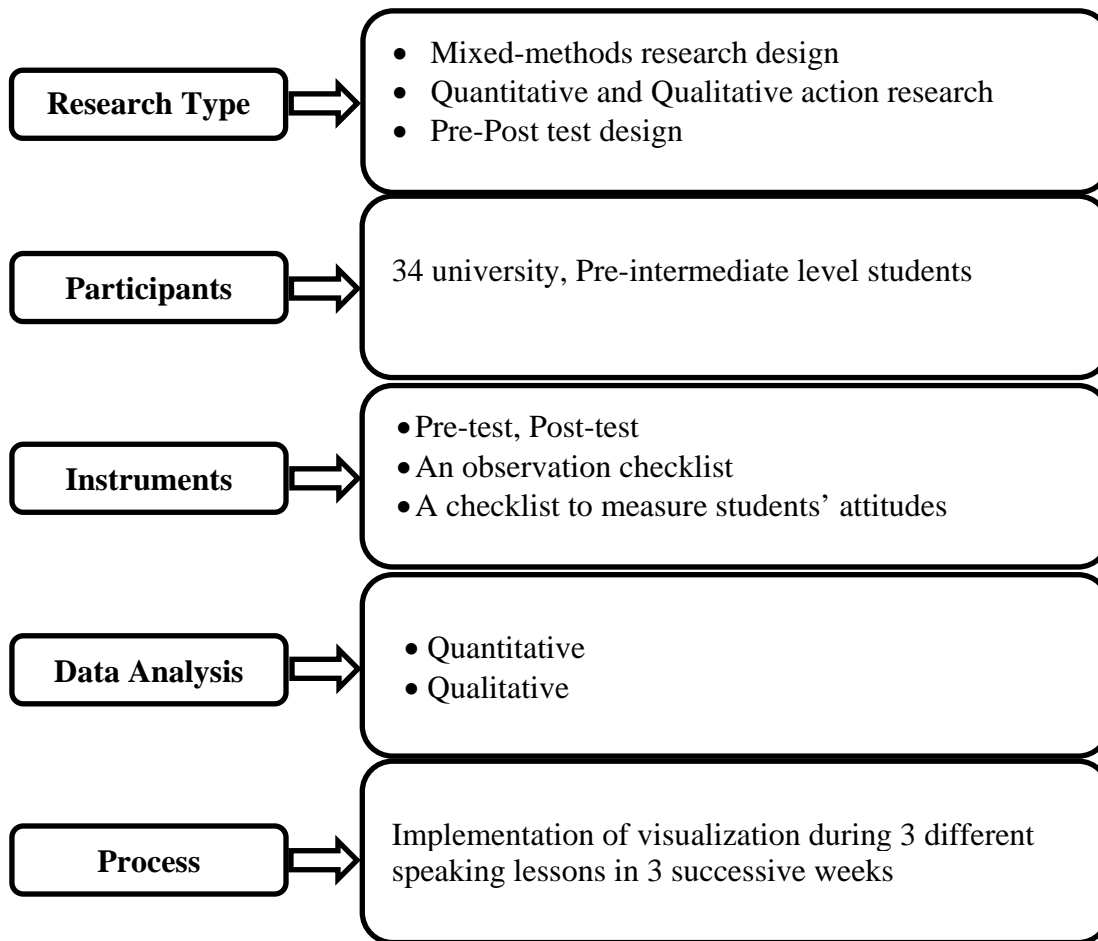


Figure 3.1 Research design of the study

3.5 Data Analysis

Before conducting the analysis, the accuracy of data was investigated. There were no missing values as the participants were asked not to skip any of the items in the questionnaire.

3.5.1 The Analysis of Quantitative Data

The data were analyzed using the Statistical Package for Social Science (SPSS) 16.0 program. In order to check normal distribution of these variables K-S Z test is conducted respectively. In reference to the normality, as the second step, Kolmogorov-Smirnov and Shapiro-Wilk tests were applied to identify if the pre- and post-tests were normally distributed or not. The result of correlation between the pre-test and the post-test of Communication Apprehension Anxiety and the outcomes of linear relationship between

pre-test and post-test of anxiety were also reported. Paired sample t test was used to examine the effect of relaxing and calm atmosphere on learners' anxiety in language classrooms.

To illustrate these, bar charts for each item were drawn. The reports of the quantitative data analysis results are given in the succeeding chapter.

Subsequently, the eleven items in Foreign Language Classroom Anxiety Scales which are categorized as communication apprehension items of the questionnaire were first evaluated and then analysed via SPSS, into which numbers 1-5 (1 for 'strongly agree', 2 for 'agree', 3 for 'neither agree nor disagree', 4 for 'disagree' and 5 for 'strongly disagree') for the answers of students to each item were entered in order to change the data to numerical codes for obtaining frequency percentages.

3.5.2 The Analysis of Qualitative Data

As for the evaluation of the data acquired through observation checklist completed by the 6 observers and attitude checklist completed by the 34 participants, the results of each instrument were interpreted separately using bar charts and tables. Recommendations and comments on visualization were also evaluated and interpreted in succession. The reports and comments are presented in the following chapter.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The present study aims to investigate the effect of visualization on the reduction of language learners' anxiety level in terms of communication apprehension. In order to present explicitly the effects of visualization on learners' level of communication apprehension in speaking tasks, this chapter explains and clarifies the findings collected through the instruments of the study followed by a comprehensive analysis and interpretation of the results.

The chapter begins with the explanation of research variables such as maximum and minimum of scores, mean and standard deviation of both pre-tests and post-tests. In this section the results of Kolmogorov-Smirnov test to check the normality of these variables and linearity test to check existence of linear relationship between pre-test and post-test scores are presented in this section. This is followed by results of the linearity test conducted in order to check the existence of any linear relationship between the pre-test and post-test scores are presented in the third section. Detailed statistical analyses of the eleven questions of FLCAS related to CA are then discussed by means of figures and charts enabling the clarification of the answers to each research question.

4.2 Research Variables

This section discusses the descriptive indices, normality of variables, relationship between variables and outliers respectively.

4.2.1 Descriptive Indices

In Table 4.1 descriptive indices of research variables (pre-test and post- test) such as minimum, maximum, mean, standard deviation, skewness and kurtosis for the total sample are reported. Moreover, in Figure 4.1 a histogram chart for pretest and posttest scores of participants has been reported.

Table 4.1

Descriptive Statistics of Research Variables (n=34)

Condition	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
Pre-test	25	46	38.24	5.58	-0.78	-0.53
Post-test	24	46	36.10	5.14	-0.31	-0.33

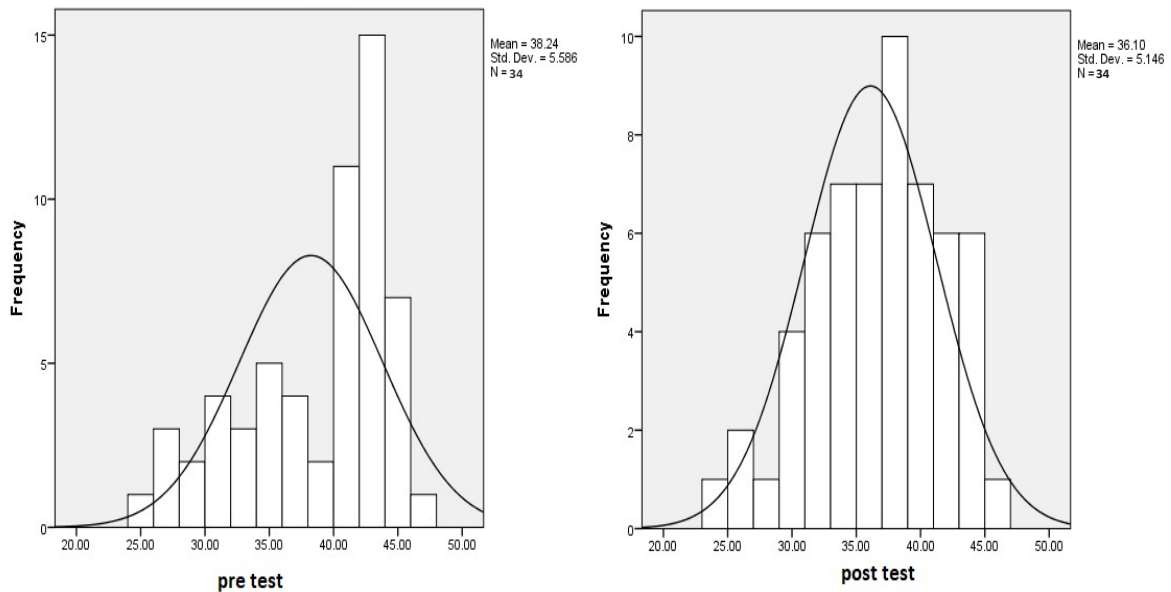


Figure 4.1 Histogram chart of pre-test and post-test for total sample

Since the mean of the post-test is higher than the pre-test, it can be stated that it is either because of the participants' high level of communication apprehension in speaking classes or the effect of a more anxiety-provoking atmosphere on it. Moreover, the difference between mean and standard deviations, which results in high variance, proves that in some items, participants' scores are remarkably different from each other.

4.2.2 Normality of Variables

In Table 4.2, the results of Kolmogorov-Smirnov and Shapiro-Wilk Test to investigate the normality of research variables are shown. According to this table, the K-S Z value for pre-test was (1.21) that wasn't significant ($p=0.07$). This value for post-test was (0.65) that was not significant at (0.05) alpha level ($p=0.78$). Also Shapiro-Wilk values for all variables were not significant at 0.05 alpha level. According to these results it could be concluded that, the distributions of two research variables are normal and we can use parametric test such as paired samples t test. In Figure 4.2 Q-Q chart for pre-test and post-test of students' scores are reported. Results of this figure indicate that the distributions of research variables are normal.

Table 4.2

The Results of Kolmogorov-Smirnov and Shapiro-Wilk Test

Variable	K-S Z	P value	Shapiro-Wilk	P value
Pre-test	1.21	0.07	0.91	0.06
Post-test	0.65	0.78	0.98	0.37

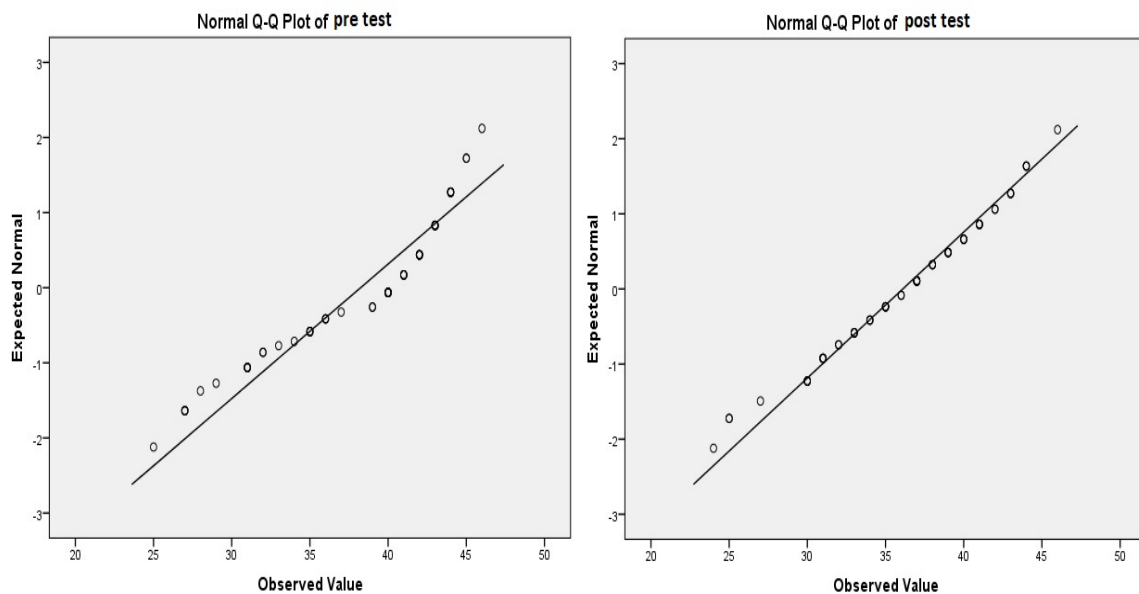


Figure 4.2 Q-Q Chart of pre-test and post-test for total sample

4.2.3 Relationship between Variables

In table 4.3, the results of the linearity test has been shown.

Table 4.3

The Results of Linearity Test

Test	Value	F statistics	p
Linearity (R)	0.45	6.03	0.02
Non-Linearity (η)	0.55	0.34	0.93

According to above table, the results of variance analysis to test linearity, was significant at 0.05 alpha level ($F=6.03$), and the F statistics of Non-linearity was not significant at 0.05 alpha level ($F=0.34$). According to these finding, it may be concluded that there is linear relationship between pre-test and post-test of learners' anxiety and the changes of pre-test and post-test scores are linear.

4.2.4 Outliers

In Figure 4.3, the box plots of pretests and posttests for the total sample are presented. The results of this figure indicate that there is no outlier in data.

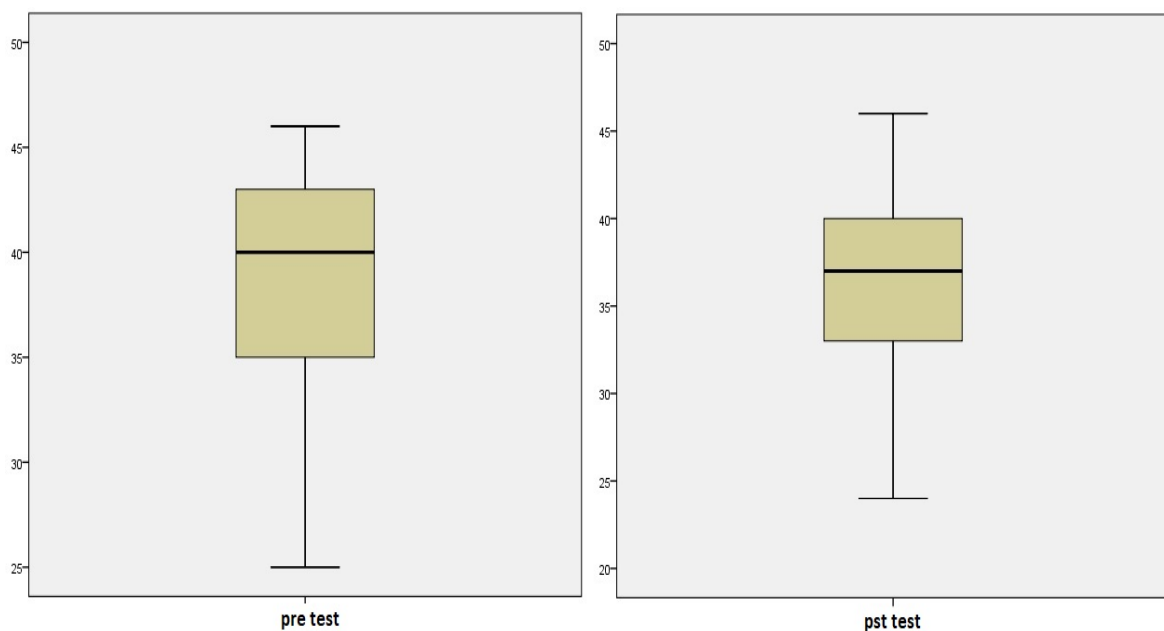


Figure 4.3 Box plots of pretest and posttest for the total sample

4.3 Findings of the Study

4.3.1 Research Questions 1 and 2

According to the participants of the study, does visualization in foreign language classes cause any change in learners' attitudes in speaking tasks?

The thirty-four participants were asked to complete the checklists at the end of the third week after the implementation of visualization. The following pie charts demonstrate the results of these checklists:

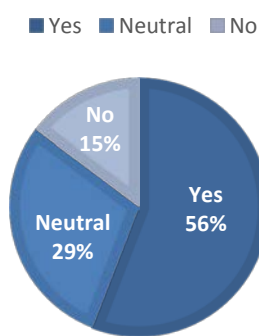


Figure 4.4 Becoming more interested in speaking lessons

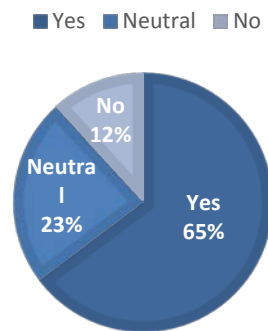


Figure 4.5 Feeling more relaxed and remembering what to say

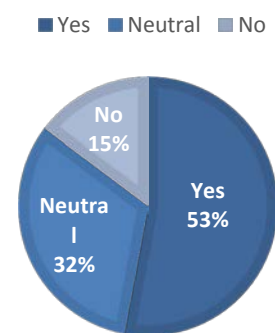


Figure 4.6 Not being afraid of forgetting the rules

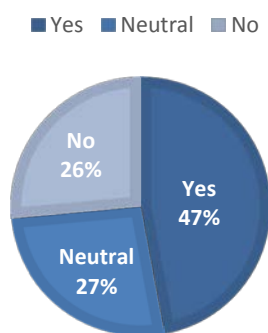


Figure 4.7 Reduction in anxiety level

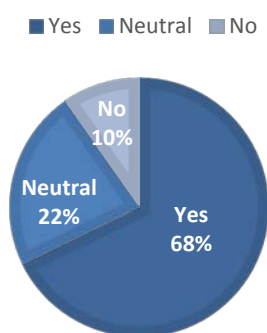


Figure 4.8 Practicing visualization in the classroom again

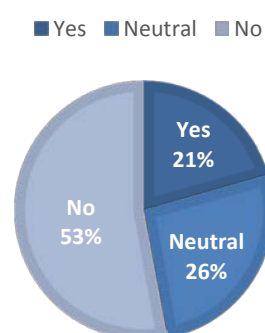


Figure 4.9 Visualization being a waste of time

The pie charts indicate that majority of the participants became more interested in speaking lessons after the implementation of visualization and only seven participants (21%) found visualization a waste of time. The implementation helped more than half (65%) of the participants feel more relaxed and remember what they wanted to say which is an indicator of the effectiveness of visualization in reducing learners' anxiety. Moreover, having a mental image of what to speak about most of the participants were not afraid of forgetting the grammatical rules. The result in last pie chart demonstrating most of the participants' will to practice visualization again in future lessons, shows that visualization can help language learners feel more at ease and confident in speaking classes.

Does 'visualization' help language learners reduce their communication apprehension anxiety level during the performance of the speaking-based tasks?

Paired samples t test was used to examine the effect of relaxing and calm atmosphere on learners' anxiety in language classrooms. Descriptive statistics for this question are shown in Table 4.4 and the results of t tests have been reported in Table 4.5.

Table 4.4

Descriptive Statistics of Learners' Anxiety

Condition	n	Mean	S.D	Std. Error of mean
Pre-test	58	38.24	5.58	0.73
Post-test	58	36.10	5.14	0.67

Table 4.5

The Results of T Test to Investigate the Differences of Pre-test and Post-test of Learners' Anxiety

Mean differences	Std. Error of mean differences	t statistic	d.f	p value
2.13	1.03	2.06	57	0.04

According to Table 4.4, the means of learners' scores in post–test (36.10) is lower than pre–test (38.24). As shown in Table 4.5, mean difference is (2.13) and t statistic of this differences is (2.06) and significant at 0.05 alpha level. According to this result, it may be concluded that visualization has a significant positive effect on reduction of learners' communication apprehension anxiety.

Eta square was used to investigate the amount of intervention effect on learners' scores. This number was computed by formula that has been showed in Figure 4.4.

$$\text{Eta} = \frac{t^2}{t^2 + (n-1)}$$

Figure 4.10 Eta Square Formula for paired sample t test

Interpretation of eta square is similar to R^2 in regression analysis. This result shows the percent of variance that predicted by intervention in given study. In Table 4.6, the interpretation procedure for eta square according to Tabachnick and Fidell (2007) is presented.

Table 4.6

Criteria's Of Eta Square Interpretation

Eta square (percent of variance)	Effect size
0.01 or 1 percent	Low
0.06 or 6 percent	Medium
0.14 or 14 percent or high	High

For Question 1 computed eta square was 0.07. This result shows that the intervention (visualization) predicted 7 percent of variance of learners' anxiety scores in this study. According to Table 4.6, this effect size was medium. In Figure 4.5, mean plots of pretest and posttest for total sample are presented.

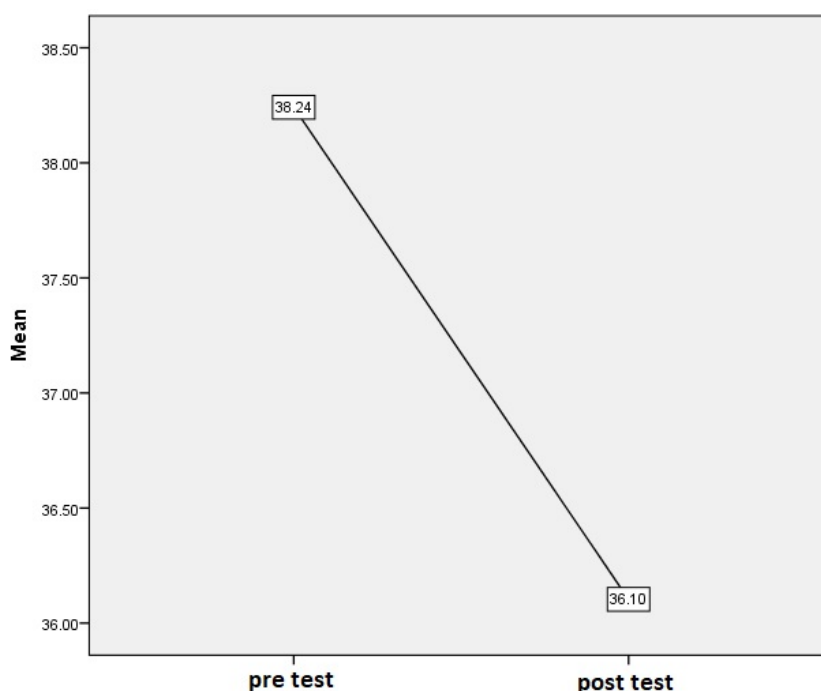


Figure 4.11 Mean plots of pre-test and post-test for total sample

4.3.2 Sub Question 2a: *According to the observers, are there any changes in the participants' communication apprehension while taking part in speaking tasks after the implementation of visualization?*

As mentioned in the previous chapter, to increase the reliability of the research an observation checklist was prepared based on the items in the Foreign Language Classroom Anxiety Scale for the observers. The six observers had been invited to observe speaking classes prior to the implementation of visualization so that they could make fair judgments about the CA of the participants. In the following are the bar charts demonstrating the results of these observations:

Table 4.7

Students Seem to Be Confident of Their Answers

Agree	Neither Agree Nor Disagree	Disagree
53%	31%	16%

The results displayed in Table 4.7 point out that, according to the observers, after the implementation of visualization, participants seem to be more confident about their answers as the number of the observers who disagree is significantly lower than those who agree with the item.

Table 4.8

Students Start to Panic Without Preparation to Speak

Agree	Neither Agree Nor Disagree	Disagree
50%	34%	16%

Through visualization, participants had a chance to be prepared for the following speaking tasks. They were asked to create an image of what they were required to talk about. Most of the observers strongly agree that learners with preparation do not panic when called to speak which can demonstrate the effect visualization can have on this issue.

Table 4.9

Students Get Upset When Being Corrected by the Teacher

Agree	Neither Agree Nor Disagree	Disagree
0%	33%	67%

Communication anxiety can manifest itself when learners are corrected by teachers. However, if they do not worry about what they are supposed to say, their CA level might reduce. The responses of most of the observers confirm that visualization positively influence learners' CA when they are corrected by teachers.

Table 4.10

Students Seem to Be More Relaxed When Talking about a Familiar Topic

Agree	Neither Agree Nor Disagree	Disagree
50%	34%	16%

Similar to Table 4.8, as well as preparation for speaking, familiarity with the topic can reduce language learners' anxiety level. By setting an image in minds of the participants through visualization, the researcher tries to help them remember the vocabulary and structures that they might need. Observers' answers to this item shows that they mostly strongly agree that being familiar with the topic of the speaking makes the participants more relaxed and at ease.

Table 4.11

Students Seem to Feel Sure of Themselves When Speaking

Agree	Neither Agree Nor Disagree	Disagree
50%	34%	16%

Lack of self-confidence can cause communication anxiety which can in return adversely affect learners' speaking performance. Littlewood (2007) expresses that a language classroom can also create apprehension for the language learners. Visualization is used in this study in order to provide a more relaxing classroom atmosphere which might help to raise learners' confidence. Similar to Table 4.7, Table 4.11 indicates that according to most of the observers, after the implementation of visualization, the participants feel more confident of themselves when speaking in the class.

Table 4.12

Silent Students Also Tend to Take Part in the Activity

Agree	Neither Agree Nor Disagree	Disagree
66%	34%	0%

Anxiety presents itself in a variety of contexts within the classroom setting, but is often silent. Many anxious children struggle internally without actually seeking help from the classroom teacher. They might appear to be quiet or disengaged, but really their brains are consumed with worry (Bozorgian, 2012). Reducing learners' anxiety can encourage them to participate more in speaking activities. Since none of the observers disagree with this item, it can be deduced that visualization can help even the most silent students feel safe and start to speak in class.

Table 4.13

Students Feel Comfortable When Talking to Each Other

Agree	Neither Agree Nor Disagree	Disagree
66%	16%	16%

Table 4.14

Students Feel Comfortable When Talking to the Teacher

Agree	Neither Agree Nor Disagree	Disagree
50%	34%	16%

Showing identical results, the last two tables reflect that visualization heightens the feeling of comfort when speaking to others which is a main cause of communication apprehension in learners.

As for the last two items at the end of the checklist, from the six observers all of them agreed that they felt more relaxed after taking part in the session and all but one of them mentioned that they would like to integrate visualization in their future lesson plans.

4.3.3 Sub Research Question 2b: *Is there a difference related to speaking with other people as the main aspect of communication apprehension in pre and post-test results of the participants?*

As mentioned in Chapter Three, the main tool utilized in this study is Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) which as mentioned is categorized into three main parts: communication apprehension, fear of negative evaluation and test anxiety. In the current study the first category was administered to 58 B1 students serving both as the pre-test and post-test. The results of each item have been illustrated in eleven separate bar charts followed by their analyses.

The left bars of each diagram demonstrate the results of the pre-test while the ones on the right show the results of the post-test.

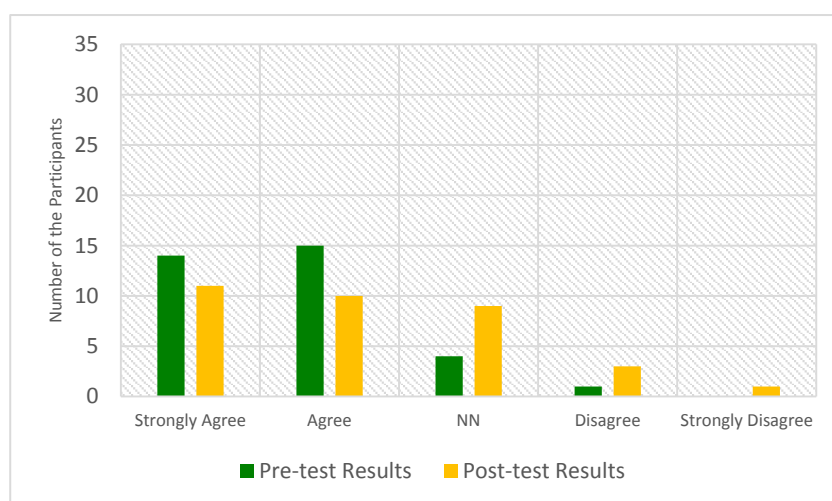


Figure 4.12 Not feeling quite sure of oneself when speaking in a foreign language class

As shown in Figure 4.12, most of the participants do not feel sure of themselves while speaking in a foreign language class. There is a slight but positive change in the post-test results which is an indicator of the influence visualization has on language learners.

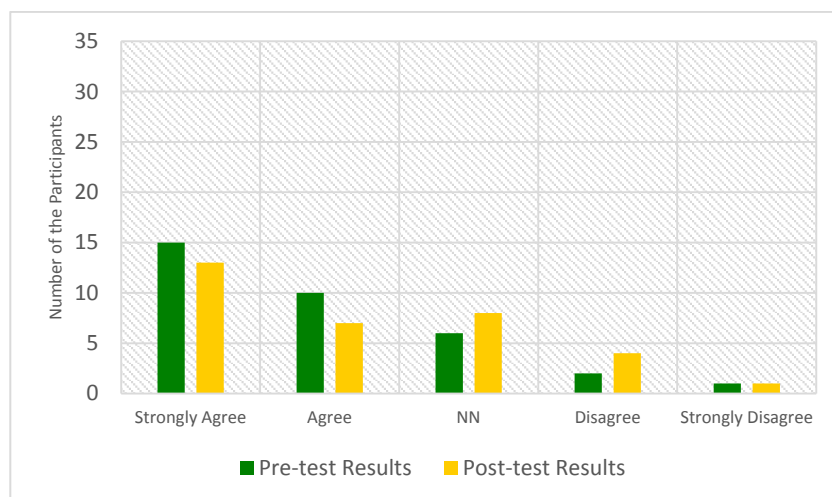


Figure 4.13 Being frightened when not understanding what the teacher says in class

Language learners tend to struggle to understand every word the teachers say in class. A similar study into causes of learners' anxiety in language classes by Worde (2003) also indicates that teachers in language classes sometimes ignore the fact that the students will probably feel uncomfortable in class due to not understanding the teachers. Inability to understand the teacher may lead to fear and frustration. This is evident in the results of twenty-four of the participants who strongly agree and nineteen who agree with this notion. The implementation of visualization seems to have changed the results of the post-test in a positive way.

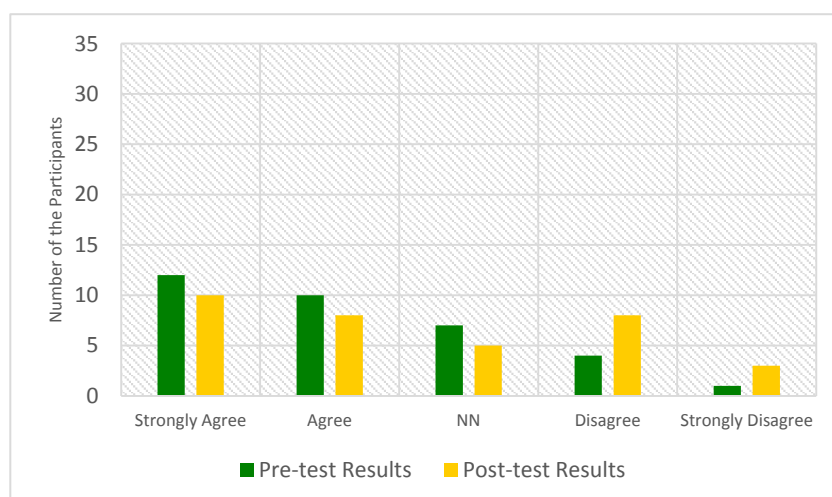


Figure 4.14 Starting to panic when have to speak without preparation

As observed in Figure 4.14, majority of language learners start to panic when they are not prepared to speak. However, the results of the post-test indicate that helping language

learners create an image of the topic that they are going to speak about through visualization can have a positive effect in reducing the feeling of panic in language learners.

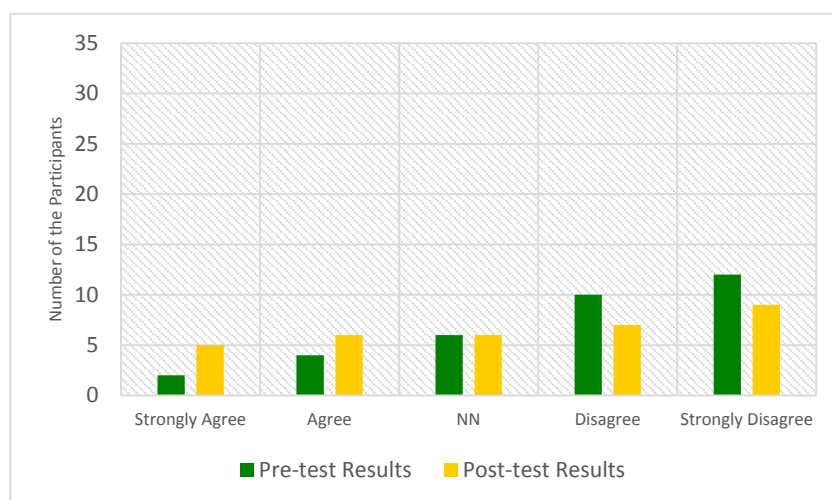


Figure 4.15 Not being nervous speaking the foreign language with native speakers

Looking at Figure 4.15, it can be deduced that most of the students feel nervous when speaking to native speakers. The fear of not being able to express oneself and understand the native speaker possibly triggers this nervousness above all the possible affective factors. Visualization indicates a possible impact on the reduction of apprehension caused by communication with native speakers.

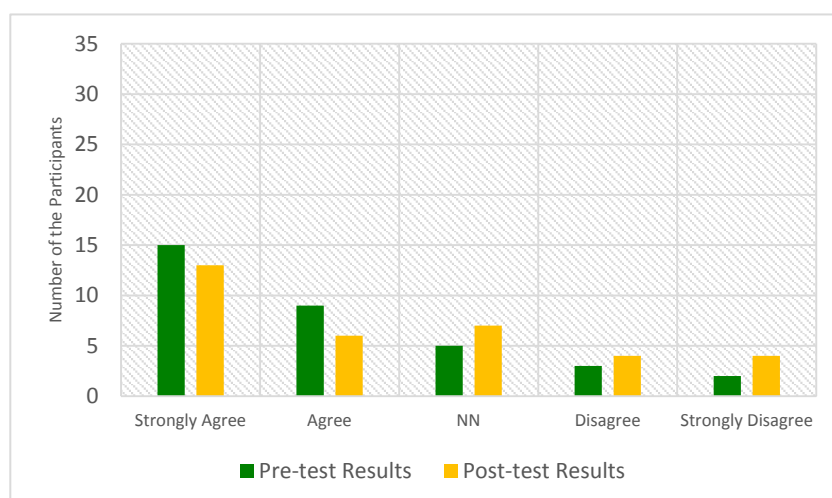


Figure 4.16 Getting upset when not understanding what the teacher is correcting

Similar to Figure 4.16, participants tend to feel upset when they don't understand what the teacher says or corrects. This can give rise to anxiety which can in result impede learners' performance. Teachers as role models can help learners cope with this filtering factor. As shown in the figure above, visualization and a relaxing classroom atmosphere can have a considerable effect on learners' overall mood.

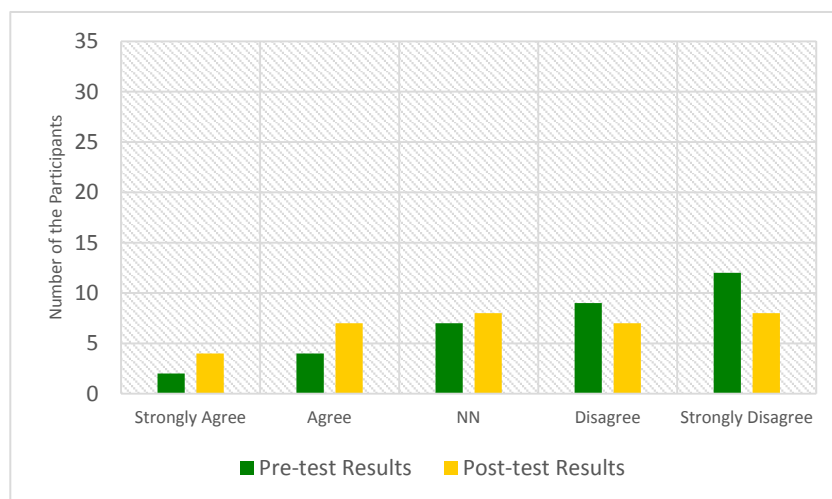


Figure 4.17 Feeling confident when speaking in a foreign language class

Figure 4.17 shows that most of the participants in the study do not feel confident enough when they want to speak in a foreign language class and only a small number of them feel at ease during speaking. However, there is a small but notable change in the results of post-tests after the implementation of visualization. In a similar study by Zheng (2008), it is stated that once learners' insecurity decreased and they started to feel less unsafe, they had more self-confident in speaking tasks.

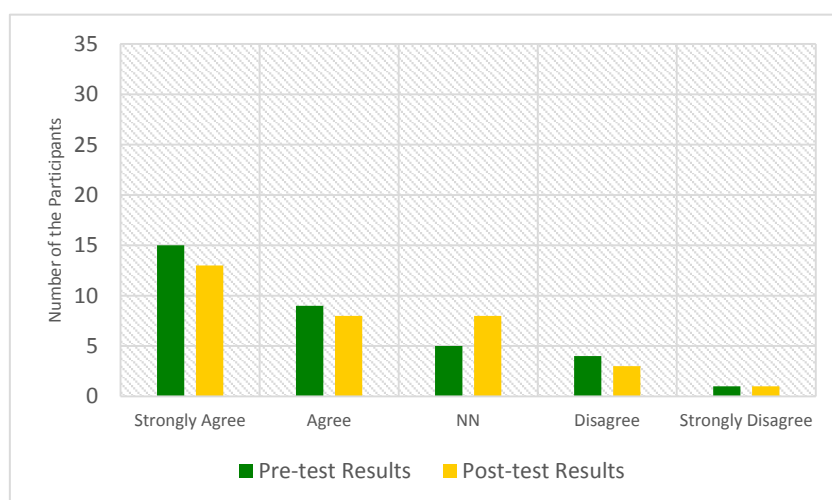


Figure 4.18 Feeling self-conscious about speaking the language in front of others

It has been reported by Horwitz, Horwitz & Spada (1991) that students are very self-conscious when they are required to engage in classroom activities especially speaking.

Figure 4.18 also demonstrates that the participants in this study feel self-conscious about speaking in front of other students. There is a sharp increase in the number of the participants who strongly disagree with this item in the post-test.

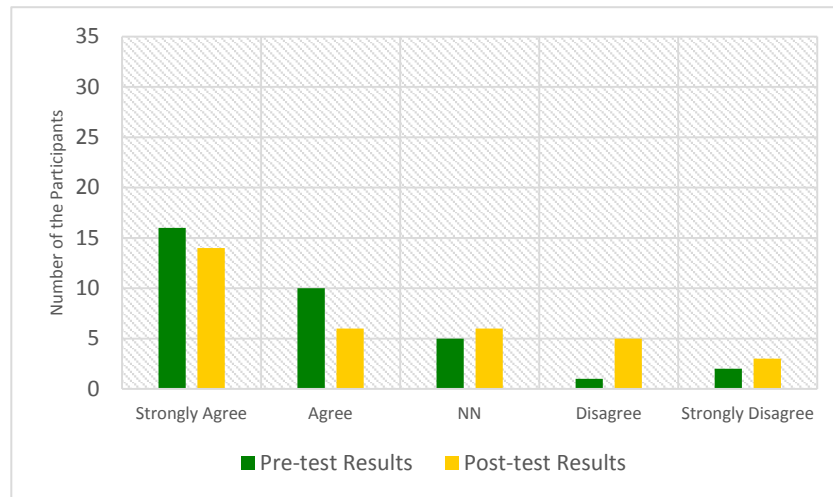


Figure 4.19 Becoming nervous and confused when speaking in language class

As can be seen in Figure 4.19, the majority of participants feel more confused and nervous during speaking a foreign language. There is a sharp rise in the number of participants who disagree with the item after they were implemented visualization.

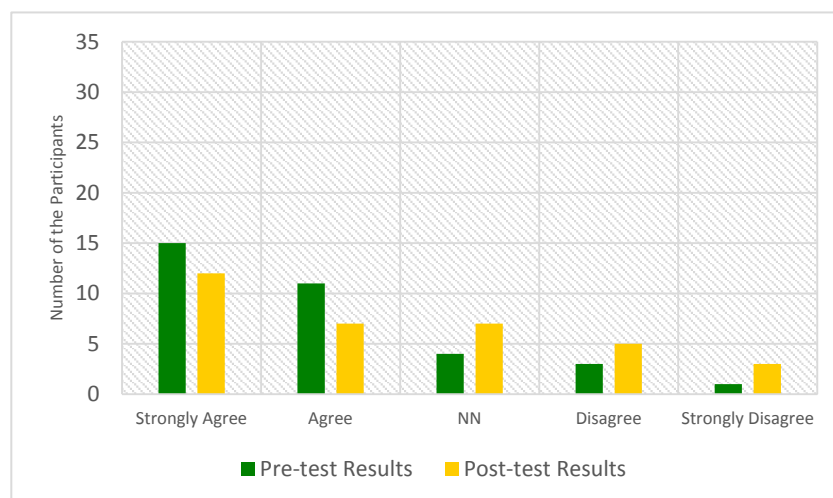


Figure 4.20 Becoming nervous when not understanding every word the teacher says

Parallel to Figure 4.16, Figure 4.20 illustrates how nervous learners feel when they do not understand everything the teacher says in class. The results of the two bar charts have similar trends showing the approximately the same results.

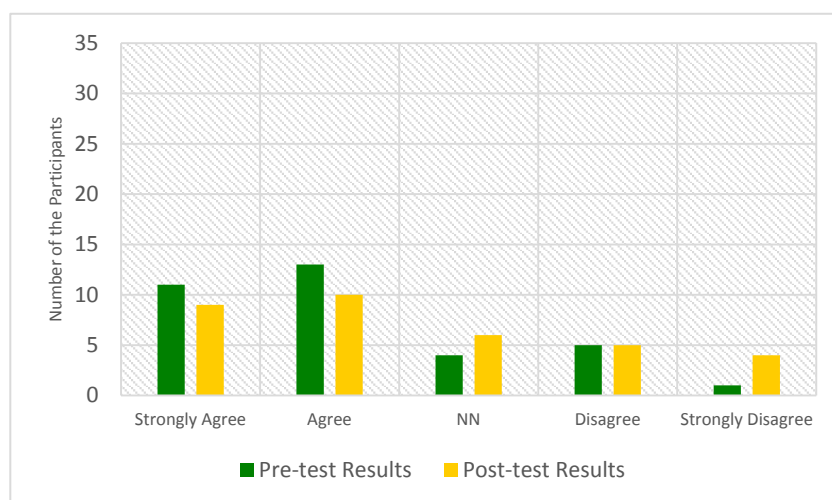


Figure 4.21 Feeling overwhelmed by the number of rules one has to learn to speak a foreign language

Paying attention to the rules of language when speaking can be an impeding factor for the flow of speaking. While the number of participants who disagree with the item remains the same, the outcomes of the post-tests indicate that providing a relaxing atmosphere in class can help learners feel more comfortable about the speaking tasks.

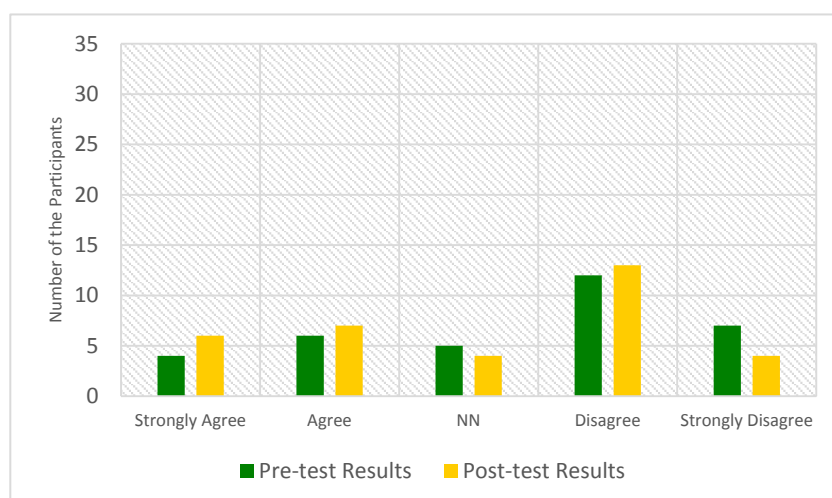


Figure 4.22 Feeling comfortable around native speakers of a foreign language

The results of a similar study into the different causes of anxiety in language classes carried out by Woodrow (2006) also indicate that the most frequent source of anxiety was interacting with native speakers of that language. The bar charts in Figure 4.22 as well as Figure 4.15 confirm this outcome as most of the participants do not feel comfortable when speaking to native speakers.

Communication apprehension seems to be inherent in almost every speaking task. It can result in becoming more self-conscious of oneself, lack of confidence when speaking with teachers, classmates or native speakers, feeling insecure and less relaxed and manifesting panic, anxiety and discomfort in speaking lessons. Therefore, implementing techniques, methods or approaches that aim to reduce learners' anxiety can in turn positively affect their performance in speaking classes. Based on the results that were obtained in this study through Foreign Language Classroom Anxiety Scale, observers' attitudes and learners' attitudes, visualization and helping learners create their own mental image of speaking topics seem to be effective in reducing language learners' communication apprehension in speaking classes. The following chapter discusses the conclusions of the study in detail.

CHAPTER FIVE

CONCLUSION

5.1 Introduction

In succession to the discussion of the data collected and analyzed in the previous chapter, this chapter will summarize the results and conclusions of the study followed by the limitations of the research. The chapter ends with recommendations, which may prove to be beneficial for further studies.

5.2 A General Overview of the Study

Reluctance to participate in speaking activities, failure to prepare for class, inability to answer the simplest questions, and consequently unwillingness to attend the classes are some common behaviors of language learners. There may be several causes behind this lack of confidence and enthusiasm. In order to better understand why some language learners tend to keep silent during speaking classes, there has been a remarkable increase in research into potential connections between affective factors and foreign language learning and more specifically speaking a foreign language. Among the other affective variables, anxiety has recently received increasing research attention.

Taking its roots from psychology and neurology, Neuro-Linguistic Programming, the art of learning the language of your own mind, has been around in the field of language teaching for some time. Since the focus in NLP is on how rather than what individuals think, its techniques mostly help people with building their own learning patterns. Visualization, as one the main techniques of NLP, has an emphasis on reducing anxiety by means of providing a relaxing atmosphere.

Aiming at integrating the two fields, this study was designed to explore the effect visualization can have on language learners' anxiety specifically communication apprehension (anxiety in communication with others) during speaking tasks.

The study was conducted at Atılım University Preparatory school. The participants were thirty-four B1 students attending English classes 6 hours a day.

As the study aimed to examine the effect of visualization on anxiety in CA, eleven items of Foreign Language Classroom Anxiety Scale which were related to this kind of anxiety were used as both the pre and post-test to observe the differences between participants' attitudes before and after the implementation of visualization. To increase the reliability of the outcomes, two observers were asked to evaluate learners' performance and complete an observation report. The observers had been asked to observe the class before the implementation of the technique enabling them to compare the outcomes. Moreover, another questionnaire was prepared to see learners' attitude towards visualization.

Three speaking lesson plans were prepared for the purpose. Visualization was applied in each lesson, requiring the participants to close their eyes and relax with the music played at background. Meanwhile, they were asked to focus on the answers of the questions which the teacher was asking slowly and one by one. At the end, they were required to open their eyes and talk about their answers.

5.3 Conclusions and Implications

In order to put into perspective the conclusions of the study, the following three conclusions may be offered.

5.3.1 The Impact of Visualization on Learners' Attitude

As shown by pie charts in Chapter Four, according to the results of attitude checklists majority of the students felt more relaxed and could remember what they wanted to say after the implementation of visualization in the class. Moreover, they mostly felt that their anxiety level reduced and that they became more interested in speaking lessons. Except for a small number of the participants, the rest found visualization useful and mentioned that they would want to practice it again in the classroom.

5.3.2 The Effect of Visualization on Observers' Attitude

Prior to the main sessions, the six observers had been asked to observe a speaking lesson in the class in order to be able to make clear decisions on the change after the implementation of visualization. In the main session they were asked to complete an observation checklist which contained eight Likert scale items, and two Yes/No questions to gain an insight into their attitudes towards the effect of visualization on CA as well as increase the reliability of the results.

Based on the data gathered from the observations, most of the observers agreed that students felt more relaxed after visualization. They also agreed that they were more confident when speaking and that they felt surer of themselves. They also agreed that preparation and having a mental image of the topic which was going to be talked about helped the learners feel more at ease during speaking. In addition to these, a considerable number of them shared the opinion that visualization and relaxing classroom atmosphere reduced the CA of the students.

The answers to the two Yes/No questions at the end of the observation checklist confirmed that all of them felt relaxed during the session and almost all of them are in favour of integrating visualization in their lesson plans. Therefore, according to the data gathered through these instruments, it can be concluded that visualization can affect learners' anxiety in a positive way.

5.3.3 The Impact of Visualization on Communication Apprehension

As mentioned previously, this study aimed at understanding whether visualization has any effects on language learners' CA. To achieve the aim, eleven CA items of Foreign Language Classroom Anxiety Scale were used both as the pre-test and post-test of the study.

As shown by the bar charts in Chapter Four, the data collected through these tests yielded that students experienced high level of CA in speaking classes, which seems to be inevitable in these contexts. However, although the change of participants' responses in some items is slight, the implementation of visualization is noticed to be quite effective in reducing this type of anxiety. In other words, with regards to the data obtained from the

post-test results, it can be stated that visualization has a profound effect on learners' communication apprehension.

Anxiety is inherent in speaking a foreign language and this is evident in the results of gained through the pre-test. The participants in a study by Price's (1999) point to the familiarity with other students, smaller classroom size, early start of language teaching, positive reinforcement, and friendly role of the instructor as less stressful situations. Taking these facts into consideration, it can be concluded that by providing a relaxing classroom atmosphere we can help language learners feel at ease during speaking classes and this way we can trigger more attempts to use the language.

Moreover, the data indicated that majority of the participants are nervous when not understanding the teacher or when they are unable to understand what their teacher is correcting. Their previous negative communication experiences are probably an impeding factor in their speaking which consequently results in high levels of CA. The study by Dalkılıç (2012) reveals that the instructor's role in reducing anxiety levels of students could be quite important. The analysis in this study once again signified the role of the teacher as the source of positive feedback and encouragement.

By means of conclusion, all the instruments administered in the study confirmed the speculation that the implementation of visualization in speaking classes and a relaxing classroom environment reduce learners' CA notably. The positive attitudes of both observers and participants strengthened the acceptability as well as feasibility of the findings of the study.

5.4 Limitations of the Study

This study was conducted at Atılım University Preparatory School therefore the results are all limited to this sample and cannot be generalized for other language learner in different contexts.

Since the researcher was the instructor of the group for few hours in a week, the samples were collected in three lessons. The results may have differed if the study had been implemented through the whole semester.

As an instrument for triangulation, interviews with the participants were first designed to be used. However, due to the low number of teaching hours, checklists were preferred.

Another limitation of the study is that the research is limited to three specific topics, so the findings might not be the same for other topics.

Of the thirty-three items in the Foreign Language Classroom Anxiety Scale, this research focused on eleven communication apprehension items. So the fear of negative evaluation by other students in class and test anxiety might have influenced the anxiety level of participants.

5.5 Recommendations for Further Research

In the light of the findings of the study and based on the limitations of the study, some suggestions can be made for future research. The study can be practiced in different language learning contexts. Teachers in language institutes or school teachers teaching different levels may find it interesting to work on to make comparisons with this study.

The age of the participants of this study ranged between 18 and 21. Anxiety and more specifically communication apprehension may reflect itself differently through different ages. Studies can be conducted to check how this might differ.

Moreover, the present study examined the effect visualization can have on learners' anxiety in speaking tasks. Practicing it with other skills can be another interesting field of a future study.

Another interesting line of research can be focusing on the relationship between other items of Foreign Language Classroom Anxiety Scale and learners' performance in speaking tasks. In addition, the study does not include a control group and all the data are collected from the same participants. A similar study can be carried on comparing the results in experimental and control groups. Moreover, a similar study can be extended to a whole semester to see if the outcomes differ in a longer time period.

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APPENDICES

APPENDIX A

Guidelines for Visualization

- Put away your books and bags.
- Close your **eyes** gently and feel safe. Try not to open them until the end of the session. In the end I will ring the bell to indicate that you can open your eyes again.
- Listen to the **music** and enjoy it. Let the music loosen your mind.
- **Get into a comfortable position.** Relax your body. Loosen your shoulders and arms. You should be relaxed yet poised, loose yet balanced, comfortable yet alert. Pay attention to any pain or discomfort in your back or your legs, and make adjustments as necessary. Let your spine feel the comfort. Bend your neck to the front and back gently. One more time! Allow yourself to relax.
- Bring your attention to your **breathing**. Focus on the sensations: the air flowing in and out of your mouth and nostrils; the rise and fall of your chest, the filling and emptying of your belly. Don't try to control your breathing. No need to deliberately breathe slow or deep. Just pay attention, and feel the rhythm and the flow. Breathing in to a count of three and breathe out to a count of three. When breathing in, breathe in fresh energy, joy, love and peace. When breathing out, breathe out any negative feeling, sadness, boredom or anger. Allow yourself to feel comfortable and relaxed.
 - Can you feel something in your nose? ... your throat? ... your chest? ... your belly?
 - Are you aware of your body sitting and breathing?
- **Choose a target for your focus:** Visualize a point on your upper lip and concentrate at that point. Draw all the energy and attention into that point while staying very relaxed. Let any unnecessary thought pass through, always gently drawing the attention back to the point. Allow the weight of the body sink into the ground.

- **Calm your inner voice.** If your internal voice starts to analyze your target or begins to remind you stressful situations of the day, worry about the future, make a list for grocery shopping, or anything else, gently turn your attention back to your chosen target and the sensation it provides. Let your mind stay quiet and clear.
- **Don't worry about failure.** If you find your mind engaging you and realize that you're not being fully present with the sensations of your chosen target, don't let your inner perfectionist beat you up for doing it wrong. Simply congratulate yourself for noticing and return back to the present moment and the sensations it has to offer.
- Slowly bring your attention back to your body. Feel all your body parts. Slowly wriggle your fingers and toes. Rotate your head. When you are ready, slowly open your eyes.
- Arriving in yourself, in the present moment. Welcome.
- Bell

APPENDIX B

Foreign Language Classroom Anxiety Scale / Communication Apprehension Items (1, 4, 9, 14, 15, 18, 24, 27, 29, 30 and 32.)

ITEMS	Strongly Agree	Agree	NN*	Disagree	Strongly Disagree
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. It frightens me when I don't understand what the teacher is saying in the foreign language.					
3. I start to panic when I have to speak without preparation in language class.					
4. I would not be nervous speaking the foreign language with native speakers.					
5. I get upset when I don't understand what the teacher is correcting.					
6. I feel confident when I speak in foreign language class.					
7. I feel very self-conscious about speaking the foreign language in front of other students.					
8. I get nervous and confused when I am speaking in my language class.					
9. I get nervous when I don't understand every word the language teacher says.					
10. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
11. I would probably feel comfortable around native speakers of the foreign language.					

*NN: Neither Agree Nor Disagree

APPENDIX C

LESSON PLAN 1: Detailed Lesson Plan

Main Aim: To provide fluency speaking practice in a conversation in the context of memories

Stage/Stage Aim	Procedure	Interaction	Material
<p>Pre Task</p> <p>To build up on what was covered in the previous lesson</p>	<p>T: Now everybody I want to ask some questions about the previous text.</p> <p>T: Was the experience of the narrator a good or bad one?</p> <p>T: What details did he mention about his memory?</p> <p>T: Do you have a similar memory?</p> <p>Teacher asks some volunteers to answer the question but also tries to involve the silent ones in class.</p> <p>T elicits the responses.</p>	T/S	
<p>Introduction to 'visualization'</p> <p>To prepare students for applying the technique</p>	<p>T: Today I am going to show you a technique called visualization. I want you to tell me what you think about it.</p> <p>Teacher plays a relaxing piece of music (Fredric Chopin / Romance)</p> <p>T: Now, please lean back, put your hands on your knees and close your eyes. Enjoy the</p>	T/S	Laptop

	<p>music for a minute. I am going to read you some inspiring sentences.</p> <p>Teacher reads out a set of guidelines (See appendix A)</p> <p>T: Now think of a good memory you have had. A memory you cannot forget.</p> <p>The teacher speaks word by word, very very slowly.</p> <p>T: Are you happy, laughing, smiling?</p> <p>T: Who is with you? Where are you? How is the weather? Is it indoors or outdoors? What are you doing? wearing / watching? What sounds or voices can you hear? What colors can you see? What are the people around doing? Try to remember as many details as possible while enjoying the music.</p>		
<p>Production</p> <p>To help students speak about their memories</p>	<p>T: Now get ready to come out of your memory and slowly open your eyes.</p> <p>T: How was the experience? / How do you feel now? Could you remember your memory clearly?</p> <p>Teacher elicits some answers from students.</p> <p>Teacher gives hand-outs with questions (See appendix F)</p> <p>T: Now please work in pairs and one by one ask and answer the questions with your partners.</p> <p>Teacher keeps monitoring and helping students if necessary.</p>	S/S	hand-outs

<p>Building on the experience</p> <p>To wrap up the lesson</p>	<p>T: Now, is there anyone who wants to talk about his or her or partner's experience?</p> <p>Teacher tries to involve all the Ss.</p> <p>The observer watches whether students are willing to take part or not.</p> <p>T: Was the technique we practiced helpful at all? / How did you feel? / Was it easy to remember things or details that you wanted to say? / Would you like to repeat this again?</p> <p>T: Thank you so much.</p>	<p>Whole Class</p>	
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APPENDIX D

LESSON PLAN 2: Detailed Lesson Plan

Main Aim: To provide fluency speaking practice in a conversation in the context of future / ideal jobs

Stage / Stage Aim	Procedure	Interaction	Material
Warm-up Build up on what was covered in the previous lesson	T: Now let's talk about the listening we just practiced. T: Were the man and woman happy with their jobs? T: What details did they mention about their ideal jobs? T: What do you think is your ideal job like? Teacher asks some volunteers to answer the question but also tries to involve the silent ones in class. Ss answer the questions.	T/S	
Practicing 'visualization' To prepare students for applying the technique	T: We are going to practice visualization one more time today. Does anybody remember what we did during it? Teacher asks questions to help Ss remember and answer. Teacher plays a relaxing music (Fredric Chopin / Romance)	T/S	Laptop Guideline paragraphs

<p>(This is the second time that the technique is applied in class so students are expected to be familiar with it)</p>	<p>T: Ok once again now please lean back, put your hands on your knees and close your eyes. Enjoy the music for a minute. Now I am going to read you some inspiring sentences.</p> <p>Teacher reads out a set of guidelines (See appendix A)</p> <p>T: Don't open your eyes and relax for another minute.</p> <p>T: Now think of your ideal job. A job that will make you happy whole your life.</p> <p>The teacher speaks word by word, very very slowly.</p> <p>T: Do you work alone or you a member of a team?</p> <p>T: Where do you work? In an office? At home? Outside?</p> <p>What are you doing? wearing / watching? Are you wearing a uniform? What sounds or voices can you hear? What colors can you see? What are the people around doing? Try to remember as many details as possible while enjoying the music.</p>		
<p>Production</p> <p>To help students speak about their ideal jobs</p>	<p>T: Now get ready to come out of your workplace and slowly open your eyes.</p> <p>T: How was the experience? / How do you feel now? Were you able to picture your job clearly?</p> <p>Teacher elicits some answers from students.</p> <p>Teacher gives hand-outs with questions (See</p>	<p>S/S</p>	<p>hand-outs</p>

	<p>appendix G)</p> <p>T: Now please work in pairs and one by one ask and answer the questions with your partners.</p> <p>Teacher keeps monitoring and helping students if necessary.</p>		
<p>Building on the experience</p> <p>To wrap up the lesson</p>	<p>T: Now is there anyone who wants to talk about his or her or partner's experience?</p> <p>Teacher tries to involve all the Ss.</p> <p>The observer watches whether students are willing to take part or not.</p> <p>T: Was the technique we practiced helpful at all? / How did you feel? / Was it easy to remember things or details that you wanted to say? / Would you like to repeat this again?</p> <p>T: Thank you so much.</p>	Whole Class	

APPENDIX E

LESSON PLAN 3: Detailed Lesson Plan

Main Aim: To provide fluency speaking practice in a conversation in the context of ideal holiday

Stage/Stage Aim	Procedure	Intercation	Material
Warm-up Build up on what was covered in the previous lesson	<p>T: Now let's talk about the reading we just read.</p> <p>T: Which holiday destination did you like most?</p> <p>T: What activities can you do if you go to these places?</p> <p>T: What do you think is your ideal holiday like?</p> <p>Teacher asks some volunteers to answer the question but also tries to involve the silent ones in class.</p> <p>Ss answer the questions.</p>	T/S	
Practicing visualization To prepare students for applying the technique	<p>T: We are going to practice visualization one more time today. Does anybody remember what we did during it?</p> <p>Teacher asks questions to help Ss remember and answer.</p> <p>Teacher plays a relaxing music (Fredric</p>	T/S	Laptop Guideline paragraphs

	<p>Chopin / Romance)</p> <p>T: Ok once again now please lean back, put your hands on your knees and close your eyes. Enjoy the music for a minute. Now I am going to read you some inspiring sentences.</p> <p>Teacher reads out a set of guidelines (See appendix A)</p> <p>T: Don't open your eyes and relax for another minute.</p> <p>T: Now think of your favorite holiday destination. A holiday you would love to go on.</p> <p>The teacher speaks word by word, very very slowly.</p> <p>T:Is It somewhere hot or cold?</p> <p>T: How can you travel? By car? By bus? By plane?</p> <p>What are you doing? wearing? hearing? eating? What colors can you see? What are the people around doing? What activities are you doing? Try to think of as many details as possible while enjoying the music.</p>		
<p>Production</p> <p>To help students speak about their ideal jobs</p>	<p>T: Now get ready to come out of your holiday destination and slowly open your eyes.</p> <p>T: How was the experience? How do you feel now? Were you able to picture your holiday clearly?</p> <p>Teacher elicits some answers from students.</p> <p>Teacher gives hand-outs with questions (See</p>	S/S	hand-outs

	<p>appendix H)</p> <p>T: Now please work in pairs and one by one ask and answer the questions with your partners.</p> <p>Teacher keeps monitoring and helping students if necessary.</p>		
<p>Building on the experience</p> <p>To wrap up the lesson</p>	<p>T: Now is there anyone who wants to talk about his or her or partner's experience?</p> <p>Teacher tries to involve all the Ss.</p> <p>The observer watches whether students are willing to take part or not.</p> <p>T: Was the technique we practiced helpful at all? / How did you feel? / Was it easy to remember things or details that you wanted to say? / Would you like to repeat this again?</p> <p>T: Thank you so much.</p>	Whole Class	

APPENDIX F

Hand-outs of the Production Part of Lesson Plan 1

Ask your partner the following questions and take notes about them.

1. What was your memory like?
2. Where were you?
3. Who were you with? / Were you alone? / What were the other people doing?
4. Can you give details about your memory?
5. Why is this memory unforgettable for you?

APPENDIX G

Hand-outs of the Production Part of Lesson Plan 2

Ask your partner the following questions and take notes about them.

1. What is your ideal job?
2. In your image, were you alone? If not, who were you working with?
3. Were you wearing a uniform? suit? or casual clothes?
4. Can you give details about your job?
5. Why is this your ideal job?

APPENDIX H

Hand-outs of the Production Part of Lesson Plan 3

Ask your partner the following questions and take notes about them.

1. Where were you on holiday?
2. Was the weather cold or hot?
3. What was your holiday like?
4. Can you give details about it?
5. What activities did you do on your holiday?

APPENDIX I

Observation Checklist

Dear colleague, please circle *Agree*, *Neither Agree Nor Disagree* or *Disagree* based on your observation of the lesson before and after the implementation of visualization.

After the implementation of visualization ...

1. Students seem to be confident of their answers.	Agree	N.N	Disagree
2. Students start to panic without preparation to speak.	Agree	N.N	Disagree
3. Students get upset when being corrected by the teacher.	Agree	N.N	Disagree
4. Students seem to be more relaxed when talking about a familiar topic.	Agree	N.N	Disagree
5. Students seem to feel sure of themselves when speaking.	Agree	N.N	Disagree
6. Silent students also tend to take part in the activity.	Agree	N.N	Disagree
7. Students feel comfortable when talking to each other.	Agree	N.N	Disagree
8. Students feel comfortable when talking to the teacher.	Agree	N.N	Disagree

I also as the observer felt more relaxed in this class.

Yes ☐ No ☐

Would you like to integrate visualization in your lesson plans?

Yes ☐ No ☐

APPENDIX J

Participants' Attitude Evaluation Checklist

Dear participant, please circle *Yes*, *Neutral* or *No* based on your experience of the lesson before and after the implementation of visualization.

1. After the implementation of visualization, I became more interested in speaking lessons.	Yes	Neutral	No
2. Visualization was a waste of time and I don't want to experience it again.	Yes	Neutral	No
3. Visualization helped me feel more relaxed and I could remember what to say.	Yes	Neutral	No
4. After the implementation of visualization, I wasn't afraid of forgetting the rules.	Yes	Neutral	No
5. I can say that visualization reduced my anxiety level.	Yes	Neutral	No
6. I would like to practice visualization in the classroom again.	Yes	Neutral	No



GAZİLİ OLMAK AYRICALIKTIR..