GAZİ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

A CASE STUDY: SOURCES OF ENGLISH LANGUAGE READING ANXIETY AND EMOTIONAL COPING STRATEGIES OF 6TH, 7TH, AND 8TH GRADE PRIMARY SCHOOL LEARNERS

MA Thesis

By

Neslihan ŞAHİN

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Assist.Prof. Dr. Benâ GÜL PEKER

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Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

NESLİHAN ŞAHİN'in A CASE STUDY: SOURCES OF ENGLISH LANGUAGE READING ANXIETY AND EMOTIONAL COPING STRATEGIES OF 6TH, 7TH, AND 8TH GRADE PRIMARY SCHOOL LEARNERS başlıklı tezi ___ / ____ / _____ tarihinde, jürimiz tarafından **İNGİLİZ DİLİ EĞİTİMİ** Anabilim Dalında **YÜKSEK LİSANS** / ~~DOKTORA~~ / ~~SANATTA YETERLİK~~ **TEZİ** olarak kabul edilmiştir.

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ÖZET

İLKÖĞRETİM İKİNCİ KADEME ÖĞRENCİLERİNİN YABANCI DİLDEKİ
OKUMA KAYGILARININ KAYNAKLARI VE BU KAYGILARLA DUYGUSAL
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Bu araştırmada İngilizceyi yabancı dil olarak öğrenen ilköğretim ikinci kademe öğrencilerinin hangi sebeplerden dolayı İngilizce okuma aktivitelerine karşı kaygı gibi negatif bir duyguya kapıldıkları ve bu duyguyla başa çıkmada hangi yöntemleri kullandıkları incelenmiştir. Araştırmanın evrenini Nevşehir Yazıhüyük Gazi İlköğretim okulundaki İngilizceyi yabancı dil olarak öğrenen altıncı, yedinci ve sekizinci sınıf öğrencileri oluşturmaktadır (N=130).Araştırmada veri toplama aracı olarak üç farklı anket uygulanmıştır. İlk olarak, araştırmacı tarafından, yabancı dilde okuma kaygısı düzeyini ve bu kaygının sebeplerini ölçen bir anket (FLRAS) dizayn edilmiştir. Bu anketin tasarımında daha önce dil öğrenimi ve kaygı alanında yapılmış anket çalışmalarından (Kim,2000; Saito, Garza ve Hortwitz, 1999; Hortwitzve Cope, 1986; Leary, 1983) faydalanılmıştır.İkinci olarak öğrencilerin bu kaygıyla başa çıkmada kullandıkları stratejileri belirlemek amacıyla Folkman ve Lazarus (1985) tarafından geliştirilen sorunlarla başa çıkma anketi (WCQ) bu çalışma için adapte edilerek uygulanmıştır. Son olarak başa çıkma anketinden elde edilen verileri doğrulamak, belirtilen yöntemlerin tercih edilme sebeplerini belirlemek ve öğrencilerin eklemek istedikleri düşünceleri almak için anket sonrası mülakat (PQI) yapılmıştır. Elde edilen sonuçlar hem istatistiksel hem de sözel olarak analiz edilip sunulmuştur.

Araştırma sonucunda İngilizceyi yabancı dil olarak öğrenen ilköğretim ikinci kademe öğrencilerinin yüksek düzeyde (83%) yabancı dilde okuma kaygısı taşıdıkları ortaya çıkmıştır. Bu kaygının sebepleri beş ana başlık altında toplanmış ve şöyle sıralanmıştır: okuma parçası ile ilgili alıştırmalar, İngilizce öğretmeninin tavrı, okuma parçasının yapısı, okuyucunun kendisi ve sınıf atmosferi. Belirlenen faktörlerin kaygıya sebep olma düzeyleri birbirine oldukça yakın çıkmıştır (okuma parçası ile ilgili alıştırmalar 86%, İngilizce öğretmeninin tutumu 84%, okuma parçasının yapısı 83%,okuyucunun kendisi 82% ve sınıf atmosferi 80%). Öğrencilerin mevcut kaygıyla başa çıkmak için kullandıkları yöntemler sağlıklı bir yöntem olarak nitelendirilen sosyal destek arama yöntemi ile sağlıksız olarak nitelendirilen kendini soyutlama/ uzaklaştırma yöntemi arasında çeşitlilik göstermiştir.

Anahtar Kelimeler: Yabancı Dilde Okuma Kaygısı, Yabancı Dilde Okuma Kaygısının Sebepleri, Duygusal Başa Çıkma Yöntemleri, İlköğretim Okulu Öğrencileri.

ABSTRACT

A CASE STUDY: SOURCES OF ENGLISH LANGUAGE READING ANXIETY
AND EMOTIONAL COPING STRATEGIES OF 6TH, 7TH, AND 8TH GRADE
PRIMARY SCHOOL LEARNERS

Şahin, Neslihan

MA TEFL, English Language Teaching Department, Gazi University

Thesis Supervisor: Assist. Prof. Dr. Benâ Gül PEKER

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In this study, the factors that learners believe to provoke foreign language anxiety in reading tasks and the strategies that they use to cope with this anxiety were investigated. The aim was to provide insights into understanding the sources of anxiety in reading in a foreign language and the kinds of coping strategies that learners use against this emotion. The sample group was 6th, 7th and 8th grade learners of English as a foreign language in Yazıhüyük Gazi Primary School in Nevsehir, Turkey. A total of 130 learners participated in the study.

In order to meet the aims of the study, three research instruments were used. The first research instrument, the Foreign Language Reading Anxiety Scale (FLRAS), aimed to measure the amount of reading anxiety as experienced by the foreign language learners and to reveal the underlying factors that contribute to FL reading anxiety. This scale was inspired by different scales from different survey studies (Kim, 2000; Saito, Garza and Hortwitz, 1999; Hortwitz and Cope, 1986; Leary, 1983). The second research instrument, The Ways of Coping Questionnaire (WCQ), aimed to   identify the coping strategies which are within the framework of appraisal theory. Specific strategies of secondary school learners in coping with anxiety in foreign language reading were examined using WCQ developed by Folkman and Lazarus (1985).The third research instrument, the Post Questionnaire Interviews, (PQI), aimed to confirm or disconfirm the issues investigated in the WCQ. Interviews were held with each participant with the aim of clarifying any issues that needed further attention. The findings were interpreted statistically and verbally.

The study revealed four major findings. First, learners of English had a high level of (83%) foreign language reading anxiety. Second, five major sources of foreign language reading anxiety were identified: reading tasks, the attitude of the teacher, the nature of the reading text, personal factors and the classroom environment. Third, the distribution between these major sources of foreign language reading anxiety was close to each other (reading tasks 86%, the attitude of the teacher 84%, the nature of the reading text 83%, personal factors 82% and classroom environment 80%). Fourth, learners were both inclined to engage in the healthiest and the unhealthiest form of coping, that is seeking social support and detachment respectively. Learners were less likely to prefer self-blame and problem-focused coping.

Key Words: Foreign Language Reading Anxiety, Sources of Foreign Language Reading Anxiety, Emotional Coping Strategies, Primary School Learners.

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INTRODUCTION

1.0. Presentation

In this chapter, first, general conditions of the study are clarified. Then, the aim of the study, the importance of the study and related assumptions are identified. This section ends with the limitations of the study and the definitions of the key concepts.

1.1. Problem

The matter of concern which is thought as one of the most striking point in scientific reality changes over time to reach perfection. This reality is also valid for education, specifically for language teaching as in the branches of all scientific information. Traditionally, the central motif for studies in education has been the cognitive elements like memory, reasoning, and perception. Less has been done on emotional aspects of learning. Fortunately, recent findings point out that the nature of education is based on the learners' conception of the world. That is, each learner enters the classroom with already settled skills and knowledge. Emotions and attitudes are also part of what the child brings to school; for instance, liking or hating a teacher has influenced learners' choice; even a career, anxiety or boredom has influenced their achievements (Pappamihiel, 2002).

It is argued that emotions have an immense effect on learning, particularly in learning tasks which require learners to use language, with emphasis on meaning, in order to attain an objective (Bygate, Skehan, and Swain, 2001) and appraisals have primary role in constructing emotions. Appraisals are the antecedent of the emotions and one of the important competent of appraisals is coping (Lazarus 1966). In this sense, it is extremely important to look into the coping strategies of students within the framework of appraisals.

When the term 'coping' is mentioned, in terms of appraisal theory, the first person that comes to mind is an outstanding scholar of developmental psychology and one of the pioneer researchers of appraisals, Richard S. Lazarus. Lazarus (1984) described coping as constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person.

This definition indicates that coping is process-oriented and it is an effort to manage, which includes anything that the person does or thinks, regardless of how well or badly it works. Managing can include minimizing, avoiding, tolerating and accepting the stressful condition as well as attempts to master the condition. In fact, as Lazarus (1984) points out coping indicates:

> … a shifting process in which a person must, at certain times, rely more heavily on one form of coping, say defensive strategies, and other times on problem – solving strategies, as the status of the person-environment relationship changes .(p.105)

Although some pattern/strategies may be more common than others because of shared cultural ways of responding, it is doubted that there is a dominant pattern of coping strategies (Folkman 1984).Yet even more important than whether there are universal or common sequences of coping, is the great need for information about whether same coping strategies are more serviceable than other in given types of people, for given types of psychological stress, at certain times, and under given known conditions.

Foreign language learning (FLL) situations are prone to anxiety for failure arousal. More than half of foreign language learners experience some kinds of anxiety in their learning (Zeidner, 2004). It is also argued that language anxiety may arouse problems for language learners (Marwan, 2007). Learners who feel anxious in their foreign language learning may find their study less enjoyable. Some studies have indicated that foreign language anxiety can negatively affect learners' performance (See for example Pappamihiel, 2002). Learners who feel anxious in their learning are

prone to avoid engagement in learning tasks; yet, active involvement in the foreign language learning is essential for them to acquire the language. Clearly, FL anxiety is a serious matter to be investigated. Some work has been conducted on anxiety, especially on test anxiety in the international context. However, there is no research on how FL anxiety is coped with by foreign language learners particularly in their reading tasks in Turkey. This study investigates learner anxiety from the perspective of Turkish learners studying a foreign language.

1.2. **Aim of the Study**

The aim of the present study is to find out the sources of anxiety provoking factors regarding EFL reading and to identify the coping strategies which are within the framework of appraisal theory. Specific strategies of secondary school learners, in Yazıhüyük Gazi Primary School in Nevşehir, in coping with anxiety in EFL will be examined. These coping strategies will be investigated within the context of reading tasks. The present study seeks to answer to following research questions:

1. What are the factors that learners believe provoke foreign language anxiety in reading tasks?
2. What strategies do learners use to cope with their foreign language anxiety in reading tasks?

1.3. Significance of the Study

Affective factors are an emerging subject for research in foreign language education and have received great deal of attention as they can affect the fluency of learners' speech and learning in general. When feeling anxious learners may have problems such as reduced word production and difficulty in mastering the four main skills of language; reading, writing, speaking and grammar. Despite these negative effects of negative affect in a learning environment, how learners deal with these obstacles and what coping strategies learners use has not been fully revealed yet. A unique and current study about coping strategies in relation to task appraisals of prospective teachers was done by Gül Peker (2010). It investigated the appraisals of

learning tasks along the dimensions of pleasantness, goal congruence, and coping potential in Turkish pre-service teacher education. Affective factors however, have not been studied in terms of coping strategies in reading tasks in foreign language learning in Turkey. For this reason, the findings of the study can shed light on prevailing coping strategies of foreign language learners. A reflection of the coping process will reveal some implications for further studies on emotional coping strategies for learners and implications for educators of ELT Departments of Turkey.

1.4. Limitations of the Study

The study will be limited by the following:

1. The findings of the given study cannot be generalized to all EFL learners since it will only cover EFL students in Yazıhüyük Gazi Primary School in Nevsehir.
2. The findings of the given study may not be generalized to all EFL learners since it includes cover the 6th, 7th and 8th grade elementary level learners.
3. This study is limited to the instrument (FLRAS) designed by the researcher.
4. This study is limited to the time period from April 2010 to June 2011.

1.5. Assumptions

The given study is based on the following assumptions:

1. The motivation levels of the participants is high.

2. The data collection devices reflect the possible sources of the foreign language reading anxiety and the coping strategies used against this anxiety.
3. The results of the data collection can be generalized for the second grade EFL learners in Yazıhüyük Gazi Primary School in Nevşehir.

2

REVIEW OF LITERATURE

2.0. Presentation

In this chapter, two main topics are clarified. The former is the literature of emotions in the field of emotion theory. The latter reviews the reading skill in the domain of English Language Teaching (ELT). Hence the two different strands of literature are reviewed.

The literature of emotions concerns some views and definitions of emotions as in emotion theory and its effects in educational settings. Some important studies of the scholars about certain emotions and their implications in English (EFL) and foreign language learning (FLL) environment are discussed. The literature of foreign language reading skill includes the reading process and the variables that affect the nature of reading.

2.1. Some Important Definitions and Views on Emotions

'It is inconceivable to me that there could be an approach to mind, or to human and animal adaptation, in which emotions are not a key component'. **Lazarus**

When we ponder over this definition, it is clear that emotions have a central role in the significant events of individuals' lives. For example; people feel proud when they get promotion, when threaded they become anxious. They experience happiness at the wedding ceremonies of the loved ones, sadness when they lose something they value. Emotions not only help us experience the world as well as express ourselves and communicate with others, but also provide indispensable color to our lives. What human beings do and how they do it, are influenced by emotions and the cognitions that generate them. Lazarus (1984) accentuates emotions as follows:

'Pride and joy about our children revitalize our commitment to advance and protect the well-being of our family. Loss undermines our appreciation of life and may lead to withdrawal and depression. Anger at being wrong mobilizes and directs us toward retribution. When 'blinded by rage' our thinking is impaired, which places us at risk….' (p .100).

It is not easy to give a clear definition of emotions since it is not possible to define them within a specific domain. The first reason for varying definitions is that emotions are discussed under many different disciplines such as physiology, psychology, philosophy, sociology and educational sciences. Another reason is the very complex nature of emotional experiences. Before all different definitions and functions of emotions, we can basically say that emotions express the intimate, personal meaning of what is happening in our social lives (Lazarus, 1991).

Emotions are complex since when people react with an emotion, their attention, thought, needs, desires and bodies are all engaged (Lazarus, 1991). From an emotional reaction, we can learn much about what a person encounters with the environment, how that person interprets self and world, how harms, threats and challenges are coped with. Lazarus (1991) emphasizes the complex nature of emotions and defines those as: 'Emotions are complex, patterned, organismic reactions to how we think we are doing in our lifelong efforts to survive and flourish and to achieve what we wish for ourselves.' The outstanding point of this definition is the organismic nature of an emotion. Emotion is an organismic concept since it combines some functions such as, cognition, motivation and personality in a complex configuration. For this reason it will be useful to define these organismic concepts.

Cognition, the first function, refers to various forms of thoughts, both conscious and unconscious ones, and affects everything people do by responding to feedback coming from the environment. Motivation, on the other hand, refers to wishes, desires, needs and deals with what is important to people in their daily lives. It plays a fundamental role in defining the harms and benefits for the individuals and shapes the emotions (Pervin, 1983). Augustine (quoted in Gardner at al., 1987)) states the importance of motivation in emotion:

'For what we desire and joy but a will of consent to the things we wish? When consent takes the form of seeking to possess the things we wish, it is called desire; when it takes the form of enjoying the things we wish, it is called joy. In like manner when we turn with aversion from that which we do not want to happen, this volition is termed fear; and when we turn away from that which has happened against our will this sort of will is called sorrow. And generally, in respect of all that we seek, as man's will attracted or repelled, so it is changed into these several affections.'(p.97-98).

Thus, it can be said that the concept of motivation is essential for a proper understanding of what makes an encounter with the environment result in good or bad outcomes from an individual point of view.

Personality, the third function that emotions combine, is perhaps the most complicated organismic function as it encompasses the relationship between the person and the environment and is shaped by this struggle. Emotions are individual phenomena and display great variations among individuals, although to some extent people share emotional experience and general laws can be formulated about the emotion process , an emotion happens to an individual with a distinctive history (Lazarus,1991). The variation of people's emotions can be explained by different personality traits, which lead them to evaluate the significance of the events differently.

The organization of these functions –cognition, motivation, personality- and their contributions to the wholeness of a person is actualized by emotions. Emotion is a key concept for the organismic unity of human beings and tries to explain the ways that people handle the tasks, opportunities and problems of living physiologically, psychologically and socially. It thus becomes clear that an emotion has an immense effect on individuals' perceptions in life. For this reason, it is useful to examine the effects of emotion on learning in order to understand the academic environment better.

2.2. Emotion as an Educational Concept

In spite of the emotional nature of classroom, inquiry on emotions in educational contexts has been slow to emerge (Pekrun, Goetz, Titz & Perry, 2002). Learners' test anxiety has been the only emotion in this field that continuously

researched since 1930s. The lack of inquiry on emotions in education has been noted by a variety of scholars. For example; Schutz and Pekrun state (2001) that:

> 'What about students' emotions other than test anxiety? And what about teachers' emotions? What do we know about students' and teachers' unpleasant emotions, other than anxiety, such as anger, hopelessness, shame, or boredom; and what do we know about pleasant emotions, such as enjoyment, hope, or pride in educational settings?(p.13).

Motivation scholar Mastin Maehr (2001) suggested that we need to 'rediscover the role of emotions in motivation'. In addition, the editors of Handbook of self-Regulation (Boekaerts, Pintrich &Zeidner, 2000) posed the following question: 'How should we deal with emotions or affects?' It is clear that research on emotions in education was and is currently needed. During this time, when the emotional nature of educational contexts began to be highlighted, Wilhelm, Dewhurst, Savellis and Parker's study (2000) showed that in the United States, many teachers stop teaching as early as three years into their teaching careers or prefer early retirement because of the unpleasant affective states such as anger, anxiety, stress, and burnout.

In the following years, there has been a notable increase in interest in educational research on emotions. In 2005, for the first time, the term emotions and emotional regulation was taken as a subject matter for proposals submitted for the American Educational Research Association annual meeting. This growing interest in emotion in education also affected the highly prestigious journals and they devoted special issues to the topic. (e.g., Educational Psychologist, 2002; Learning and Instruction, 2005; Teaching and Teacher Education, 2006).

Accordingly, in 2007, Nichols and Berliner (2007) inquired the accountability in the school system that has brought with it an increase in the use high-stakes testing. This accountability movement brings with it the emotions that are associated with high-stakes testing in both learners and teachers.

All of these studies despite their specific points of concern are in general in accord with the idea that the learning environment is an emotional place and emotions have the potential to influence the teaching and learning processes. Moreover, in order

to identify the role of emotions in educational settings better, educational researchers focus their concern on emotions related to achievement outcomes.

2.2.1. Achievement Emotions in Education

The theory of emotion defines achievement emotions as emotions tied directly to achievement activities or achievement outcomes. Heckhausen, Schulz and Locker (1991), for example, define achievement as the quality of activities or their outcomes as evaluated by some standard of excellence .In addition, emotions pertaining to students' academic learning and achievement are also seen as achievement emotions, since they relate to behaviors and outcomes.

In this respect, text anxiety and emotions following success and failure have become the great focus of concern in education. As a summary of these studies, Petrun and Schutz (2001) described six main achieved-related emotions; hope and joy are referred to as positive academic emotions; and anxiety, anger, boredom, and hopelessness are among the negative emotions.

Achievement tasks may be appraised by individuals as a challenge or a threat. While challenge appraisals can lead learners to perceive a learning task as an opportunity, threat appraisals can lead them to perceive the task as a harm or loss. (Lazarus & Folkman, 1984). Challenge appraisals are associated with positive anticipatory emotion or affect such as eagerness and hopefulness, whereas threat appraisals are associated with negative anticipatory affects, such as fear and anxiety. Goetz, Pekrun, Hall &Hag's study (2006) shows that achievement levels affect the emotional scale in the classroom. Seeing other students shine in the classroom decreases positive and increases negative emotions, whereas watching them suffer increases positive and decreases negative affect.

However, not all of the emotions in educational settings are achievement emotions. Learners may experience excitement arising from learning and boredom because of   classroom instruction, or anger about task demands. These are called as activity-related emotions. Activity emotions have traditionally been neglected by current studies with the implication that the scope of existing study should be

broadened to include this important class of emotions as well. Many researchers, including Pintrich (2000), have emphasized this study focus and states that in order to develop interest and motivation in school subjects, it is important for students to experience positive affect to the activity itself. Fredrickson and Losada (2005) put forward that 'enjoyment of a learning activity for its own sake is the optimum learning experience in the classroom as it boosts self-efficacy judgments and reduces ego-protective behaviours'.

In the light of these research findings it can be said that emotions are directly linked to learning tasks and achievement goals. Zeidner (2004), after his study on text anxiety, notes that emotions with cognitive engagement may amplify, moderate, or reduce achievement.

2.2.2. Cognitive Engagement and Affect

The theories, which focus on how cognitive processing influences affect as well as how affect influences cognitive processing, are wide-ranging (Dalgleish & Power, 1999; Forgas , 2000). Although these theories differ in many ways, they all suggest that pleasant affect leads to heuristic processing, whereas unpleasant affect leads to more systematic, analytic processing, in which learners focus on the detail of the environment (Bless, 2000). Frederickson (1998) also suggests that positive and activating emotions such as joy help to broaden thought, novelty and creativity. In educational context, it is expected that metacognitive strategies are activated under pleasant affective states while other detailed focused strategies are activated under unpleasant affective states.

Pekrun et, al.'s study (2002) examining the relation between cognitive processing and affect in educational context suggested that pleasant activating emotions such as hope and enjoyment were associated with the flexible modes of thinking. That is, they elaborate connections among ideas, and lead to engage in metacognitive strategies and self-regulation .However, unpleasant emotions such as anger, anxiety, and boredom were negatively related to elaboration and, they lead to external regulation rather than self-regulation.

With respect to unpleasant affect, there seemed to be more evidence. An alternate theory focuses on the detrimental effects of the affect on cognitive processing and suggests that one's cognitive capacity is limited when one is in either a depressed or happy state. Admittedly, it claims that being a pleasant or unpleasant mood affects the processing of working memory by making it more difficult to attend and process the task at hand. If the task is a simple one that does not require extensive use of working memory, then it there will be no problem, however, if the task is a complex one that requires high level of cognitive processing the working memory will be cluttered.

2.3. A Theory of Emotion

In order to understand a person's emotional response fully, it is important to examine the changing person-environment relationship .In fact; it is the place to begin a theory of emotion, since appraisal which is the central construct of the theory is always about this relationship (Lazarus, 1991)

Lazarus' (1991) emotion theory is centered on the relationship between a person and the environment rather than either environmental or intrapersonal events alone. This relationship is also called relational theory which suggests that it is not possible to understand the emotional life solely from the standpoint of the person or the environment as separate units. For instance, there is a certain concept leading to a certain emotional state, such as threat for anxiety, insult for anger and enhancement in ego for pride. These concepts refer to the relational meanings for each emotion. However, the relational meaning of each does not stem from either person or the environment; there must be a conjunction of an environment with certain attributes and a person with certain attributes, which together produce the relational meaning. Lazarus (1991) points out that this relationship is shaped and changed by the independent variables, namely; the antecedent variables, mediating process variables and outcomes.

The antecedent variables are related with the environmental conditions and the characteristics of the person. Examples of the relevant environmental variables are demands, resources, and constrains with which a person must deal, and the uncertainty, and duration of conditions that provide information about what is being faced. The

most important personality variables affecting emotion are motives and beliefs about self and world.

Mediating process variables are divided into three main classes; appraisal, action tendencies and coping. Appraisal, which is the central construct of the theoretical system, means an evaluation of the significance of what is happening in the person-environment relationship for personal well-being, and it is influenced by both environmental and personality variables (Lazarus,1991). Action tendencies are the probable reactions of the physiology to emotions. And coping processes alter the undesired or troubled person- environment relationship into a desirable one or maintain the current emotional state.

The last variable that affects the person – environment relation is outcomes which fall into two parts as: short and long term outcomes. Short-term outcomes refer to immediate response components of emotions. They vary according to physiological changes, and subjective states. Long-term outcomes refer to the ultimate effects of emotional patterns in social life. The outcome of a person- environment relation results in an emotional state and it shows how a person has appraised what has happened in terms of his well being. Emotional outcomes occur according to realization or failure of one's goals and expectations.

2.3.1. Relational meaning theory

The relational meaning principle states that each emotion is defined by a unique and specifiable relational meaning. This meaning is expressed in a core relational theme for each individual emotion, which summarizes the personal harms and benefits residing in each person-environment relationship. The emotional meaning of this person-environment relationship is constructed by the process of appraisal, which is the central construct of the theory. The table below shows the core relational themes for each emotion.

Table 1. Core Relational Themes for Each Emotion

Anger	A demanding offense against me and mine.
Anxiety	Facing uncertain, existential threat.
Fear	Facing an immediate, concrete, and overwhelming physical danger.
Guilt	Having transgredded a moral imperative
Shame	Having failed to live up to an ego-idea.
Sadness	Having experienced an irrevocable loss.
Envy	Wanting what someone else has.
Jealousy	Resenting a third party for loss or threat to another's affection.
Disgust	Taking in or being too close to an indigestible object or idea.
Happiness	Making reasonable progress toward the realization of a goal.
Relief	A distressing goal-incongruent condition that has changed for the better or gone away.
Hope	Fearing the worst but yearning for the better.
Love	Desiring or participating in affection

As can be seen from the table above each emotion is constructed according to its specific relational meaning which causes different emotions to occur.

2.3.2 Positive and negative emotions

An emotion may be labeled as either positive or negative depending on the three foci of concern, which are divided into three (Lazarus, 1991). The first focus can be the person-environment relationship which suggests that negative conditions cause negative emotions or vice versa. The second focus can be regarded as subjective feed. The third focus evaluates emotions according to their adaptational consequences.

Dewey (1971) states that diverse negative emotional states may arise from particular harmful or threatening relationships and positive emotions arise from particular beneficial ones. In the case of negative emotions, a person is presumed to be in an environment in which the input is threatening. In the case of positive emotions, the environment is said to offer something beneficial.

The study of Pekrun (1992) on positive and negative emotions in an academic setting shows that positive affect opens extra windows and helps learners take the advantage of learning. Negative emotions, on the other hand, are not proven to have a

direct negative effect on task at hand. However, in the long term they may cause learners undershoot their performance and affect learning process unfavorably. In his study Pekrun also found that pleasant affect was positively correlated with behavioral engagement, whereas unpleasant affect was negatively correlated with behavioral engagement. Unpleasant emotions could reduce task enjoyment, and learners may even avoid academic tasks which are associated with negative emotions.

2.3.3 Appraisal

'Men are disturbed not by things, but by the views which they take of things.'
Epictetus

As noted previously, it has been made clear that the way an individual evaluates the personal significance of the encounters with the environment is a cause of emotional reactions. Appraisal, in simplest form, is about what people want and how they evaluate these encounters. Its essence is the claim that emotions are elicited by evaluations (appraisals) of events and situations. When a person appraises a physical injury and its pain as threatening, he experiences an emotion rather than a reflex sensation. What makes the experience as threatening rather than a mere awareness of sensation of pain is, admittedly, appraisal. That is, we can speak of an emotion if cognitive appraisal is a causal factor in the reaction; if it is not, the reaction is something else. An important scientific contribution to the field of appraisal research was done by Richard Lazarus in the early 1950s.He questioned the definition of appraisal as follows:

'…Sorting encounters or relationships into adaptationally relevant equivalence classes is, in fact, what appraisal is all about. For example, the person must decide whether what is going on is relevant to important values or goals. Does it impugn one's identity? Does it highlight one's inadequacy? Does it pose a danger to one's social status? Does it result in at important loss? Is it a challenge that one can overcome, or harm that one is helpless to redness? Or is it a source of happiness or pride? (p.135)

This definition helps us to understand that in order to label any reaction to the person- environment relationship as an emotion, a cognitive evaluation, appraisal, is needed.

In an educational context Fisher (2001) explains the function of appraisal by exemplifying upcoming exam as a potentially threatening situation. He suggests that a learner feels anxious as he regards the exam very important and as he is not sure that he will manage to pass. This emotional response is shaped by some considerations, such as how important the exam is, how difficult the exam is likely to be, whether he has prepared well enough, and so on. However, a fellow learner may be indifferent about the exam and he may downplay its importance. The differences in evaluations of the same exam can be explained by different appraisals of learners, since in each case, appraisal reflects what the person understands and cares about.

One may infer that positive appraisals potentiate positive emotions such as happiness , pride and affection, whereas negative appraisals potentiate negative emotions like anger, sadness, anxiety, guilt, shame, or jealousy. Students who appraise a learning activity favorably start activity in the mastery of growth pathway, as they perceive the task as congruent with their personal goals, values, and needs, and therefore, positive cognitions and emotions will be dominant .However, students who perceive a mismatch between the learning activity and their personal goals, needs and interest, experience negative cognitions and emotions (Sherer, Schorr and Johnstone, 2001).

To sum up, the function of appraisal is to integrate personality and environmental sets which, as mentioned, are antecedent variables of a relational meaning depending on what is happening for the person's well being. This meaning is constructed by two kinds of appraisals: namely primary and secondary appraisals.

2.3.3.1 Primary versus Secondary Appraisals

Appraisal, or the evaluation of the person-environment relationship, is a process which involves a set of decision- making components (Lazarus, 1991).This decision – making process may be divided into two; primary and secondary appraisals and they enable a person to differentiate among each of the emotions. Primary appraisals concern whether what is happening is personally relevant; secondary appraisal concerns what to do with the options for coping and prospects.

Primary appraisal is called primary as it provides the emotional heat in an encounter; it refers to the personal relevance of what is happening. Examples of primary appraisal issues are; is there harm or threat or am I to be benefited? What kind of harm or benefit is involved?

A person distinguishes any individual emotion from another by its pattern of primary and secondary appraisal components. Thus, for each emotion, there are at most six appraisal-related decisions to make, and to distinguish any emotion from each of the others. The primary appraisal components are goal relevance, goal congruency or in congruency, and type of ego involvement. The secondary appraisal components are blame or credit, coping potential, and future expectations. Each component has its own characteristics and thus, it will be useful to identify the characteristics of each component:

The first primary appraisal component, *goal relevance,* is about a person's identifying an encounter as personally relevant or not. It concerns to what degree an encounter touches on personal goals and to what extent a person cares about it. In fact, it is not possible to mention emotion, if there is no goal relevance. If there is, then, one or another emotion can occur.

The second primary appraisal component, *goal congruence and incongruence*, refers to whether the conditions of an encounter consistent or inconsistent with what the person wants, and whether it facilitates or thwarts what the person wants. If conditions are favorable, a positive emotion is likely to be aroused. If unfavorable, a negative emotion follows. That is to say, goal congruence leads to positive emotions; whereas goal incongruence leads to negative ones. Examples of   classically negative emotions resulting from goal incongruence are anger, fright-anxiety, guilt-shame, sadness, envy-jealousy, and disgust. Happiness/joy, pride, love/affection, and relief, whereas, occur from goal relevance.

The studies of social psychologist revealed that students' goals are very important to understand their emotions. Frijda (2000) and Lazarus (1991) state that emotional experiences changes from moment to moment, since the situations in line with the person's short-term and long-term goals changes. Accordingly, Borkat (2005)

adds that students' emotions experienced in the classroom depend largely on whether they judge their current goals to be congruent or incongruent with the learning activities.

The third primary appraisal component, *type of ego involvement,* means diverse aspects of ego- identity. There are six types of ego involvement:
1. Self- and social esteem
2. Moral values
3. Ego-ideals
4. Meanings and ideas
5. Other persons and their well-being
6. Life goals

 Ego-identity engages in all or most of the emotions depending on the type of ego-involvement. It often has a crucial influence on which individual emotion is experienced. For example; a person feels anger when his self esteem is assaulted, he feels guilty when he violates a moral value, he feels shame when there is a failure to fulfill his ideas, and he feels happy in the case of security and well-being.

Secondary appraisal questions whether action is required, and if so, it evaluates the person's options and resources for coping with the situation and future expectations. Some of the key issues of secondary appraisals are: Are my coping resources adequate to manage things? How will it work out? Am I helpless? What can I do, or do I need to do, and what are the consequences of doing it?

The main concern of secondary appraisal is coping actions .The fundamental issue being evaluated is:' What if anything, can I do in this encounter, and how will what I do and what is going to happen affect my well-being? To distinguish among the individual emotions, three secondary appraisal components are needed-namely; blame or credit, coping potential, and future expectations.

The first secondary appraisal component, *blame or credit,* is assigned if someone is responsible for the frustration, damage or threat, and if the frustrating act occurs under that person's control. If the person himself is responsible, he either experience anger, guilt or shame to himself. If there is no one to blame sadness rather than anger occurs.

The second secondary appraisal component, *coping potential*, refers to whether and how the person can manage the demands of the encounter or actualize personal commitments. Coping also plays an important role in the personal significance of the personal-environment relationship and influences the appraisal process and hence the emotion, through feedback. The third secondary appraisal component, *future expectancy*, has to do with whether for any reason things are likely to change psychologically for the better or worse.

2.3.3.2. Primary and Secondary Appraisal Components of Anxiety and Fear

As mentioned previously, in this study anxiety as an affective factor in foreign language reading context is investigated. However, learners are in the tendency to call their anxiety as fear (Vogely, 1998). In this sense; it is useful to distinguish between anxiety and fear along with their primary and secondary appraisal components.

For each emotion there is a distinctive core relational theme which refers to patterns of appraisal of the person-environment relationship. The core relational theme of fear is the concrete and sudden danger of imminent physical harm. Fear is defined as the reaction of physiology against concrete and sudden threats; therefore, it is a more primitive reaction than anxiety. As with anxiety, uncertainty or ambiguity is always a feature of fear since the harm is always in the future. However, what distinguishes fear from anxiety is the concreteness of the source of threat which is symbolic and existential in anxiety.

The core relational theme of anxiety is uncertain, existential threat. Anxious person is surrounded by abstract, ambiguous and symbolic threats. The uncertainty about what will happen and when prevents person from thinking clearly (Lazarus & Averill, 1972). In order to see the differences between these two emotions, it is better to examine their appraisals:

Table 2. Appraisals for Fear

Primary appraisal Components

1. If there is goal relevance, then any emotion is possible, including fear. If not, then no emotion.

2. If there is goal incongruence, which is a threat to bodily integrity by a sudden, concrete harm, then only negative emotions are possible, including fright.

3. Ego involvement is typically not relevant to the generation of fright, though it may be important in the appraisal of the significance of how one reacts to the fright encounter.

No secondary appraisal components are essential; blame is irrelevant, coping potential is uncertain, as is future expectancy.

As can be understood from the table, appraisal components of 1 and 2 are sufficient for the generation of fear. Ego-involvement, by contrast, is absent.

Table 3. Appraisals for Anxiety

Primary appraisal Components

1. If there is goal relevance, then any emotion is possible, including anxiety.

2. If there is goal incongruence, then only negative emotions are possible, including anxiety.

3. If the type of ego-involvement is protection of personal meaning or ego-identity against existential threats, then emotion possibilities narrow to anxiety.

Appraisal components sufficient and necessary for anxiety are 1 through 3.

As can be understood from the table, no secondary appraisal components are essential for the generation of anxiety such that; blame is irrelevant, if there is blame then the probably emotions may be anger, guilt, shame, or jealousy; coping potential and future expectancy are uncertain, which entails the generation of anxiety. These appraisal components are capable of distinguishing fear from anxiety. No secondary

appraisal components including coping are needed; however, they can still increase or decrease anxiety. This study aims to raise awareness of the role of the coping process against anxiety in EFL reading activities, hence the discussion of the coping in the next session.

2.3.4. Coping Potential

As stated earlier, emotions are always in a flux, as there is a constant change in person- environment relation (Lazarus, 1991).In fact, many of these changes are the result of coping processes which alter an undesirable person – environment relationship into a desirable one.

Lazarus and Folkman (1987) define coping as a cognitive and behavioral effort whose function is to manage internal and external demands and conflicts that are appraised as exceeding the resources of the person. They also add the subsequent and antecedent function of coping, that is to say; it deals with an already settled emotion as a subsequent appraisal (reappraisal) and it is also a causal antecedent of the following emotion. Coping affects the emotion process in two ways: reappraisal and strategic skills.

Reappraisal is what people use to modify their emotions and change the way they think about a situation which is the generator of an emotion. For example, teachers of young learners use reappraisal to regulate their anger and frustration, and they remind themselves that they are teaching kids (Sutton, 2004). Strategic skills mean that coping is far more psychological than are innate action tendencies. It is more deliberate, planful, and rational, and it includes strategic tactics and possibilities.

According to Pecchinenda and Smith (1996), it is useful to distinguish between three qualitatively different outcomes, namely, no coping potential, moderate or uncertain coping potential, and high coping potential. An appraisal of no coping potential causes disengagement or resignation. If a learner evaluates a learning task as exceeding her resources, she may not spend much effort in trying to perform a task as she thinks that she has no chance of succeeding. When evaluated coping potential is moderate or uncertain, mobilizing energy is used to manage the situation .With a high

coping potential, the dealing with the situation is expected to be easy, thus limited preparation will be enough.

2.3.4.1. Functions of Coping

Lazarus (as cited in Scherer et. al., 2001) postulated two types of coping function: problem-focused function and emotion -focused function. *Problem-focused function* is designed to change the troubled person- environment relationship. A person obtains information on which to act and evaluates actions for the purpose of changing current a relationship. The Study by Folkman and Lazarus (1987) and Carver and Scherer (1994) proved that problem- focused coping is effective in producing the desired outcomes.

Emotion-focused function concerns regulating the emotions tied to the stress situation. With the help of the emotion-focused function, emotional reactions can be reduced; for example, by avoiding thinking about the threat or reappraising it without changing the situational or personality-based realities of stress. When we appraise a threat, we are altering our emotions by constructing a new relational meaning of the stressful encounter.

This function is also called as cognitive coping strategy, since it involves mainly thinking rather than acting to change the person-environment relationship (Lazarus, 2001). However, a coping strategy is by no means passive, but has to do with internal restructuring. Despite the fact that reappraisals do not change the actual relationship, they change its meaning, and therefore the emotional reaction. For example, if we successfully avoid thinking about a threat, the anxiety associated with it is postponed. Moreover, if we successfully deny that anything is wrong, there is no reason to experience the emotion to appropriate to the particular threat or harm .It is also called as intrapersonal coping. Scherer (2001) accentuates this function as follows:

'Coping can also consist of happily resigning oneself to a situation beyond one's control. For example, our failed student might decide that one can do very well in life without a university degree and turn to the stock exchange instead. The coping potential check determines which types of responses to an event are available to the organism

and which consequences will affect the organism under each option. The failed student might be able to live perfectly well with a terminal failing grade if he was convinced that his future should in any case be bought in the world of finance.' (p.68).

It is highly likely that students who perceive a learning situation as 'uncontrollable'' will focus on their emotions and deal with their emotions before they continue with the learning task. That is, they use emotion-focused coping strategies to reduce, relabel, or control their emotions. It is claimed that some students have enough inner strength to tolerate negative emotions and at the same time they have mental operations to manage the situation and make a plan of action. In contrast, other students may not be that successful in hiding their emotions associated with the task and, accordingly, they may fail in producing mental actions to achieve a desired performance on tasks (Graham, Hudley, and Williams, 1992).

Boekaerts (2002) compares the coping strategies of children (10 to 12 years old) and adolescents (14 to 15 years old) against academic stressors. He concludes that both groups use more problem-focused strategies in response to academic stressors than intrapersonal strategies. However, a past study conducted by Compas, Malcarne, and Fondacaro (1988) showed that there was an increase in the use of emotion-focused coping strategies between 12 and 14 years of age, with girls using more emotion-focused coping in response to academic stressor than boys. These authors also reported that if the learners perceive a match between their perception of control in the situation and the coping strategy they choice- either problem-focused or emotion-focused-, then, there is a low level of stress. The reverse was true for a mismatch. It can be concluded from these findings that, in order to keep the stress level minimum, learners need to know how to identify a learning task as controllable and how to choice the most appropriate coping strategy for the current learning conditions.

Boekaerts' study (2002) also shows that over the years students may have learned to react with emotion-focused coping strategies when they encounter obstacles during problem solving that they find taxing or exceeding their resources.(e.g., giving up, cheating, taking a deep breath, counting to seven, swearing, soliciting emotional support).This may because of the activation of coping strategies automatically as ,over

times, learners are exposed to familiar tasks and assignment enough to develop a preferential strategy to deal with the stress and obstacle.

Clearly, students who do not have easy access to the needed coping strategies might experience more negative and fewer positive emotions than students who have easy access. Boekaerts and Niemivirta (2000) argued that lack of access to appropriate strategies affects students' perception of the task as well as their appraisal and assessment of progress.

2.3.4.2. Coping strategies

The process view of coping, as offered by Lazarus and Folkman (1984) is defined as 'constantly changing cognitive and behavioral efforts to manage specific external or/and internal demands that are appraised as taxing or exceeding the resources of the person (p.72).' Basically, coping is the effort to manage psychological stress. However; there is no universally effective or ineffective coping strategy. Efficacy depends on the type of person, the type of threat, the stage of the stressful encounter, and the outcome modality. A key principle in this respect is that the choice of coping strategy will usually vary with the adaptational significance and requirements of each threat.

Boekaerts (2002) suggests some strategies within the scope of emotion- focused strategies. They are; ignoring salient cues, handicapping oneself, using avoidance behavior, entering a state of denial, becoming aggressive, crying, and using cognitive and behavioral distraction. Physiology views that denial can be beneficial under certain circumstances , such that if there is nothing to do to alter the situation, denial can be regarded as beneficial; but harmful under others, such that it prevents necessary adaptive action.

A contrasting strategy, which is a quite common one, means to tell everyone, or selected persons, such as friends, and loved ones, the truth about what is happening in an effort to gain social support as well as to be honest and open.

2.3.4.3 Coping with test anxiety

Throughout the past three decades an increasing number of studies (Folkman and Lazarus,1985; Carver and Schreier,1994; Zeidner,1998) have specifically focused on the ways students cope with test anxiety.

A study of Eynde and Turner (2006) shows that escape-avoidance strategies, seeking distraction, or seeking social support are among the ones used to deal with anxiety. However, he adds that there is no systematical use of coping strategies. That is, although learners use coping strategies from time to time, they do not apply them constantly. The key idea in his study is that students with little motivation and students who are frequently confronted with stressful situations typically use fewer adequate coping strategies. In other words; the more students are familiar with a stressful situation, the more they use less- adequate coping strategies, such as abandoning and denial. The lesson we might learn from this finding in that learners do not spontaneously learn to tackle with anxious learning situation in an effective way.

It is also important to remind that the choice of a coping strategy is influenced by retrieval from long-term memory of self-referent knowledge and schematic plans for action. A student who lacks academic competence, may choose counterproductive coping strategies, such as self-lame and avoidance. The well-adjusted learner, by contrast, learns of more effective coping strategies, such as resolving to study harder after a poor examination performance (Sherer et al., 2001).

Avoidant coping strategies can lead to lack of exposure to situations that might enhance task-relevant skills. Thus the text – anxious student may be reluctant to study since the study situation focuses attention on the feared event.

Before mentioning other studies on test anxiety, it is useful to define and describe the term anxiety and fear which will also be included in this thesis as a neighboring emotion.

2.3.5. Anxiety

Psychologists   regard anxiety as a unique emotion in terms of its effect in both healthy psychology and psychopathology (Pekrun et al., 2002). Ambiguity of the available information and uncertainty of the result are regarded as the activators of anxiety which is called as synonymous with the idea of uncertain threat. Averill (1988) describes this emotion as follows:

> 'Ask a person who is afraid what he fears, and generally he can tell you; ask him what he would like to do , and he can tell you, too. By contrast, the person who is suffering an anxiety attack cannot say what he is anxious about, or what he wants to do.' (p.264).

According to Lazarus (1991), human beings are in need of imposing meaning on events in order to survive. Anxiety arises when this existential meaning is disturbed as a result of physiological deficit or threat which is symbolic rather than concrete. While mild threat causes uneasiness, severe threat can cause anxiety attack and even personal crisis. Freud (in as cited in Zeidner, 2005) defines anxiety as a primary motivating force in human affairs. It arises when there is a danger of being overwhelmed by stimuli; which causes loss of potency against the demands of living. Roseman and Kaiser (2001) assert that this little potential to control a negative event causes a person make 'unconditional appraisals' thinking , for example, their 'present weakness' means they will 'always be a failure' (p.112). Here a negative outcome is inevitable.

Most psychologists examine the effects of anxiety in educational context; however, they ignore the neighboring emotions, as they have not taken fear into account in anxiety studies. This may be because of the fact that not all psychologists make a distinction between fear and anxiety and they use fear and anxiety interchangeably. Both anxiety and fear are self-directed emotions; that is, the feeling states and the thoughts that generate these emotions relate back to oneself. They are often generated automatically without a great deal of cognitive processing. In educational setting they are labeled as negative, achievement- generated, self-directed, and relatively thoughtless emotions (Zeidner , 2004).

Although both fear and anxiety refer to threat, and they are in the same emotion family, Lazarus (1991) has separated these two term and their appraisals. He adds that they differ in important respects and they are different emotions altogether. Zeidner (1998) further defines the term test anxiety as a set of phenomenological, physiological and behavioral responses that accompany concern about possible negative consequences or failure in an evaluate situation. Test anxiety is typically evoked in educational settings when a student believes that his or her intellectual, motivational, and social capabilities and capacities are taxed or exceeded by demands stemming from the test situation. In the case of test anxiety, there would be thoughts of potential failure on the exam.

A great many studies that investigate the relation between text anxiety and performance show that anxiety causes deficiency in impairments of attention and working memory, together with more subtle performance changes, such as failure to organize semantic information effectively. Moreover, anxiety is correlated negatively with school achievement (See for example, Zeidner, 1998; Hembree, 1998; Spielberger, 1980; Sarason, 1984; Svinn, 1994; Wren and Benson , 2004) .

The study of Gal and Lazarus (1975) provides further support for the idea that acting against threat even if there is no chance to be effective, is more reassuring than inactivity. There is a psychological control over the anxiety in the presence of emotion-focused coping; otherwise, a person feels relatively helpless to manage anxiety which may be the most ubiquitous human emotion, except to learn how to tolerate it.

In terms of psychological research, anxiety, more than any other emotion has been examined in terms of subjective well-being, social functioning or performance, and somatic health. The positive and negative effects of anxiety on functioning and the conditions that create them have been centered on. Test anxiety is still a concern of research both as an educational and personal problem.

So far, it is clear that anxiety can have serious consequences for one's physical and mental health, as well as for one's educational achievements and occupational career. However, knowing what is going to happen and when it will happen provides a

way of overcoming anxiety temporarily by taking concrete action or engaging in anticipatory coping.

2.3.5.1 Studies on anxiety

One of the outstanding studies about anxiety in an educational context in Turkey was done by Aysan (2001) from Department of Educational Science from Dokuz Eylül University, İzmir. With her collaborators (Thompson and Hamarat from Georgia State University) she examined the relationship between coping strategies, test anxiety, and health status in high school students who were preparing for midterm exams and university entrance exam, both of which are major events for students in Turkey. Thus the anxiety level of the exam takers would be higher prior to these exam periods. These students came from middle socioeconomic class backgrounds and lived with their families in İzmir. What makes this study unique is the profile of participants' .Although these variables have been investigated before; they have not been examined by grade level. They examined how test anxiety was correlated with perceived health and coping, and it was found that students with high test anxiety tended to have poor perceptions of their health and rely on the more ineffective coping strategies such as self- blame and avoidance. Again, it is found that students with poor perception of health tended to use ineffective coping strategies. Additionally, it was revealed that the younger students display high levels of anxiety even after the exams were completed, which can be explained by coping mechanisms. That is, it was found that younger adolescents used less effective coping strategies than their older adolescents.

Another recent study was done by Arslan, Dilmaç and Hamarta (2009) from Selçuk University, Konya. The aim of their study was to determine whether trait anxiety and coping with stress vary significantly according to locus of control among students of Selçuk University. In their study, they defined locus of control as ; the tendency of a person to attribute the events which cause the good or bad results in his or her life either to other powers or to fate, luck or other people, or to the results of his or her own skills, traits, and behaviours Rotter (1966). Locus of control is the principal factor in reducing or increasing anxiety and it has two dimensions: internal locus of control and external locus of control. People with internal locus of control attribute

their achievements to their own actions, which lead them believe that they can control their lives. Therefore, they generally feel strong and experience less stress and anxiety. People with external locus of control, on the other hand, attribute outcomes of events to external circumstances. They feel that fate control their lives. Thus, they feel weak and they experience a greater degree of stress. In order to find out whether coping with trait anxiety vary according to locus of control, they applied a survey to 514 university students in various faculties of Selçuk University. As a result, it was found that students with an external locus of control experience more anxiety than students with an internal locus of control .People with internal locus of control believe that they are responsible for their own lives and act accordingly. People with external locus of control, on the other hand, believe that they are helpless since they cannot change many things with their behaviours'. Therefore, they make less effort to change their situations. Another point asserted by this study was that students with external locus of control use more problem-focused coping with anxiety than the other group.

Although many researchers have investigated the effect of anxiety in both the international and Turkish contexts, few have studied language anxiety concerning reading skills. Saito et al. (1999) and Horwitz (2000) investigated the relationship between foreign language classroom anxiety and foreign language reading anxiety. The results of these studies indicate that anxiety may be specific to foreign language reading. Other existing studies (Aida,1994; Gardner & Maclnytre, 1994; Philipsa, 1992; Young, 1990) prove that anxiety has a debilitating effect on language learning and performance, and anxiety may vary according to the type of language skill being practiced. Speaking courses, for example, are found to be the most anxiety provoking courses for foreign language learners (Philips, 1992; Young, 1992).

The current studies done in the Turkish context indicated similar findings. Bekleyen (2008) from Dicle University, Diyarbakır has examined listening anxiety among language teacher candidates. Her study aims to identify whether teacher candidates have foreign language listening anxiety (FLLA), if so, the causes and effects of FLLA and the coping strategies with FLLA. The findings revealed that teacher candidates had high FLLA levels. The participants' answers showed that the sources of their anxiety was the low priority placed on listening skill in their previous foreign language education, and their failure to recognize the spoken form of known words. It is stated that this anxiety effects candidates unfavorably and makes them avoid

listening. As a coping strategy, most of the candidates thought that the more time they spent listening, the less anxiety they would experience. They listened the course cassettes before their lesson, so they felt confident as they became familiar with the material .Asking for help, thinking positively and doing nothing were the other coping strategies used by candidates

In the light of study stated above, it can be asserted that for many students language course are anxiety-provoking courses. However the question of what students are actually doing to cope with their anxiety in language classrooms has received hardly any attention. So far, anxiety research has focused on the presence or absence of anxiety in different educational contexts. There is a lack of empirical work that deals with strategies that students use to deal with their language anxiety. A recent study by Kondo and Ying-Ling (2004) aimed to contribute to this deficiency. They measured the participants' who were enrolled in English courses at two universities in central Japan levels of language anxiety and collect a sample of tactics to cope with language anxiety. Their study is designed to classify the tactics into strategies. As a result, it is found that the level is up to 66%.. Through surveys, they identified seventy basic tactics for reducing language anxiety that cohered into five strategy types: preparation, relaxation, positive thinking, peer seeking, and resignation.

In order to fully understand the anxiety coping mechanisms in the language classroom, it is discussed to examine coping strategies on specific language skills and situations. The investigation of this thesis would contribute to this area.

2.3.5.2 Anxiety in Motivational Theory

In this study, the sources of English reading anxiety and coping strategies which are used against this anxiety are investigated within the theory of emotion. Existing studies on foreign language reading anxiety examine the issue within the domain of motivational theory. This study however, looks into anxiety from the point of emotion theory. For this reason, it is useful to make a distinction between anxiety in motivational theory and anxiety in emotion theory.

In the motivational literature, learners are described as being purposeful and motivated by the achievement goals that they are pursuing (Dwech, 1986; Nicholls, 1984). Anxiety arouses when a learner perceives an inconsistency between his potential actions and the learning outcomes (Boekaert, 1988). Dörnyei and Otto (1998) points out that achievement motivation theories regard another negative emotion; fear of failure. Individuals with high need for actualizing outcomes, tend to work with intensity and resist in failure. Fear of failure is regarded as the opposite of need for achieving one's goals. Both anxiety and fear , in this sense, are considered to affect a person's achievement behavior in every part of life, including language learning.

As mentioned earlier, learners' goals are very important in understanding their emotions since when goals change, emotional experiences change accordingly. In addition, emotions are regarded as a conducive to the implementation of motivationally settled goals.(Dörnyei, 1998). In this sense, it can be asserted that both emotion and motivation theories go hand in hand in explaining the complexity of affective experiences of learners. Motivation theories try to explain the question of why humans behave as they do and why people choose certain courses of actions (Dörnyei & Otto, 1998).Emotion theory, likewise, asserts that emotions explain and organize our own actions (James, 1884). However, the studies about anxiety in both educational context (Davis Di Stefano & Schutz, 2008; Pekrun, Elliot & Maier, 2008; Chapel, 2005; Osseiran, Waines & Elmacian, 1994) and foreign language classroom (Rodriguez &Abreu, 2003; Macıntyre, 2002; Horwitz, 2001; Coulombe, 2000; Schuman, 1999) focus on solely motivational theories to explain the anxious experiences without taking affective variables into account. The studies (Kim, 2009; Gardner, 1995; Dörnyei, 1990) demonstrate that the construct of anxiety is much more complex than it seems, since the study of motivation can overlap with study of emotion and there is an urgent need to examine the characteristics of foreign language anxiety across different content. With this thesis it is aimed to raise awareness on this area in accordance with the reading skill in EFL. Therefore the second part of the review of literature will be attributed to this skill as foreign language reading activities may create anxiety among learners.

2.4.   Reading Comprehension

Reading is an inevitable part of education for native and non- native learners of languages. Consciously or unconsciously, students are confronted with written language everywhere. At school, they get information in almost every topic via reading, in daily life they are exposed to reading though newspapers, story books, e-mails and so on. Although, Grabe and Stoller (2002) define reading as 'the ability to draw meaning from the printed page and interpret the information appropriately'', it is a much more complex cognitive process with many mental activities including decoding and comprehension. Writer encodes his message through the text, and the reader gets the meaning of the message by decoding it. Reading comprehension, the construction of meaning through reading, on the other hand, requires understanding sentences in discourse, building a discourse structure, and then integrating this understanding with what one has already knows .An effective reader not only understands world and concepts; but also he uses knowledge of the structure and organization of sentences, paragraphs and extended discourse. As it can be seen, reading comprehension is the process of extracting and constructing meaning through interaction with written language. Reading comprehension entails three elements as follows:

1. The reader who is doing the comprehension
2. The text that is to be comprehended
3. The activity in which comprehension is embedded

The teachers of reading observe their learners understanding in there levels: literal comprehension, interpretive comprehension, and applied comprehension. Literal comprehension requires the reader to recall or recognize information explicitly presented in the reading material. Interpretive comprehension asks for a paraphrase, explanation, inferences, conclusion, or summary. Applied comprehension requires the critical evaluations of the text. Gray (1960) makes this distinction as 'reading the lines', 'reading between the lines' and 'reading beyond the lines'. It is assumed that readers first learn how to understand text literally, then to infer meaning from text, and finally they learn how to approach text critically, which is the ultimate aim in language learning. The other common aims can be listed by Demirel (1987) as:

1. To have continuous and correct reading and understanding skills

2. To enrich the lexical capacity

3. To know that reading is one of the ways of obtaining knowledge

4. To improve the expressing ability by reading correct and well-written texts;

5. To make reading a pleasant hobby

William (1984) states similar views as the objectives in reading as follows:

1. to read text of a general nature with comprehension

2. to read flexibly according to purpose

3. to learn language and content from reading

4. to read with some degree of critical awareness.

These objectives may not be appropriate for all situations in teaching reading. They may change according to the learner's level, age, interest, the availability of teaching material and time, and the end-of-course assessment. However, the main purpose in reading is to understand the message what the writer gives in a reading text (William, 1984).

2.5. The Process of Reading

Nuttall (1996) accentuate that 'The meaning is not merely lying in the text waiting to be passively absorbed. On the contrary, the reader is actively involved and will very often have to work to get the meaning out by constantly guessing, predicting, checking and asking oneself questions.' This claim also supports Zamel's (1992) idea that meaning within the text is not merely put forward by the writer in order for the reader to extract. What the reader brings to the text and how the reader interacts with it contribute to making meaning from the text. From this perspective, in the reading literature, two simultaneous and complementary ways of processing have become common metaphors for different roads to comprehension: top-down and bottom-up processing.

2.5.1. Bottom-up Processing

In bottom-up processing, readers use their knowledge of language to identify linguistic elements for the comprehension of meaning. That is, throughout reading the reader identifies each letter, construct the identified letters into words, and then construct the words into phrases, clauses, and sentences. In order to reach the ultimate level of meaning, meanings in the smaller or previous levels must be constructed. Thus before constructing the meaning, the reader organizes all the letters in a word, then all the words in a phrase or clause. According to Nuttall (1996), it is logical to suppose that readers must understand the individual parts of the text before they can grasp the overall meaning. According to the bottom-up processing, reading has four characteristics. First, reading is a process which entails precise, detailed, sequential identification of the organization of linguistic elements such as letters and words. Second, reading is a precise processing of a text. Third, meaning is acquired through an analysis of language parts. Fourth, meaning resides in the text.

2.5.2. Top-down Processing

In top-down processing, readers use their prior knowledge to make prediction about the text. Nuttall (1996) states that the reader is an active participant in reading process and he tries to get the meaning out by guessing, predicting, checking, and asking questions to himself. That is, reading is a 'psycholinguistic guessing game' (Nuttall, 1996). Similarly, Goodman (1967) points out that readers do not read every words instead they make hypotheses about the next words to be encountered and check their predictions. It is enough to see some part of the text to guess the rest of the meaning of the words. In top-down processing after seeing the enough elements of the sentence, the reader guesses that the next element will be 'phrase' or 'clause'. According to the top-down processing, reading has five characteristics. First; reading is a reflective process of interpreting and understanding the text in terms of the questions and prior knowledge the readers formulates about the text. Second, reading requires readers to match textual information with internally activated information. Third, reading is largely a matter of interpretation. Fourth, meaning is understood through the

use of contextual cues and activation of prior knowledge. Fifth, meaning resides in the reader.

Effective readers continually adopt a top- down approach to predict the probable theme and then move to the bottom- up approach to check their assumption by reading details. That is, bottom- up and top-down processes interact for the reconstruction of meaning, as each kind of interpretation supports the other. At this points an interactive processing through which readers depend on both identification and interpretation appears.

2.5.3. Interactive Processing

Top-down and bottom- up are complementary ways of processing a text. Interactive processing claims that comprehension draws upon both top-down and bottom-up processing. Although sometimes one predominates the other, they are both used and needed by the reader. The reason why each reader may process the same text in different ways relies on the reader's experience, knowledge about language, knowledge of text structures and genres, metacognition, basic reasoning abilities, and active engagement. Keane (1990) claims that the quality of the text also affects the preference of each process. When the quality of the text is good, bottom-up processing is preferred. When it deteriorates, then top-down processing is activated. Interactive processing identifies the nature of reading as in the following: Reading requires both identification and interpretation. Reading also requires both knowledge of form and knowledge of substance. These types of knowledge operate simultaneously as readers read. The reader makes the text a part of what he/she knows. Meaning resides in the interaction of the text and the reader.

2.6. Ways of Reading

Even when we read in our own language we, often unconsciously, use a variety of reading strategies and techniques depending on the text and our reason for reading. For example, we would not normally read a newspaper and a textbook, or a telephone directory and a puzzle in the same way. There are four principal ways of reading: skimming, scanning, intensive reading and extensive reading.

2.6.1. Skimming

Brown (1994) defines skimming as quick eye movements across a whole text (an essay, article, or chapter, for example) to get the gist. In skimming one's eyes move quickly over the text to figure out what it is about, focusing on certain key words or phrases. Skimming occurs when we look quickly at the titles, at the beginning, and the end, at the first sentence of every paragraph and at the contents page of a book. The reader skims for a general purpose of identifying what the text is about and whether there is anything of interest to him in it. Skimming helps reader read not only quickly but selectively as well so as to obtain the general idea of the text. It enables reader to produce sentences about the facts expressed in outstanding sentences and answer questions that can be answered by a quick glance.

2.6.2. Scanning

Scanning occurs when the reader looks for some specific information without having to deal with the whole text. It helps the reader save time and energy as it makes him focus his attention on specific linguistic or meaningful features which are likely related to piece of information he is searching for. For example, maps, dictionaries are very common materials suitable for scanning.

2.6.3. Intensive Reading

The reader applies intensive reading when he wants to have a clear and total understanding of what he reads. It is an accuracy activity involving reading shorter texts for detail .Here the concern is for a complete understanding of a text. Deep and thorough understanding entails focusing on new words and expressions, writer's discourse style, both literal and non-literal meaning of the text, syntactical and lexical features of language, the writer's purpose and so on, so that the meticulous decoding of the text and maximum level in extracting meaning can be achieved.

Likewise Paulston and Bruder (1976) defines the major aim of intensive reading as developing the ability to decode message by drawing on syntactic and lexical clues by concentrating on skills such as guessing meaning from the contexts for recognition.

In teaching reading abilities, teachers ask for students use this strategy which requires great attention. Intensive reading lessons train students in reading as it not only reveals what meanings is, but also shows how it is produced.

2.6.4. Extensive Reading

Extensive reading is a strategy the reader employs when he reads longer texts usually for pleasure, unlike intensive reading which is an accuracy activity involving reading for a clear and complete understanding; it is a fluency activity involving global understanding. The aim of extensive reading is to read greatest possible amount of texts in the shortest time .This kind of reading helps the students enrich their vocabulary knowledge and improve their fluency in reading. In order to encourage students the reading text should not contain too much unknown or new lexical and structural features. This kind of reading is also labeled as 'reading by reading'.

2.7. Variables that Affect the Nature of Reading

Factors affecting the efficiency of reading can be divided into two as 'reader variables' and 'text variables' (Alderson, 2000). Reader variables include background knowledge of the reader about the topic and text genre, general knowledge of world and cultural variables, learners motivation and interest in subject matter, cognitive and metacognitive strategies and abilities, purpose of reading and maybe the most affective of all the emotional states of readers. Text variables, on the other hand, are related with topic, genre, text organization and presentation of text.

2.7.1. Reader Variables

It is revealed by the studies that readers themselves affect both reading process and product-their understanding of the text- in a number of different ways. The reader related variables are: schemata and background knowledge, knowledge of genre /text type, knowledge of subject matter/topic, world knowledge and cultural knowledge, reader skills and abilities, reader purpose in reading, reader motivation /interest and reader affect.

2.7.1.1. Schemata and Background Knowledge

Schemata are defined as interlocking mental structures representing reader's knowledge. During a reading process, readers integrate the new information from the text into their pre-existing schemata which influences how they recognize information as well as how they store it.

Carrell (1983) makes a distinction between formal schemata and content schemata. A formal schema means the knowledge of language and linguistic conventions, including knowledge of how texts are organized, and what the main features of particular genres are. It is clear that if readers do not know the language and structure of the text, then they will have great difficulty in processing it(Rayner, 1990).Vocabulary knowledge , in the same way, has long been recognized to be crucial in first language readers. Measures of readers' vocabulary knowledge correlate highly with measures of reading comprehension. Having to struggle with reading because of unknown words will obviously affect comprehension and take the pleasure out of reading. Study by Laufer (1989) shows that readers need to know 95% of the words in text to gain adequate comprehension and to be able to guess unknown words from context. Content schemata indicates knowledge of the world, including the subject matter of the text (Carrell, 1983).

2.7.1.2. Knowledge of Genre /Text Type

Knowing how texts are organized is an important issue in reading. That is, what sort of information to expect in what place, knowing how information is signaled, and how changes of content might be marked have immense effect in facilitating reading. For example, knowing where to look for the main idea in a paragraph and being able to identify how subsidiary ideas are marked help as reader process information.

2.7.1.3. Knowledge of Subject Matter/Topic

It would seem self-evident that, if one knows absolutely nothing about the topic of a text, one will find it difficult to process. Similarly , readers will find it easier to

read texts in areas they are familiar with, for example those they have studied, than those which they have not , even if their knowledge is more general than, or different from , the exact content of the text. Thus, it can be claimed that subject matter familiarity has also a facilitating effect in reading process.

2.7.1.4. World Knowledge and Cultural Knowledge

All language processing requires world knowledge which is fast and automatic. Without such process, language comprehension would be slow and laborious, if it could take place at all. Thus, world knowledge is essential to reading, too.

World knowledge refers to one's world, the way his world works; however, other people's worlds may work differently as experiences unique to one person and thus different to predict or control, but they may also be held in common with other people, who is called a culture, then cultural knowledge is also crucial to understanding.

2.7.1.5. Reader Skills and Abilities

It is clear that the nature of the knowledge that readers have influence their comprehension of the text (Nuttall, 1996). However, readers not only have knowledge, they have also abilities: abilities not only to learn new knowledge, but also abilities to process information. Researchers have long been concerned that readers may have relevant knowledge but that they may not posses, or have learned the ability or skill to process text. They need general cognitive ability and certain skills such as lexical inferencing. These abilities and skills distinguish good readers from poor readers, or good understanding from poor understanding.

2.7.1.6. Reader Purpose in Reading

We read since we want to get something from the writing. We read to get some ideas, facts, enjoyment, and so on. Whatever it is we want to get the message that the writer has expected. However, certain purposes ,such as looking for a phone number and glancing at a newspaper, affect the way that a reader approach the text .If the

reader wants to get a general idea of content, he will scan the text instead of paying attention to every detail. What exactly reader wants from the text determines the way he performs reading such as scanning, gisting, close reading, and rereading (Knutson,1997).Reading a story for fun is likely to be different from reading a text for examination.

2.7.1.7. Reader Motivation /Interest

Gardner and MacIntyre (1991) describe motivation as the effort expended in learning language and claims that it is responsible for high level of competence. Studies on poor language learners show that poor readers lack motivation to read or spend less time on improving their abilities. Many studies (Pekrun, 2008; Macıntyre, 2002; Hortwitz, 2001) were conducted to reveal the nature of reader motivation and two different types of motivation are identified: extrinsic and intrinsic motivation, both of which affect the quality of product of reading, in that extrinsically motivated students seem to read at a surface level, paying attention to facts and details rather than to the main ideas, to what the text is about, to how ideas in the text relate to each other, and to how the text relates to other texts, or to what the reader knows about the subject or the world. Intrinsic motivation, on the other hand, is more desirable as it enables reader to reach high level of understanding.

2.7.1.8 Reader Affect

The last and perhaps the most ignored possible cause of the variation between readers and reading that needs to be considered is the emotional state of readers. Fransson (1984) compared readers who reported state anxiety - who were anxious during the experience – with those who reported trait anxiety- who were habitually anxious people. He found that high trait anxiety led to readers ignoring the expressed purpose of the reading, and expecting threats. In other words, habitually anxious readers might expect threatening conditions, for example, during study reading, regardless of expressed intentions. In addition, he found an interaction between intrinsic motivation and state anxiety: students who reported being anxious during the reading showed weak intrinsic motivation. State anxiety interfered with intrinsic motivation and depressed factual test scores for those with strong intrinsic motivation. Students who

have low trait anxiety tend to read at a deeper level, whereas highly state- anxious students tend to be surface processors. Fransson, (1984) concludes that;

> 'Conditions provoking adaptation to expected test demands and high state anxiety are closely related to surface- level processing and high intensity of reading. In contrast all subject not adapting to an expected test and low in state anxiety reported deep level processing and in most cases a low intensity of reading.' (p.112)

2.7.2. Text Variables

The other side of the coin in the reader – text interaction is the text itself. Many aspects and factors of text might facilitate or make difficult the reading process .These factors range from text content, to text types or genres, text organization, sentence structure, lexis, text, typography, layout, the relationship between verbal and non-verbal text, and the medium in which the text is presented. There are the most outstanding ones:

2.7.2.1 Text Topic and Content

Text content will affect how readers process text. Alderson (2000) points out those abstract texts will be harder to understand than texts describing real objects, events or activities. The more concrete, imaginable and interesting, the more readable the text. Texts on arcane topics are likely to be harder to process. Texts located in familiar settings, on everyday topics are likely to be easier that those that are not.

Similarly, the quality of information in a text affects understanding and recall. Explicitly stated information in the text requires less inferencing so it has a positive effect on recall. Legal texts are notoriously difficult to follow precisely as they seek to avoid all possible ambiguities and alternatives interpretations.

2.7.2.2. Text Type and Genre

Certain topics are associated with certain types of text. For example, descriptions of how things work are more likely to be found in expository texts than in narrative texts. Expository texts are claimed to be harder to process than narrative texts, perhaps because of the greater variety of content. It can be asserted that what makes a text difficult it not the actual content but the way it is written or organized, which leads a number of different classification of text type. For example, the differences between literary and non-literary classification can be taken into account, in that it is sometimes assumed that literary texts are somehow harder to process, either because of the multiple layers of meaning they are held to contain, or because of the wider and more complex range of language they include.

2.7.2.3. Text Organization

Text organization that is how the paragraphs relate to each other, is a key element that distinguishes one text type or genre from another. Even within one genre different organizations might lead to different outcome or process. If text is organized according to sequence of events and if the relationship between ideas is signaled, it will be easier and faster to comprehend than text whose sequencing is random or disturbed. It is also related with being coherent, since coherent text is much easier to comprehend than less coherent text. Reader may fail in understanding texts presenting facts with little explanation of relationships between them and forcing readers to make many connecting inferences. Similarly, a text with a consistent spatial organization, e, g, description of objects that follows a clear logical sequence, from outside in, or left to right, is easier to understand and recall.

2.7.2.4. Verbal and Non-Verbal Information

A text that contains only verbal information and is typed in small print, will be much more difficult to process since it seems dense. Information presented with tables, diagrams and with other alternatives enables the reader to work with a more

complementary way of processing information. Moreover, some text types cannot be understood without the non-verbal graphic data. Journal articles, for instance, need to be presented with tables in addition to verbal items in order to provide support for the processing of verbal information (Pekrun, 2008).

2.7.2.5. The Medium of Text Presentation

With the development of the internet and the use of computer, more and more information is now available online. In spite of profound data online, many readers prefer to print out texts and process them at leisure. The reason why lies in the fact that processing text on screen has some limitations compared to processing in print. For instance, readers can only process one screen at a time, and scrolling forward and backwards is more time-consuming and less efficient than turning pages. Reading from paper is generally faster, more accurate and less tiring.

Clearly, any variable that has been shown to have an impact on either the reading process or product needs to be taken into account for effective teaching and learning in both first and second language acquisition. If the reading process or product varies according to such influences, and if such influences occur in foreign language classes then it is risky to ignore them. Such ignorance may prevent potential language learners from becoming competent readers in second language. This thesis will especially focus on 'reader affect' in order to contribute to the total picture.

2.7.3. Other Variables

In this part, in addition to the factors that stem from the nature of the text and personal factors two further variables are discussed: classroom environment and the teacher. A recent study (Wallace, 2001) shows that foreign language reading classroom itself is a factor that affects the reading process. Wallace (2001) claims that the success of reading is affected by classroom learning processes. These processes can be social as much as individual and involves complex interactions between learners, teachers and learners' peers. Wallace (2001) also indicates that success of FL reading is highly affected by the environment in which the learning takes place. If this is true, it may be claimed that the classroom learning environment and the teacher themselves can cause

anxiety among the learners. The study of the Wallace (2001) also claims that the attitude of the teacher may affect success in the FL reading classroom. Teachers who may be unmotivated may create a boring and monotonous learning environment. This, in turn, may hinder the reading process.

Similarly, the presence of a group of students in the class who always criticize the others, while answering the comprehension questions about a text may affect learners' active participation. In this case, the reading process of an individual learner may be affected negatively. To sum up, anxiety may be caused by many factors such as reader variables, text variables and other variables.

This chapter has looked at the literature on emotions. Some views and definitions of emotions have been given as in the emotion theory. In addition some important studies of scholars about certain emotions and their implications in English (EFL) and foreign language learning (FLL) environment have been discussed. Finally, the literature of foreign language reading skill including the reading process and the variables affecting the nature of reading has been presented.

3

METHODOLOGY

3.0. Presentation

In this chapter, first the overall design of the study with the subjects and the setting is clarified. Then, the treatment of the research in terms of research design and group size and selection is identified. This section ends with the clarification of the data collection devices.

3.1. Purpose of the Study

The present study aims to identify the emotional coping strategies of secondary school ELT learners against anxiety in reading tasks. This study seeks to answer to following research questions:

1. What are the factors that learners believe to provoke foreign language anxiety in reading tasks?
2. What strategies do learners use to cope with their foreign language anxiety in reading tasks?

3.2. Subjects and Setting

The population of the study was EFL learners in Turkey. The sample group was 6th, 7th and 8th grade elementary level learners of English as a foreign language in Yazıhüyük Gazi Primary School in Nevsehir, Turkey. One hundred and thirty learners participated in this study. There were 134 learners in total, but a total of four learners were excluded from the study as they did not attend classes regularly. The study was conducted in the first term of academic year 2010-2011. The classes in which the researcher was teaching were not included in this study for the purpose of objectivity.

Table 4. Distribution of Participants

Grade	Number	Percentage
6th grade	60	46,1
7th grade	40	30,7
8th grade	30	23,0
Sum	130	100,0

This study focused on all the possible sources of reading anxiety in a Turkish EFL context; therefore, the selection of participants was of utmost importance. It was assumed that the participants in this study had adequate emotional experiences with English reading tasks. Therefore; they would participate in an anxiety study as they had been exposed to a great number of reading activities both in the classes and in the exams. In other words; they are accustomed to reading in English and thus, it might be asserted that learners had some level of consciousness about their reading ability and their emotional experiences of reading in English. Thus, they were expected to contribute to the study by means of reflection on experience.

Since the course books that are taught in the English courses are not the same in the nationwide, the names of the course books should be made clear .The participants took four hours of weekly compulsory English classes per week in which "Spring" (6th grade); 'Spring' (7th grade) and 'English Net' (8th grade) were used as course books. These course books are all published by the National Ministry of Education. The books that are taught in these classes have been written in accordance with the new English language curriculum for primary education based on a constructive and communicative approach as mentioned in the prefaces. The four skills; namely reading, writing, listening and speaking are integrated in the learners' books. There is no individual course book for reading. The aim of these course books is to improve learners' personal and social skills through a variety of functional and communicative activities including dialogues, newspaper articles, poems, songs, anecdotes, stories, interviews, short TV programmes, video extracts, games, registration forms, information gap activities, diaries, questionnaires (Şilit and Aslantürk, 2010; Karapınar, 2010.)

The course books consist of 16 units and each unit has a topic appropriate to the new English Language Curriculum (2006) developed within the scope of Common European framework based on the principles of constructivism within a communicative

language teaching approach. Each unit contains at least one reading activity in which new language functions are introduced and taught to learners in this part. Each reading activity starts with a pre-reading part in which learners are prepared for the reading activity. In this part, learners predict, discuss, make lists or answer questions about the topic. While-reading activities expect learners to read for general meaning, and then search for the details. Post reading activities mainly try to encourage learners to become productive in what they have learned in the reading passage.

3.3. Treatment

In this section, first the research design is clarified. Then, the sample group of subjects is identified. This section ends with a discussion and clarification of the data collection instruments.

3.3.1. Research Design

In line with the aims of the present study, the design of the research is both quantitative and qualitative. In order to meet these aims, three research instruments were used. The first research instrument was the Foreign Language Reading Anxiety Scale (FLRAS). The second one was the Ways of Coping Questionnaire (WCQ) and the third one was post questionnaire interviews (PQI). After the instruments were designed and evaluated in terms of reliability, they were applied to the sample group selected for the research.

The first research instrument, FLRAS, aimed to measure the amount of reading anxiety as experienced by the foreign language learners and reveal the underlying factors that contribute to FL reading anxiety. The quantitative research which is adopted in the first part of this study also drew on the traditions of research in foreign language anxiety. Ebel (1980) suggested that survey research is good at revealing the contemporary facts in detail; likewise, many leading researchers (Horwitz et al., 1986; Saito et al., 1999) in ELT, used survey research in their foreign language anxiety studies. In the light of the initial research questions that ask about the foreign language reading anxiety level among learners of English and the factors that those learners believe to contribute to their foreign language anxiety, an anxiety scale was developed.

This survey was inspired by different scales from different survey studies. These studies are as follows: Foreign Language Listening Anxiety Scale (FLLAS) by Kim (2000); The Foreign Language Reading Anxiety Scale (FLRAS) by Saito, Garza and Horwitz (1999); The Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz and Cope (1986); and Fear of Negative Evaluation Scale (FNE) by Leary (1983).The anxiety provoking factors under different subheadings provided the general direction of categories in the questionnaire whilst the related items were rephrased. (Please see Appendix 1 for the FLRAS and Appendix 2 for the Turkish version of the FLRAS).

The second research instrument, WCQ, aimed to identify the coping strategies which are within the framework of appraisal theory as mentioned in the review of literature. Specific strategies of secondary school learners in coping with anxiety in foreign language reading were examined using The Ways of Coping Questionnaire developed by Folkman and Lazarus (1980).Prior to the administration of this questionnaire, learners were given a particular reading text according to their level in order to create a real life anxiety provoking atmosphere. The reading texts were selected according to the course books used in their classes. These texts reflected their current level of English but the texts were had not encountered yet. (Please see Appendix 3 for the WCQ and Appendix 4 for the Turkish version of WCQ).

The third research instrument, the post questionnaire interviews (PQI) aimed to confirm or disconfirm the issues investigated in the WCQ .Interviews were held with each participant with asked to state the reasons for their choices and whether they needed to add any further information. the aim of clarifying any issues that needed further attention. Each participant was

3.3.2. Group Size and Selection

In this research study, 6 th, 7th and 8th grade elementary level EFL learners in Yazıhüyük Gazi Primary School in Nevsehir, Turkey were chosen as a data gathering group. An official permission document was obtained from the governorate of Nevşehir prior to the administration of the questionnaire. (Please refer to Appendix 4 for official

permission document). The learners selected as subjects are the ones studying at the mentioned school above, during the first term of academic year 2010-2011.

3.3.3. Data Collection Devices

This section presents the instruments used for data collection. Initially, Foreign Language Reading Anxiety Scale is presented. Subsequent to this, The Ways of Coping Questionnaire is clarified. Finally, Post Questionnaire Interviews are presented.

3.3.3.1. The Foreign Language Reading Anxiety Scale

The Foreign Language Reading Anxiety Scale provided data about the foreign language learners' anxiety level in reading tasks and the underlying reasons for this anxiety .FLRAS has 16 items and learners responded to each item using a five-point Likert scale ranging from "strongly agree" to "strongly disagree." These 16 statements prepared for the questionnaire were based on the variables that affect the nature of reading, proposed by Alderson (2000).Additional categories were put from Gönen (2005).These factors were put into three categories as 'reader variables' ,'text variables' and 'classroom variables'.

Reader variables included were given below:

- Schemata and background knowledge
- Knowledge of genre /text type
- Knowledge of subject matter/topic
- Knowledge of the world and cultural knowledge
- Reader skills and abilities
- reader purpose in reading
- Reader motivation /interest
- Reader affect

Text variables, on the other hand, were related with topic, genre, text organization and presentation of text. Text variables included were given below:

- Text topic and content
- Text type and genre
- Text organization
- Verbal and non-verbal information
- The medium of text presentation

In addition to these variables classroom variables were also taken into account. They were:

- Classroom environment
- Teacher attitude
- Reading tasks

In calculating the total scores of the anxiety scale, a numerical value was first given to each of the items in the scale. For the statements, such as item 4 in the anxiety scale, "I am afraid of reading long texts because I may be distracted and lose my concentration," the scoring went after the following rule, "strongly agree" (5 points), "agree" (4 points), "not sure" (3 points), "disagree" (2 points) and "strongly disagree" (1 point). As there were 16 items in the FLCAS, the possible range of score was 16 to 80. The higher score indicated more anxiety on the learners' part.

3.3.3.2. The Ways of Coping Questionnaire

The Ways of Coping Questionnaire was designed by Folkman and Lazarus (1980) to identify the thoughts and actions that an individual uses to deal with the internal and/or external demands of specific stressful encounters (Folkman & Lazarus, 1980).Originally, it was designed as a research tool in clinical settings to identify the types and degree of pathology, or to measure the effects of interventions. It was revised and the revised Ways of Coping (Folkman & Lazarus, 1985) differs from the original Ways of Coping Checklist (Folkman & Lazarus, 1980) in several ways. First, some change formatted was made. For example; in the original version Yes/No format was used; however, on the revised version the subject responds on a 4-point Likert scale (0

= does not apply and/or not used; 3 = used a great deal). The other change was related to redundant and unclear items which were either eliminated or rephrased.

Out of the two scales used by Folkman and Lazarus (1980), the first set of scale was formed by a wide range of stressful encounters reported by a community sample of middle-aged married couples (Folkman et al., 1986), and the second scale was formed from a study of the ways learners coped with a college examination (Folkman & Lazarus, 1985).

The coping data for this second set of the Ways of Coping were gathered from 108 undergraduates who completed the scale three times as part of a study of examination stress. According to observations from the three occasions necessary changes were done. Nine items were eliminated from a 66-item questionnaire because of their skewness and restricted variance. The remaining 57 items were submitted to particular factors. The procedure produced eight scales, including one problem-focused and six emotion focused scales, and an eighth scale containing both problem and emotion focused items (Folkman, 1986).These eight scales are: problem-focused coping, wishful thinking, detachment, seeking social support, focusing on the positive, self blame, tension reduction, and keep to self.

In this study, the second set of scale was used as it was designed to investigate academic stressors as it can be used as a stimulus for discussion. It was used for the identification of the possible options for coping and the strategies that were actually used by the foreign language learners against the anxiety that they may feel in English language reading. The present study used four factors from the above mentioned eight scales. In order to choose these categories first learners were consulted on their possible reactions to coping with foreign language reading anxiety. They were asked to choose from the eight scale categories. The most frequently used categories were thus determined and used in the study.

The action tendencies included both negative and positive expressions for each category in order to get more reliable data. The categories for the particular action tendencies were chosen according to whether they were observable in the class. These

scale categories and the relevant action tendencies are shown in the table below with the items adapted by the researcher given in italics.

Table 5. Scale Categories and Action Tendencies

Category	Action Tendencies
Detachment	a) Go on as if nothing is happening. b) *I believe that there is nothing to do ,so I do not start reading.*
Seeking Social Support	c) I let my feelings out somehow. d) *I turn to a classmate who is in the same situation and ask for advice.*
Self-Blame	e) I criticize myself *for being incompetent.* f) *I promise myself to improve my reading ability.*
Problem-Focused	g) *I go over what I will do in my mind.* h) *I keep myself cool and make myself believe that I can do the activity.*

3.3.3.3 Post Questionnaire Interviews

Post Questionnaire Interviews with 13 selected learners were held following the administration of the Ways of Coping Questionnaire. Participants were chosen from among the learners who were relatively self-confident, talkative and outgoing so that they could verbalize their emotions and thoughts during the interview. These 13 learners were divided into three groups according to their grades. The researcher herself carried out the interview sessions with each participant group in her office. A non-disturbing and silent setting was provided for the interview.

The participants were first told what they were expected to do; then they were given a reading text which was selected from their course book. (See Appendix 6, 7 and 8 for the reading texts). Participants were asked to read the text and do the following activities related to the text. The reason for giving a reading text and ask for learners to answer related questions was to provide a real-like atmosphere so that more reliable

data could be gathered. As soon as the participants finished the text, they were given a coping scale with statements such as 'When I feel tense as soon as I feel that I am going to read in English…', by pointing out the items in the foreign language reading anxiety questionnaire and they were asked to complete the statement with the coping options that they applied during the anxious situation. For each statement in the foreign language reading anxiety questionnaire, the same procedure was followed. The participants were expected to report the coping strategies they used to overcome the restrictions of the anxious situation.

4

DATA ANALYSIS AND DISCUSSION

3.0. Presentation

In this chapter, the data obtained through some certain instruments is interpreted and analyzed. First, the pilot study done prior to the actual administration of the questionnaire is explained. Next, the actual study is analyzed statistically. The instruments to be analyzed are the results of FLRAS, Distribution of WCQ and the information and comments gathered from PQI.

The data obtained were processed through SPSS 17 and the most of the statistical results are given in SPSS format.

2.5.   Pilot Study

The information about the setting and participants, aims and analysis of the pilot study is given below. A pilot study was conducted to evaluate the validity and reliability of the instruments used in this research.

2.5.1. Setting and Participants of the Pilot Study

This phase of the survey comprised 50 learners from another primary school in the same area, who were thought to represent the target group. They were randomly selected from the learners of 6th, 7th and 8th grade of the foreign language learners. They were informed about the objectives and the importance of the study, and their vital roles for the steps of the study. The aim was to prevent any external variables, such as indifference of the participants and other similar attitudes that can commonly occur in social sciences research.

Turkish version of the questionnaire was administered in order to avoid any language drawbacks and/or misunderstanding and for saving time. The same subjects were not included in the main study in order to avoid any short-term memory effects.

4.1.2. Aims of the Pilot Study

The pilot study was conducted in order to evaluate the validity and reliability of the instruments used in this research. Randomly selected fifty (6 [th], 7th and 8th grade) elementary level learners from another primary school in the same district participated in the pilot study. They were informed about the objectives and the importance of the study and their vital roles for the following steps of the research so that measurement of the instruments could be fulfilled without any external variable, such as indifference of the participants.

4.1.3. Findings of the Pilot Study

The validity and reliability of the foreign language reading anxiety scale, developed by the researcher, was calculated in a pilot study with 50 learners by applying a principle component analysis and Cronbach's alfa. The alpha (α) reliability score for the questionnaire was .87 which showed that the questionnaires would reliably serve the purposes of the study.

The foreign language reading anxiety scale used in the research comprised 16 items referring to foreign language reading anxiety provoking factors such as, the reading tasks, the attitude of the teacher, the nature of the text, some personal factors and the classroom environment. This questionnaire was administered to learners at different times and the result of the Pearson product-moment correlation coefficient analysis, with the score of .83 showed that the questionnaires would reliably serve the purpose of the study.

There were initially 32 questions scored on a five-point Likert type scale in the FLLAS. In order to find out whether the construct validation and reliability analyses of the questionnaire reveal acceptable statistics and coefficients, a factor analysis was conducted. Valid and invalid questions were identified; and Cronbach's Alpha values

were calculated to check the internal reliability of the whole scale along with individual factors. The factor analysis was used as a data reduction technique in order to reduce or summarize the data using a smaller set of components from a large set of variables (Pallant, 2001). The researcher found out that 11 of these questions were not able to serve the purpose of the current study. That is, they were not reliable or valid indicators of the study's constructs. Therefore, these items were eliminated through this analysis.

The factor analysis created a scale comprising of 21 items with a theoretical range of 21 to 105. However; when these items were deleted from the questionnaire, the distribution between the factors that contribute to foreign language reading anxiety were unbalanced. In order to compensate this shortcoming, the questionnaire was redesigned and each factor was checked with a single question. In the end, 16 items were left. For the reliability of this questionnaire, the test-retest method was used.

After the pilot study, some of the questions were altered and some excluded from the instruments. Moreover, one of the contributions of the pilot study was that the alpha coefficients of the instruments increased.

4.2. Analysis and Interpretation of the Questionnaires

In this section, the main study is explained. After a presentation of the features of the questionnaires, the data gathered through the statistical study is presented.

4.2.1. Analysis of Foreign language reading anxiety scale

With the help of Foreign Language Reading Anxiety Scale (FLRAS), the sources of FL reading anxiety in a Turkish EFL context were identified in this study. Data analysis was done by using the Pearson product- moment correlation and findings indicated that learners experience 83% foreign language reading anxiety. The table 6 below provides for a general portrait of the percentage of the responses which range from "strongly disagree" (1) to "strongly agree" (5) on a five-point Likert scale.

Table 6. Distribution of Responses to FLRAS

Categories & Sub-Categories	Questionnaire Item	Strongly Disagree & Disagree	Not Sure	Strongly Agree & Agree
Personal Factors/ Reader Affect	1) I feel tense as soon as I feel that I am going to read in English.	20,0	0,0	80,0
Personal Factors/ Reader Purpose in Reading	2) I feel uncomfortable if I read a text just because I have to read it in English.	32,0	8,0	60,0
Nature of Text/ Verbal and Non-verbal Info	3) I feel bored even before I read an English text if it doesn't have any pictures or shapes.	22,0	12,0	66,0
Nature of Text/ Medium of Text Presentation	4) I am afraid of reading long texts because I may be distracted and lose my concentration.	26,0	6,0	68,0
Personal Factors /Reader's Knowledge of Genre and Text Type	5) I feel tense while reading in English if I am not familiar with the text type.	32,0	18,0	50,0
Nature of Text/ Text Type and Genre	6) I am scared of reading certain types of texts like literary texts (stories, novels, poems,) because they are harder to follow.	20,0	10,0	70,0
Nature of Text /Text Topic and	7) If the topic doesn't interest me while reading an English text, I lose my	34,0	4,0	62,0

Content	concentration as well.			
Personal Factors/ Reader's Schemata and Background Knowledge	8) I feel anxious when I read an English text about which I don't have any prior knowledge.	8,0	6,0	86,0
Personal Factors/ Reader's Schemata and Background Knowledge	9) I get anxious if I come across new words while reading something in English.	8,0	4,0	88,0
Personal Factors/ Reader's Schemata and Background Knowledge	10) I get nervous whenever I come across new grammar points while reading in English.	10,0	2,0	88,0
Personal Factors/ Reader's Skill and Ability	11) When I know the words in the text while reading something in English but still cannot understand what the paragraph or the clause means, I feel desperate.	20,0	6,0	74,0
Attitude of the Teacher/ Teacher's Guidance	12) I feel worried while reading in English, if the teacher does not give any explanation about the text.	18,0	6,0	76,0
Reading Tasks	13) I feel threatened while doing reading comprehension activities because I fear I will do badly.	20,0	0,0	80,0

Attitude of the Teacher	14) While doing reading activities in the class, I feel tense because my teacher may think that I am incompetent in English if I make a mistake.	16,0	2,0	82,0
Classroom Environment	15) I am afraid of saying something wrong while doing reading activities in the class because others may negatively view my language ability.	30,0	8,0	62,0
Personal Factors/ Reader Interest	16) I do not, generally, read in English except in class.	34,0	4,0	62,0

In the table above , the factors that provoke foreign language reading anxiety are given in mixed order as it was supplied to participants .Table 7 below shows the distribution of these factors according to their main category.

Table 7. Distribution of the factors that provoke FLRA.

	Reading Task	Attitude of the Teacher	Nature of the Text	Personal Factors	Classroom Environment
	86.15%	84.62%	83.62%	82.89%	80.31%
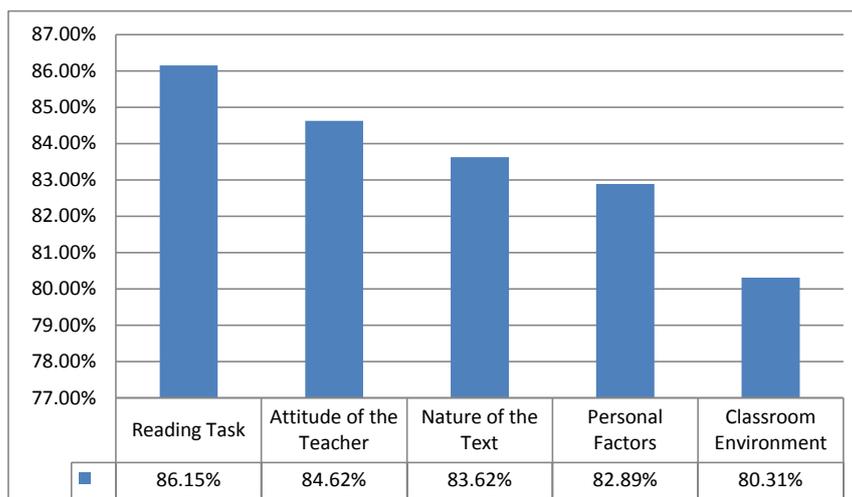
According to Table 7, five main categories include anxiety caused by reading tasks, anxiety caused by the attitude of the teacher, anxiety caused by the nature of the text, anxiety caused by personal factors and anxiety caused by the classroom environment. The following part includes results identified from the data for each category.

4.2.1.1. Anxiety Caused by Reading Tasks

As seen in table 7, the reading tasks appeared as the main category and source of FL reading anxiety. It can be asserted that reading comprehension tasks have a potential of creating anxiety and frustration for most of the learners in this study. The results of the related item with reading tasks are given below.

Table 8. Distribution of the Likert Scale Related to the Reading Tasks

Item No	Category	Questionnaire Item	Strongly Disagree & Disagree	Not Sure	Strongly Agree & Agree
13	Reading Tasks	I feel threatened while doing reading comprehension activities because I fear I will do badly.	10,0	10,0	80,0

Reading tasks is the category derived from the questionnaire about the reading course. The analysis of the Likert scale indicates learners' concern and frustration about reading comprehension tasks in the reading course. The total percentage of agree and disagree options is 80%; thus, it can be said that doing tasks about the reading text and the concern of doing well in the class cause anxiety among the learners.

4.2.1.2 Anxiety Caused by the Attitude of the Teacher

Statements 12 and 14 investigated the attitude of the teacher. The distribution of the teacher related anxiety causing factors is given in the table below:

Table 9. Distribution of the Likert Scale Related to the Attitude of the Teacher

Item No	Category	Questionnaire Item	Strongly Disagree & Disagree	Not Sure	Strongly Agree & Agree
12	Teacher's Guidance	I feel worried while reading in English, if the teacher does not give any explanation about the text.	18,0	6,0	76,0
14	Teacher's Attitude	While doing reading activities in the class, I feel tense because my teacher may think that I am incompetent in English if I make a mistake.	16,0	02,0	82

As displayed in Table 9, the analysis of Likert scale reflects that the teacher might also be a cause of anxiety. When agree and completely agree options are considered together the responses given to the item 12, that is to say 76%, showed that learners expect some kind of guidance or explanation about the reading text otherwise they feel anxious.

For the 14th item 82% of the participants mark "agree" and "strongly agree" options. Taking this percentage into consideration, it can be asserted that the negative attitude of the teacher affects the reading process very much. Learners think that their reading is negatively affected by the idea that their teacher will judge their language ability negatively.

4.2.1.3 Anxiety Caused by the Nature of Reading Text

The analysis of foreign language reading anxiety scale revealed that learners experience anxiety caused by the nature of reading text. With the help of the questionnaire it is identified that while learners are reading a text in the target language, there are some factors that make them feel frustrated and anxious, and block their understanding. A total of four sub-categories were formed under the main category of the nature of reading text. Distribution of the sub-categories related to the reading text is shown in Table 10.

Table 10. Distribution of the Likert Scale Related to the Nature of Reading Text

Item No	Category	Questionnaire Item	Strongly Disagree & Disagree	Not Sure	Strongly Agree & Agree
3	Verbal and Non-verbal Info	I feel bored even before I read an English text if it doesn't have any pictures or shapes.	22,0	12,0	66,0
4	Medium of Text Presentation	I am afraid of reading long texts because I may be distracted and lose my concentration.	26,0	06,0	68,0
6	Text Type and Genre	I am scared of reading certain types of texts like literary texts (stories, novels, poems,) because they are harder to follow.	20,0	10,0	70,0
7	Text Topic and Content	If the topic doesn't interest me while reading an English text, I lose my concentration as well.	34,0	04,0	62,0

From the table, it can be seen that for the 66% of the participants the lack of illustrations is a source of anxiety. That is, they care about whether the text includes any pictures or not.

The following sub-category related to the nature of the reading text is the *medium of the text presentation.* 68% for the item 4 is accumulated in "agree" and "strongly agree" options. So, it can be said that the format of a text such as the length might cause anxiety. Sometimes it is inevitable for learners to get bored before starting to read long texts.

Seventy percent out of 100% participants are accurate on "agree" or "strongly agree " options for the item 6 which is "I am scared of reading certain types of texts like literary texts (stories, novels, poems,) because they are harder to follow". The result of this item is quite important as it is clear that some sort of *text types and genres* are much more difficult for foreign language reader as they include wider range of characters and places. Their sentences may be longer than the ones they study in the reading course, which causes anxiety.

Item 7 focuses on the relationship between the learners' anxiety level and the *topic and content* of a reading text .There is a clear statistical difference between "agree/strongly agree" and "disagree/strongly disagree" options which are 62% and 30% respectively. 62% of the learners think that *topic and content* of a reading text is a source of anxiety. That is, while reading in the target language, the topics which are not interesting or difficult for learners may lead to anxiety.

4.2.1.4 Anxiety Caused by the Personal Factors

Results of the foreign language reading anxiety scale analyses indicated that one of the causes of the anxiety learners experience while reading in the target language was due to some personal factors. Learners expressed that some personal factors such as reader affect, reader purpose in reading, reader's knowledge of genre and text type, reader's schemata and background knowledge, reader's skill and ability, and reader interest affect reading process and the anxiety level.

A total of seven sub-categories were revealed and the distribution of these subcategories is shown in Table 11.

Table 11. Distribution of the Likert Scale Related to the Personal Factors

Item No	Category	Questionnaire Item	Strongly Disagree & Disagree	Not Sure	Strongly Agree & Agree
1	Reader Affect	I feel tense as soon as I feel that I am going to read in English.	20,0	0,0	80,0
2	Reader Purpose in Reading	I feel uncomfortable if I read a text just because I have to read it in English.	32,0	8,0	60,0
5	Reader's Knowledge of Genre and Text Type	I feel tense while reading in English if I am not familiar with the text type.	32,0	18,0	50,0
8	Reader's Schemata and Background Knowledge	I feel anxious when I read an English text about which I don't have any prior knowledge.	8,0	6,0	86,0

9	Reader's Schemata and Background Knowledge	I get anxious if I come across new words while reading something in English.	8,0	4,0	88,0
10	Reader's Schemata and Background Knowledge	I get nervous whenever I come across new grammar points while reading in English.	10,0	2,0	88,0
11	Reader's Skill and Ability	When I know the words in the text while reading something in English but still cannot understand what the paragraph or the clause means, I feel desperate.	20,0	6,0	74,0
16	Reader Interest	I do not, generally, read in English except in class.	43,0	4,0	62,0

As a personal factor, *reader affect* appeared to cause anxiety while reading in the target language. 80% of the participants seemed to experience anxiety as soon as they feel that they are going to read in the target language. This factor reflect that learners experiencing some negative incidents related to reading that cause to hold some prejudices against reading in the target language. These prejudices may lead to frustration and anxiety even before start to read.

Another sub-category which holds 60% of the participants' choice is the *readers' purpose in reading.* That is, this item showed that having reading as a compulsory situation causes learners' to get away from the pleasure of reading, and therefore causes anxiety. It can be asserted that learners do not like someone forcing them to read; instead they prefer to read just because they want to read.

As shown in Table 11, *reader's knowledge of genre and text type* emerged as another anxiety provoking part of the reading process related to the personal factors. Being used to certain text types makes learners feel secure about what sort of information to expect in what place, knowing how information is signalled, and how changes of content might be marked; however if they are not used to a genre that they are supposed to read they may have the fear of not comprehending the reading material which leads to anxiety and this constitutes a big problem for them while reading in the target language.

Another source of anxiety related to the personal factors is the *reader's schemata and background knowledge.* Significant score is realized for the related item 8, with a percentage of 86%. This score indicates that unknown topic causes anxiety. When learners face unknown concepts in a text, it would be difficult for them to comprehend what the text tells them.

Unknown vocabulary in a reading text appeared to be another source of anxiety from the learners' answers to questionnaire. As displayed in Table 11, 88% of the participants marked 'agree' or 'strongly agree' options. That is, the majority of the learners believe that unknown vocabulary is a source of anxiety in EFL reading. This category is related to learners' expression of anxiety about the words that do not exist in their schemata.

The analysis of the foreign language reading anxiety scale showed that 88% of the respondents feel worried about the reading texts which include certain amount of new or complex *grammar points.* This means that it may be difficult for them to understand grammar points in which a sentence is as long as a paragraph or the subject or object of the sentence is not clear.

As a personal factor, *reader's* lack of reading *skill and ability* appeared to cause anxiety while reading in the target language. Learners score 74% in "strongly agree and agree" options, which means that they might feel anxious because of not using appropriate strategies or using certain strategies incorrectly such as focusing on details and the meaning of the individual words and not being able to identify the author's main idea or the important points, which are necessary for effective reading.

Readers' lack of *interest* in reading in the target language is another source of reading anxiety related to the personal factors. As displayed in Table 11, more than half of the participants, that is to say 62% of them, do not do extensive reading because of lack of motivation they experience. That is, when learners lose their motivation at once, it would be difficult for them to go on reading anymore; therefore, they would be likely to feel anxious towards reading in the target language and do not get the habit of reading after classes.

4.2.1.5 Anxiety Caused by Classroom Environment

Results of the foreign language reading anxiety scale analyses revealed that another cause of the anxiety learners experience while reading in the target language was because of the classroom environment. Distribution of 15th Statement of the Questionnaire, which is related to classroom environment, is given in the table below.

Table 12. Distribution of the Likert Scale Related to the Classroom Environment

Item No	Category	Questionnaire Item	Strongly Disagree & Disagree	Not Sure	Strongly Agree & Agree
15	Classroom Environment	I am afraid of saying something wrong while doing reading activities in the class because others may negatively view my language ability.	30,0	8,0	62,0

In the main category of the c*lassroom environment* 62 % of the participants express anxiety related to the attitudes of their classmates when they make mistakes. The category of the classroom environment included expressions such as the negative atmosphere in the classroom and the relations between the friends that cause anxiety. In the existence of a group of learners in the class who always criticize the others or make fun of them, while answering the comprehension questions about a text if someone says something wrong or read, the reading activity it may be much more anxiety provoking. With these findings in mind, this next session focus on emotional coping strategies with the comments and information which were gathered through post questionnaire interviews.

4.2.2 Ways of Coping Questionnaire and Post Questionnaire Interviews

The second data gathering instrument includes coping strategies that learners use against the foreign language reading anxiety provoking factor which were noted above. The distribution of the four coping strategies namely; seeking social support, detachment, self-blame, problem -focused coping is given in the table 13 which provides a general portrait of the percentage of the responses.

Table 13. Distribution of Responses to WCQ

Category	Frequency of Ways of Coping			
Anxiety Caused by Reading Tasks	Seeking Social Support % 35	Detachment % 28	Self-Blame % 21	Problem-focused coping % 14
Anxiety Caused by the Attitude of the Teacher	Detachment % 51	Seeking Social Support % 18	Problem-focused coping % 17	Self-Blame % 14

Anxiety Caused by the Nature of Reading Text	Detachment % 53	Seeking Social Support % 26	Problem-focused coping % 13	Self-Blame % 8
Anxiety Caused by the Personal Factors	Seeking Social Support % 38	Detachment % 25	Self-Blame % 20	Problem-focused coping % 17
Anxiety Caused by Classroom Environment	Detachment % 50	Seeking Social Support % 28	Problem-focused coping % 15	Self-Blame %7

Participants' responses to the WCQ showed that the usage of certain coping strategy changes according to each anxiety provoking factor. The analysis of each factor with the data gathered from post interview questionnaire is given in the next session.

4.2.2.1 Ways of Coping with Anxiety Caused by Reading Tasks

The foregoing analysis suggests that learners are more likely to seek social support (% 35) in response to anxiety caused by reading tasks. This is apparent in what one participant noted in the following comment:

'I can't stop thinking about the task while reading the text. When I do not understand a single word or a sentence I get anxious as I think that I may come across an exercise related to this sentence or word. At those times, I turn to my friend and ask about the tasks, it makes me feel a bit relaxed'.

4.2.2.2. Ways of Coping with Anxiety Caused by the Attitude of the Teacher

Learners who are negatively affected by the manner of their teacher, detach themselves from the activity. Two of them expressed their feelings about the attitude of the teacher as in the following:

'In my opinion, teacher's guidance is very important. I can't see any it in my teacher and it affects me so much. Generally he comes to class and ask us read the text and do the following exercises, then we check the answers altogether at the end of the course. He does not give any explanation about the text. He does not care us and it makes me feel that 'Why should I bother to read?' I do not start reading, then'.

'The idea and impression of my teacher about me is very important for me. I always want to be known as a smart learner. When I make a mistake or can't get what the text means, I feel myself weak and think negatively about myself as I think that my teacher will also think so. At that time the rest of the activity becomes unimportant for me and I stop reading.'

4.2.2.3. Ways of Coping with Anxiety Caused by Nature of Reading Text

Another strategy against the anxiety caused by the non verbal information about the text is problem-focused strategy. The following learner's expression could be given as an example of how one can negatively be affected by lack of visuals in the text:

'When I take a book or a text, the first thing I do is to look whether it includes any pictures or not. If there is not any, I feel bored and discouraged. In this case, I try to visualize the topic and characters. I even sometimes draw pictures around paper'.

Unlike previous coping strategies, most of the learners indicate that they use detachment strategy against the anxiety caused by lengthy texts. One of the learners stated:

'Long texts frighten me. When I come across long texts I feel as if I will not even understand it, I get bored even before starting to read. Especially if the text is written with small fonts, it gets even worse .In this case I generally stop reading'.

Most of the learners mark 'a' or 'b' options, that is 'I believe that there is nothing to do, so I do not read'. The topics which are not interesting for learners may lead to anxiety. One of the learners expressed this feeling in the interviews as:

'I do not like reading topics that I am not interested in, for example, politics. I lose all my interest at the beginning of the text and put text aside. If the text I am reading attracts my attention then my reading is so smooth, at those times I find myself invested in English and I do not notice how time passes, but if I am reading something that is not interesting for me, then reading becomes a torture. I cannot give myself in the reading activity.'

4.2.2.4 Ways of Coping with Anxiety Caused by the Personal Factors

The analysis of interviews and ways of coping questionnaire with *reader affect* showed that most of the learners (% 61) marked 'c' (c:' I let my feelings out somehow'.) or 'd' (d:'I turn to a classmate who is in the same situation and ask for advice'.) options, that is they seek social support from their classmates to reduce their anxiety level while reading. Some learners expressed their reasons for marking these options as follows:

'I sometimes become anxious even before reading something in English, as I believe that I may not I understand the text. In this case I generally turn to my friend and check if she is in good mood to read and understand. Seeing that she

is okey, I feel myself much more relaxed as I can ask for help during the activity'.

As a coping strategy against the anxiety caused by *reader purpose in reading,* most of the learners seek social support. The following expression is helpful in understanding how they felt about reading's being compulsory:

> *'Even if I like reading, I hate reading when I have to read something. It is okey while I want to read, but I do not like someone forcing me to read when I do not feel like reading. In our course book there are a lot of reading passages. I sometimes do not want to read even a single line. In this case, I find myself complaining about the situation and express my discontent .I hope that someone else in the class also thinks so, and we can persuade the teacher not to force us to read'.*

As a coping strategy against the anxiety caused by lack of *knowledge of genre or text type,* most of the learners seek social support. The following student expression illustrates how learners might reduce their anxiety level:

> *'We generally read short stories or informative texts. Sometimes we come across poems which are very troublesome for me. Even if I can understand the meaning of the words, meaning of the whole sentence sounds meaningless. When I ask for my teacher, she says sometimes the meaning of the each line does not relate to each other for the sake of rhyme. I think it is very strange, at those times I turn to my friend and check her understanding about it'.*

Learners seek social support to reduce anxiety caused by the insufficient *background knowledge about the text.* When they face unknown concepts and topics it would be difficult for them to comprehend what the text tells them. How they cope with the unknown content was expressed by a student as:

> *'When I read something in English, I sometimes come across with things I have never heard before. For example, once I was reading about euthanasia, and I cannot understand what it was about .I even hadn't got any idea about it*

when I learned what it means in Turkish. At those times, I can't help myself getting help from my friends'.

As indicated before *unknown vocabulary* in a reading text is a source of anxiety. The feeling of anxiety that is caused by unknown vocabulary and the strategy used to cope with its emotional shortcoming, would be best understood by looking at the following excerpts from the interview.

'Unknown vocabulary is the biggest problem for me. When I come across a new word and cannot figure out its meaning from the text, I do not want to read anymore. I believe that even if I go on reading I will not understand the text. I cannot stop myself sticking on those unknown word and I forget what I am reading .In this case, the first thing I   do is to ask my friends for the meaning of the word. I especially ask the bright ones until I get the answer from someone.'

Like the previous coping strategies, seeking social support is the most applied coping strategy against the anxiety caused by *complex and unknown linguistic structures* in a reading text. The following student expressed his thought about how those linguistic structures affected him and how he coped with this feeling:

'It is difficult for me to understand reading texts which include new and complex grammar structures. Sometimes I even cannot differentiate if this new structure is related with linguistics or it is a new vocabulary item. I express my feelings and ask for help from my friend. If he/she also does not know the new structure I feel much more relaxed as seeing that I am not the only one who is insufficient in new rules makes me feel comforted'.

Another source of anxiety related to personal factors as the *reader skill and ability* in reading. The learners who have problem with these skills have increased level of anxiety and try to seek social support to cope with it. One of the learners expressed her feelings about this problem as in the following:

'I sometimes come across such sentences with such structures that even if I know the meaning of the words separately I cannot figure out what the whole sentence mean .No matter I look them up in the dictionary and check their meanings , it is almost impossible to make sense of the sentence. In this case I ask my classmate and we try to understand it together'.

4.2.2.5 Ways of Coping with Anxiety Caused by Classroom Environment

Most of the participants blame themselves for the anxiety caused by classroom environment. The following excerpts show how some of the learners felt about the classroom environment:

'The idea of saying something wrong in the class scares me. Some of our friends read and do the tasks faster than me, so I haste myself to finish the text as soon as possible and make mistakes. Some snobbish friends may criticize the ones who are not as competent as them. At those times, I criticize myself for being incompetent and promise myself to work hard as I believe that the only way to stop them is to be successful'.

4.3 Discussion

FL anxiety and how it affects language learners is an issue that has attracted a great amount of interest in ELT studies (Horwitz, Horwitz and Cope, 1986; Foss and Reitzel, 1991; Young, 1992; MacIntyre, 1995; Saito, Garza and Horwitz, 1999).A lot of study has been carried on the issue of why and how learners are frustrated and feel anxious when they are reading in FL (Powell, 2000; Kitano, 2001; Rodrigez and Abreu, 2003; Matsuda and Gobel, 2004). These studies show that there is an increase in skill-specific type of anxiety which exists as a distinguishable phenomenon from general language anxiety in the EFL context (Saito, Garza and Horwitz, 1999;Seller 2000).Taking this into consideration as a starting point, the current study aimed to extend research on foreign language reading anxiety within the domain of emotion theory. Given the increasing interest of emotional aspects, it is a necessity to examine the way that learners experience and cope with foreign language reading anxiety.

Furthermore, as foreign language reading anxiety is negatively correlated to the reading performance scores among EFL learners (Shi &Liu, 2006), it is important to understand the factors that cause anxiety and the ways that learners cope with this academic obstacle. To this end, the current study provides some insight to understand the negative emotional outcomes associated with high levels of a foreign language reading anxiety and the kinds of coping strategies that are associated with this emotion.

In the present study, the factors that learners believe to provoke foreign language anxiety in reading tasks and the strategies that they use to cope with their foreign language anxiety in reading tasks are investigated. At the end of the study four major findings emerged. First, learners of English had a high level of (83%) foreign language reading anxiety. Second; reading tasks, the attitude of the teacher, the nature of the reading text, personal factors and classroom environment were identified as the major sources of foreign language reading anxiety. Third; the distribution between these major sources of foreign language reading anxiety was close to each other (reading tasks 86%, the attitude of the teacher 84%, the nature of the reading text 83%, personal factors 82% and classroom environment 80%).Fourth; learners were both inclined to engage in the healthiest form of emotional coping, that is seeking social support and inclined to engage in detachment; the most unhealthy form of coping (Monterson, 2006). Learners were less likely to prefer self-blame and problem-focused coping.

In order to gather data for the present study, whether reading anxiety exists in the Turkish EFL context or not was researched as a first step. The subjects of this study were given FLRAS at different times to investigate whether this anxiety exists. The result of a correlation co-efficient analysis indicates that the great amount (83% of the total variance) of the anxiety learners feel exists in foreign language reading context. That is, while learners are reading in the target language, some factors emerged that cause anxiety among them.

After revealing that FL reading anxiety exists in Turkish EFL context, this study aimed to find out the possible sources of this anxiety when learners are engaged in reading activity. Analysis of the foreign language reading anxiety scale indicated that

the reading anxiety learners feel stemmed from five main sources which were; anxiety caused by reading tasks, anxiety caused by the attitude of the teacher , anxiety caused by the nature of the text, anxiety caused by personal factors and anxiety caused by the classroom environment..

The major source of anxiety identified in this study was the *reading tasks.* Twenty-one percent of the learners agreed or strongly agreed with item 13 that "I feel threatened while doing reading comprehension activities, because I fear I will do badly'. There are several possible reasons why learners feel anxious because of reading tasks. First, unfortunately, most of the learners read English texts for the sake of tests and assignments that their teacher asked them to do rather than they enjoy reading or they want to read. Learners were usually asked to do reading performance tasks after reading texts and their performance on these reading tasks affected their grades. Therefore, it is likely that learners might become anxious when they are not sure if they fully understand the text, fearing that they cannot do well on the reading tasks.

The post-reading tasks types might also be a reason why reading tasks are a source of foreign language reading anxiety. Brantmeier's study (2005) confirms that different task types are associated with different degrees of foreign language anxiety. The participants of this study are accustomed to working with multiple choice questions and true/false questions which only allow for one correct answer in their reading courses depending on their course book. That is; most of the learners may believe that there is only one correct interpretation of the L2 text (Brantmeier, 2005). The findings of this study are consistent with Young' (1994) study since he, similarly, found that learners are more anxious in doing tasks that allow for one right answer than the ones that allow for different answers. Therefore, it can be argued that learners often may become anxious when they are not confident with their understanding of the text.

In addition to the anxiety caused by the reading tasks, the second major source of anxiety identified in this study was –with the percentage of twenty- *the attitude of the teacher*. The finding of this study confirms the Aydın's (2001) and Gönen' s (2005) study as both studies revealed that teacher's manner is likely to cause anxiety when learners are reading in FL. The findings of this study on FL reading anxiety show some similarities with their findings. Learners stated that the idea of being evaluated as a lazy

learner by the teacher disturbs them and while reading a text they feel anxious for fear that if they do badly their teacher will evaluate them negatively. Lazarus (1999) emphasizes that coping strategies may vary according to individual's beliefs in a particular context. Learners believing that they will be judged negatively by their teacher may lead to maladaptive responses and behaviors in educational setting, including detachment. This study revealed that learner's beliefs about their teachers lead them to less healthy coping strategy: disengagement.

In addition to the factors related to task and the attitude of teacher, another source of FL reading anxiety appears to stem from *the nature of the reading text*. Twenty percent of the anxiety learners experienced is caused by the reading text itself. This means that, some features of the text are likely to cause anxiety and prevent effective reading. Wallace (2001) found that if the topic of a text is not interesting, a learner may lose all his/her interest at the beginning of a text, and it is almost impossible for the learner to read for pleasure and consequently to become an effective reader. Similarly, if a text includes so much verbal information without any visuals and if it is written in a format that it is not a reader friendly, that is if it is too long for the attention span to go on reading, the learner feels discouraged and anxious about not giving all his attention and motivation to understand the text. Moreover, it is clear that some sort of text types and genres are much more difficult for the foreign language reader when they include wider range of characters and places. They may also include so many complex structures which are unique to that genre or sentences may be longer than the ones they study in the reading course, which makes learners feel anxious of not understanding what the text tells them. Hence, the findings of this study explain why some learners cannot become effective readers revealing that some features of the text such as the uninteresting text topic and content, long texts, texts without any non-verbal information and unknown text type and genre are likely to cause anxiety. In terms of coping strategy against anxiety caused by the nature of text, Turkish EFL learners are more likely to cope with feelings on their own, that is they detach and remove themselves from anxiety-causing situation. They prefer not to think about their anxiety or prefer behavioral avoidance and stop reading.

Yet another source of anxiety revealed in this study concerns *personal factors*. Almost twenty percent of the learners expressed that some personal factors such as

reader affect, reader purpose in reading, reader's knowledge of genre and text type, reader's schemata and background knowledge, reader's skill and ability, and readers lack of interest may block their understanding and thus cause anxiety. The findings of this study is consistent with Young's (1991), Oxford's (1999) and Wallace's (2001) study as the finding of all these studies indicate that anxiety learners experienced in FRRAS is caused by some personal factors.

The analysis of each sub-category within the personal factors indicated that learners may feel anxious because of some personal inadequacies or negative experiences they have while reading in FL. This finding is consistent with Wallace's (2001) claim that learners themselves cause anxiety and block their understanding of the text by bringing some personal elements and social identities which require to be fulfilled, with themselves before they are engaged in the reading text. He (2001) asserts that these elements and identities affect how learners read the text and if they are not met, learners may put some barriers between themselves and the text hence, they cannot get what the text provides them. According to Wallace (2001), in order to make sense of the text, effective readers use all levels of ability and seize reading as a process by which meanings are not simply extracted from the text, but mediated by the linguistic and schematic knowledge which they bring to it. Hence, it would be helpful to understand that personal factors are part of general FL anxiety when learners are learning a foreign language and learners need help to minimize their personal drawbacks to become an effective reader.

In line with the results from the FLRAS questionnaire, the reader's skills and abilities are identified as one of the sub- frustrating aspect of reading in English. Learners become anxious and desperate when they know the words in the text while reading something in English but still cannot understand what the paragraph or the clause means. The reason, as discussed in the previous paragraphs, might be that they are not able to use appropriate strategies or they use certain strategies incorrectly such as focusing on details and the meaning of the individual words and not being able to identify the author's main idea or the important points, which are necessary for effective reading. The negative effect of the reader's lack of some reading skills and abilities was also highlighted by Bernhardt (1990). He asserted that learners' word recognition process occupied too much time and processing capacity and thus when

they stuck on the unknown vocabulary, very limited processing capacity was left for the activation of syntactic knowledge and discourse knowledge, which are also important components of skilful reading (Bernhardt, 1990).

Another source of anxiety related to the personal factors is the reader's lack of schemata and background knowledge about the topic. This finding conformed to Shi and Liu's study (2006) which found out that unfamiliar topic caused reading anxiety among Chinese ESL learners. Socio cognitive perspective of L2 reading asserts that a text is not only characterized by the linguistic elements but also shaped by its content, topic and structure (Bernhardt, 1991). Therefore, to fully understand a text, learners need to understand not only the linguistic elements of the text, but also its topic and the structure. Similarly, Ausubel (1963) claims that learners learn best when they can relate the new knowledge with the existing knowledge. If the topic of the L2 text is not familiar to learners, they cannot relate the topic to their existing knowledge base, thus they feel anxious.

The last source of FL reading anxiety revealed in this study is related to anxiety caused by the *classroom environment.* Nineteen percent of the participants experience anxiety which is caused by the classroom atmosphere. This finding indicates that learners are affected by the evaluation of their peers about their performance, that is classroom reading is a social activity as much as an individual one .The peer pressure is a source of anxiety for some learners and an attempt to decrease anxiety related to environmental problems can include certain preventions against making fun of the weak learners by smart ones to supply a negative emotion free environment in the reading classroom. In this sense, the findings of this study are congruent with the study of Von Wörde (2003) who searched for the sources of general FL anxiety. He claimed that negative classroom atmosphere would likely to cause anxiety. Similarly, in this study, it is revealed that while reading in FL, the classroom environment can cause anxiety among learners. Learners use detachment as a coping strategy to protect themselves against unwanted emotion; anxiety. It means that learners try to eliminate anxiety by both physically (they stop reading) or mentally (acting as if there is no anxiety) leaving the activity. However, it must be kept in mind that detachment is not reality oriented coping strategy .If it is overused, it may feedback negatively to lower self-esteem and self-efficacy.

The results of this study are also in consistent with the study of Horwitz et al. (1986) and Kitano (2001), as they all showed that learners feel anxious because of the fear of negative evaluation from their classmates and their teacher. They feel that if they give the wrong answer to reading tasks in front of them they will be humiliated or they will be ashamed of academic failure. Thus, if they are not sure that they understand the reading text, they might feel anxious that they will do badly the tasks and thus they will be criticized .The results showed that at those times, learners have a tendency to disengage from tasks. The negative relations in the classroom causes the avoidance of challenging situations and the reduction of effort, hence they detach themselves from the activity.

To sum up, the findings of this study indicate that the anxiety learners feel when they are reading in the foreign language may be caused by reading tasks that they are asked to do following the reading text, the attitude of teacher, the features of the reading text itself, some personal factors that they bring with themselves and the classroom environment. As Lee (1999) and Wallace (2001) point out, leading learners towards becoming effective readers is of utmost importance for ESL. Given the rise in the learners reading anxiety in foreign language, helping learners handle reading anxiety effectively may become an increasingly important part of emotional coping.

Thus, this study is a first step to identify why some learners feel anxious when they are reading in FL. By paying attention to the FL reading anxiety sources revealed in this study, the present study aims to find out how learners manage their situation in emotional ways. The findings of existing research showed that learners seek social support against the anxiety caused by task and personal factors; however they prefer detachment against anxiety caused by the attitude of teacher, classroom environment, and the nature of text. In addition, they are less likely to use problem-focused coping and self-blame strategy as a means of coping with anxiety.

In this chapter, interpretations and discussions of the major findings were presented organized according to each research question. The next chapter deals with the summary of the findings, the recommendations for future foreign language reading anxiety research and pedagogical applications of findings.

5

CONCLUSION

5.0. Presentation

In this chapter, the final section of the research is explained. This includes the summary of the findings, pedagogical implications of findings and the suggestions for further studies.

5.1. Summary of Findings

In recent years, there is extent research on foreign language anxiety and its effects on language learning since anxiety impairs cognitive function and thus impedes foreign language learning process (Von Wörde, 2003). Learners with impaired cognitive function may learn less and may not be able to demonstrate what they have learned. In addition, anxiety leads to some personal deficiencies like having lower self-esteem and lower risk taking ability in terms of participating in the learning process actively, which is very important in academic setting for effective learning. Thus, in order to create an effective language learning atmosphere, instructors can try to lower the level of anxiety learners feel (Young, 1991).

In order to find the specific reasons for anxiety, some studies focus on skill specific anxiety other than the general FL anxiety. That is, learners may feel anxious when they are engaged in certain skills such as speaking, listening, writing and reading. Despite plenty of nationwide and cross national studies on these specific skills reading has attracted less attention. However, there may be a lot of factors that affect learners in a negative way, block their understanding and cause anxiety when reading in a foreign language. For this reason, it is important to investigate why and how learners experience anxiety in order to understand the nature of FL reading performance and achievement so that necessary precautions can be suggested in order to lower the anxiety related to reading.

This study focused on identifying the sources of FL reading anxiety from the perspective of foreign language learners in a Turkish EFL context. It aimed to explore why some learners feel anxious and how they cope with anxiety in reading in a FL. For this purpose, 130 elementary level primary school learners from 6th, 7th and 8th grade from Yazıhüyük Gazi Primary School were taken as the subjects of this study. First of all, in order to reveal whether the learners feel anxious in English reading courses or not, learners were given FLRAS at different times. As a result of the analysis of the reading anxiety scale, it was revealed that 83% of the learners experience FL reading anxiety. FLRAS was also administered to find out what makes learners feel anxious while reading in the target language that makes them feel anxious. After the administration of the FLRAS, 10% of the participants -that is 13- were interviewed to support the findings derived from the analysis of the FLRAS and explore how they cope with these anxiety provoking factors. As a result of the analysis of both FLRAS and the coping questionnaire, there emerged five main sources of reading; anxiety caused by reading tasks, anxiety caused by the attitude of teacher , anxiety caused by the nature of the text, anxiety caused by personal factors and anxiety caused by the classroom environment.

This study revealed the sources of FL reading anxiety from the learners' perspectives. In the light of these findings, the arousal of anxiety when they are reading in the target language is due to some personal factors as reader affect, reader purpose in reading, reader's knowledge of genre and text type, reader's schemata and background knowledge, reader's skill and ability, and reader interest. In addition to the personal factors, features of the text such as lack of non-verbal information, medium of text presentation, unknown text type and genre and unknown text topic and content are likely to cause anxiety. Other elements such as the attitude of the teacher, classroom environment, course and task are revealed to cause of anxiety.

In terms of the coping strategies, it was found that learners seek social support against the anxiety caused by task and personal factors; however, they prefer detachment against anxiety caused by the attitude of teacher, classroom environment, and the nature of text. Moreover, learners are less likely to use problem-focused coping and self-blame strategy as a means of coping with anxiety. The result of this study is consistent with the cross-cultural study of Burleson and Mortenson (2003), which

revealed that both Chinese and U.S college learners prefer emotion-focused social support against academic anxiety.

To date, cross cultural studies on coping strategies against academic failure and exam stress have made important contributions to our understanding of emotional coping in different nations (Monterson, 2006). The existing research on cultural variations in support seeking suggest that East Asian cultures are less likely than European Americans to seek support, especially emotional support, against upsetting events. That is, East Asians are more likely than European Americans to apply withdrawal as a means of coping (Taylor et al, 2004).

There was in fact one major issue that was overlooked in these studies. They did not examine the link between coping strategies to specific emotions and emotion-producing events. That is, these cross cultural researches on emotional coping focus generally on group differences in the usage of seeking social support as a coping strategy without examining the relationship between emotion-producing situation and the effect of this specific emotion on the kind of coping strategy preferred (Mortenson, 2006).This study is believed to compensate for this drawback since in this study the link between coping strategies to a certain emotion, that is anxiety, and anxiety provoking factors related to foreign language reading activity as an emotion provoking event, were taken into account.

In the light of the findings of this study, it can be claimed that Turkish EFL learners like European Americans tend to prefer seeking social support against foreign language reading anxiety; however detachment is also used as a coping strategy. In addition, it was revealed that self-blame and problem-focused coping are not the common ones that learners prefer to comfort themselves. Seeking social support is commonly viewed as a healthy and effective way of coping during difficult and stressful situations (Chang, 2001). Burleson and Goldsmiths (1998) assert that people prefer supportive messages that affirm their negative feelings and distract them away from their troubles. On the other hand, learners who use detachment as a coping strategy run the risk of becoming powerless in the face of demands of the activity and reading skill. By minimizing the significance of the situation, they will be blind to reality and thus be influenced by the perception of helplessness

The results of this study indicate that during the reading process, learners are affected by so many factors that take them away from the pleasure of reading and lead to anxiety. Thus, this study provided insight into the exploration of reading anxiety and how it is coped with in order to minimize its intervention in the reading process.

5.2 Conclusion

In the context of reading, foreign language reading anxiety is claimed to affect language reading performance in a negative way and set barriers between the reader and text, which makes the reading process a difficult and unpleasant experience for learners. In fact, the significance of providing learners with an anxiety-free learning environment in second and foreign language teaching is proved by the current studies (Young, 1991). In this sense, it is very important to determine the background variables and the underlying reasons which create resistance to effective language acquisition and learning (Seller, 2000). The current and leading ELT studies focus on skill-specific anxiety within the concern of decreasing the anxiety levels of FL learners .Learners were examined to find out whether they experienced certain anxieties related to certain skills like speaking, listening, writing and reading or not .It was determined that foreign language classroom anxiety and foreign language skill-specific anxiety are two concepts which are related but separate. Thus, examining each anxiety type related to certain skills as an individual would be more helpful in understanding and preventing the difficulties and drawbacks that hinder developing language skills, and thus developing success in foreign language acquisition (Young, 1991).

This study aimed to find out the sources of FL reading anxiety that make learners feel frustrated and anxious while they are reading in the target language. Turkish EFL learners, participated in this study, reported five main categories include anxieties caused by reading tasks, anxiety caused by the attitude of the teacher, anxiety caused by the nature of the text, anxiety caused by personal factors and anxiety caused by the classroom environment. The findings of this study shed considerable light on why some learners feel anxious and have problems in becoming effective readers while reading in English. The study argues that this anxiety may stem from reading tasks that learners are required to do following the reading text. Since almost all of the reading

texts they are reading have some tasks for checking their understanding and some kind of evaluation, they put some pressure on them. This then forces the learners to supply correct answers to the tasks instead of getting the pleasure of reading. Therefore, to overcome learners' anxiety caused by the burden of reading tasks, some arrangements may be made to change learners' perception of reading texts as reading tasks and encourage them to read the text not just for the sake of activities but for the sake of acquiring the supplied information and having fun.

Another source of anxiety revealed in this study is the teacher and their manner in the course. The teacher and their manner in the course affect them so much that if the teacher does not guide the activity effectively, make necessary explanations or express what they expect from learners during the activity, they become anxious and confused which leads them detach themselves from the activity. It is also pinpointed in this study that learners want to feel secure during the reading activities. That is, they want to feel free from pressure of supplying the correct answer in order for the teacher not to evaluate their reading competency negatively.

This study also revealed that the anxiety level may be increased due to some features of the reading text. That is, learners have some expectations from the text like including some pictures and visuals, having an interesting topic, being presented in a reasonable length and not being formed in a complex genre or type. For instance; if the topic of the text is not interesting for learners they may lose their interest and motivation which play an important role in the way to become an effective reader (Miller and Meece 1997). Lengthy texts, in particular, may cause a great amount of anxiety as most of the time it is inevitable for learners to lose their concentration in the text. It is because of these kinds of features of the text, that they think "I can't" while they are reading in the target language and detach themselves from the text. It can be claimed that foreign language reading texts, both the ones in the course books and the ones supplied by the teachers, can be chosen and formatted by giving importance to what learners feel and expect from the text they are to read.

A fourth factor which becomes clear from this study is that some personal factors and inadequacies that learners bring hinder themselves to get the pleasure of reading, and cause anxiety. These personal factors were identified as: reader affect,

reader purpose in reading, reader's knowledge of genre and text type, reader's schemata and background knowledge, reader's skill and ability, and reader interest. For instance; learners are not eager to read texts that are loaded with many unknown vocabulary, they are unable to go on reading such texts as they get stuck with these unknown words and give all their concern to finding out their meanings, and thus reading becomes a burden for them .Similarly, when they come across some unknown grammar structures in the text they cannot understand what the text is trying to tell, and therefore they detach themselves from the text and cannot achieve pleasure from reading. Not having adequate background knowledge about these grammar and vocabulary items may make learners feel anxious. This study revealed that dealing with these kinds of personal factors that learners bring with themselves is of utmost importance as a way of lowering the FL reading anxiety. In order to compensate for the constrictions of personal inadequacies which decrease learners' of self-confidence and a sense of incompetency, some precautions may be taken in order to increase negative background experiences of these learners and to prevent these learners from putting some barriers towards reading.

A fifth factor of anxiety in FL reading is related to classroom environment. That is to say, the classroom environment of the reading course is an important cause of anxiety that learners may feel. This study showed that if learners do not feel comfortable in the classroom it affects their reading. In addition to the fear of negative evaluation of the teacher, the peer evaluation seems to cause anxiety. Evidence of this study suggests that learners receive emotional support from their classmates, which is promising as it is suggested that the most effective way of coping with upsetting situations is to receive emotional support from trusted one(Mortenson, 2006; Burleson & Goldsmith, 1998). Cunningham and Barbee (2000) assert that emotional support not only makes people feel better, it can also make them physically and emotional healthier. In contrast, the use of detachment or withdrawal as a coping strategy has been associated with depressive symptoms and negative associations with academic satisfaction (Chang, 2001).

As Tsui (1996) states "recognizing and addressing anxiety not only help learners to be more responsive, but also make language learning a much more enjoyable experience" (p.165). Hence, this study is believed to shed a considerable light

on the issue of factors that cause reading anxiety and has certain implications and suggestions for dealing with the anxiety the learners reported. Taking these findings into consideration it becomes crucial that helping learners' cope with anxiety against reading texts may represent an important aspect of teaching foreign language. One particular step can be taken by teachers' ability to settle learners down against academic failure from reading activities so that learners utilize coping behaviors that facilitate their both mental health and academic success.

5.3 Implications of the Study

This study has revealed that anxiety, as one of the affective variables, is an important factor that affects learners in a negative way while they are reading in a foreign language. Thus, in order to eliminate the reverse effects of anxiety on learners and to encourage them to become more effective readers, it is important to reduce the anxiety that they may experience. The implications of this study are intended to be helpful for teachers to create a low-anxiety learning environment and for learners to recognize their own deficiencies and learn about the strategies in order to deal with their deficiencies. This discussion sticks to the order of factors which were presented in the previous section.

First of all, as *reading tasks* are the biggest potential causes of FL reading anxiety in this study, learners should be showed that reading is not just answering comprehension questions, but making sense of it. In order to lower the task related anxiety levels of the learners, tasks can be organized as enjoyable activities that arouse curiosity and motivation (Lee, 1999). Lee (1999) also suggests the use of consciousness raising tasks during reading, and teaching reading strategies like using title, identifying important points and using contextual clues not separately but as integrated in enjoyable reading activities so that learners can understand what the text tells them and then they can perform high success in tasks.

As *the teachers' manner is* revealed as the second major sources of FL reading anxiety in this study, the teachers can be trained to avoid anxiety provoking attitudes in the classroom. Crawford (1998) claims that positive reading attitudes and behaviors of teachers can encourage learners and thus advance the educational progression of them.

He proposes that the teachers, first of all, can be trained to lower their own anxiety levels as teachers. This study revealed that what makes learners most anxious about the teacher is the idea of being appraised as an incompetent learner who are generally put aside from the learning environment and thus disrespect themselves and stop trying hard to become an effective learner. Hence, some training programs or seminars might be organized so that teachers can learn about how to lead activities in their classroom. In the light of the findings of this study teachers can be supplied with the idea that learners who are not actively participated in the reading tasks in the class may be using a coping strategy, detachment, that is they are trying to deal with the anxiety provoking situation, hence they may not deserve to be labeled as 'lazy' ones.

Third, in order to reduce the anxiety caused by the *nature of the reading text*, materials should be selected carefully. This study has revealed that if learners are not interested in what they are reading, if the layout of the text does not attract them to read, or if the format and length of the text is tiresome, they put barriers between themselves and the reading text. As Buckmaster (2005) claims learners should read texts which are interesting for them and the best way to provide this is to ask them what kind of texts they want to read .He proposes that giving learners opportunities to choose what to read according to their interest areas makes them much more eager to read and reduce their anxiety. For instance, they may be asked to bring their own reading materials to the classroom according to their interests and preferences. By adapting too lengthy reading texts in the course books teachers can lower anxiety and increase motivation .In addition, Seller (2000) asserts that teachers of foreign languages can supply authentic texts which are comprehensible and of high interest for learners so that learners may be freed from the restrictions of their course book, feel excited by a variety of topics and read flexibly in the target language .Learners can also broaden their general knowledge with the help of such texts if they both related to history and current topics. In order to minimize the anxiety caused by the layout of the text or the relatively serious topics for them, picture books in which reading texts are enriched with pictures, photographs, cartoons and comic strips may be used (Zambo, 2005).

Fourth, as *personal factors* are within the major causes of foreign language reading anxiety, learners can be trained to overcome problems that they bring with

themselves which can hinder their reading abilities. If learners are guided to face their fears and learn to deal with them, they may become more successful learners. In order to provide this they may be intrinsically motivated to read more since motivation plays an important role in the way to become an effective reader (Miller and Meece 1997). The more larners are willing to read, the more they will become effective readers as they will become accustomed to new vocabulary and grammar items. Moreover, they may be enabled to think highly of themselves since language learners sometimes underestimate their language abilities. MacIntyre et.al. (1997) put forward that anxiety occurs when a student feels incompetent or expects to fail. If this is true, then it seems important for learners to leave their negative reading experiences aside, build up good memories about reading in the target language. Moreover, teachers may support learners in developing self-confidence by providing new opportunities for classroom success (Oxford, 1999). In addition, Young (1992) proposes that learners work in small groups or pairs for reducing anxiety as anxiety stemming from some personal reasons should be taken into consideration in order to lead learners to become effective readers. Another implication is that, as anxious learners are not able to get the pleasure of reading, they cannot acquire a reading habit in the target language. Therefore, they can be taught how reading would be useful for them to develop their language skills as written texts are richer in lexis than the spoken ones (Horst, 2005).

This study revealed that the reading *classroom* might have an anxiety provoking nature for some learners. Hence, it is important to create a good and uncompetitive learning atmosphere for the learners .It seems important for the teachers to be careful about organizing the reading classroom in a way that no one ridicules or criticizes each other. As Matsuda and Gobel (2004) and Horwitz (2001) assert, for learners' involvement in classroom activities, it is vital to create a comfortable atmosphere in which learners can feel themselves relaxed.

This study is among the first to emphasize that the antecedents of anxiety against foreign language reading anxiety and thus progress the investigation of emotional coping strategies which are used to deal with anxiety. The present study contributes to a better understanding of a general portrait in the foreign language reading class. From an educational perspective, the findings suggest that promoting the usage of coping strategies is beneficial. Encouraging learners adheres to the idea that

anxiety that they feel can be manageable and they have a potential to foster the development and use of some strategies, and in turn, help them to manage reading-related anxiety more efficiently. In addition, in order to help learners who adopt negative beliefs about themselves and thus refrain themselves from the active engagement in the reading activity, it seems important to help them construct or realize a broad repertoire of coping strategies that equips them to handle the demand of anxious reading activities (Doron et. al. 2009) .

5.4 Suggestions for Further Study

This study was conducted with learners in a primary school Turkish EFL context. Therefore, the sources of FL reading anxiety and the emotional coping strategies that learners use as revealed in this study cannot be generalized for all the language learners in different contexts learning different target languages other than English. As Saito et. al. (1999) claim, reading anxiety is specific to the target language; therefore, a study on the sources of FL reading anxiety can be conducted to identify whether there are any other factors that cause reading anxiety. The relationship between native language reading and foreign language reading in term of anxiety level and sources of anxiety can be the subject matter of further studies so that the similarities and differences between anxiety provoking factors in native language reading and foreign language reading can be revealed.

This study tried to reveal the sources of FL reading anxiety of learners; however, another study can be designed to find out whether there are meaningful differences between general foreign language classroom anxiety and reading anxiety. Moreover, in this study the proficiency level of the participants was not taken into consideration; thus, a replication of this study can be done on learners with different proficiency levels in order to find out whether the FL reading anxiety sources change according to proficiency levels.

Moreover, the relationship between the anxiety level of the learners and foreign language reading performance might be investigated. By taking the FL anxiety sources as a starting point, a new study can be designed to train learners in order to lower their

anxiety levels and at the end of the training, whether the anxiety levels of the learners while they are reading in the target language is diminished can be investigated. In such a study, learners can be made aware of their reading anxieties and some strategies can be taught to learners in order to decrease their anxieties. Then, the effects of these strategies on diminishing their anxiety levels can be investigated.

A further educational implication is related to the use of coping strategies. By taking the emotional coping strategies that learners used against reading anxiety, a new study can be designed to find out which strategies are much more effective than the others. Following this investigation, a training programme can be suggested to improve learners' coping capacity. An experimental study can be conducted to find out the effectiveness of this training programme.

Another study looking at the correlation between FL reading anxiety and other effective variables, such as motivation and self-esteem that can affect reading can be done since anxiety is not the only factor influencing FL reading. Consequently, as reading is one of the four skills which might have anxiety provoking nature, a study on investigating the sources of anxiety in other skills such as speaking, listening and writing can be designed in Turkish EFL

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APPENDICES

APPENDIX 1

FOREIGN LANGUAGE READING ANXIETY SCALE (FLRAS)

Dear participant;

The main purpose of this questionnaire is to find out what students experience and feel while reading in a foreign language in terms of anxiety. It will be used in a study which aims to reveal the underlying factors that contribute reading anxiety in English as a foreign language.

Statements 1 through 16 refer to how you feel about reading in English. For each statement , please indicate whether you (1) strongly disagree, (2) disagree, (3) are not sure (4) agree, or (5) strongly agree by putting a tick under the appropriate number on the line following each statement. Please give your first reaction to each statement and mark an answer for every statement.

The duration for this questionnaire is 20 minutes. Please read the items carefully since all your answers will affect the findings of the study directly.

Thank you for your participation.

Neslihan ŞAHİN

Questionnaire Item	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1) I feel tense as soon as I feel that I am going to read in English.					
2) I feel uncomfortable if I read a text just because I have to read it in English.					

3) I feel bored even before I read an English text if it doesn't have any pictures or shapes.					
4) I am afraid of reading long texts because I may be distracted and lose my concentration.					
5) I feel tense while reading in English if I am not familiar with the text type.					
6) I am scared of reading certain types of texts like literary texts (stories, novels, poems,) because they are harder to follow.					
7) If the topic doesn't interest me while reading an English text, I lose my concentration as well.					
8) I feel anxious when I read an English text about which I don't have any prior knowledge.					
9) I get anxious if I come across new words while reading something in English.					
10) I get nervous whenever I come across new grammar points while reading in English.					
11) When I know the words in the text while reading something in English but still cannot understand what the paragraph or the clause means, I feel desperate.					
12) I feel worried while reading in English, if the teacher does not give any explanation about the text.					
13) I feel threatened while doing reading comprehension activities because I fear I will do badly**.**					

14) While doing reading activities in the class, I feel tense because my teacher may think that I am incompetent in English if I make a mistake.					
15) I am afraid of saying something wrong while doing reading activities in the class because others may negatively view my language ability.					
16) I do not, generally, read in English except in class.					

APPENDIX 2

(The Turkish Version of the Foreign Language Reading Anxiety Scale)

YABANCI DİLDE OKUMA KAYGI DÜZEYİ ANKETİ

Değerli Öğrenci,

Bu anket, sizlerin yabancı dilde okuma ile ilgili kaygı düzeylerinizi belirlemek amacıyla hazırlanmıştır. Ayrıca yabancı dilde okuma kaygılarınızın altında yatan nedenler de tespit edilmeye çalışılacaktır. Bu anketten elde edilen sonuçlar yukarıda sözü edilen amaçlar dışında başka bir amaçla kullanılmayacaktır. Sorulara vereceğiniz yanıtlar yabancı dil öğrencilerinin okumaya karşı tutumlarının öğrenilmesi açısından önem taşımaktadır.

Sizlerin değerli katkısı olmaksızın yukarıda sözü edilen amaca ulaşmak mümkün olmayacaktır. Bu nedenle, lütfen bu anketteki sorulara doğru ve her türlü endişeden uzak olarak yanıt veriniz.

Katkılarınız için şimdiden teşekkür ederim.

Neslihan ŞAHİN
İngiliz Dili Eğitimi Ana Bilim Dalı
Yüksek Lisans Öğrencisi

1: Kesinlikle katılmıyorum.

2: Katılmıyorum.

3: Fikrim yok.

4: Katılıyorum.

5: Kesinlikle katılıyorum.

Madde	1	2	3	4	5
1) İngilizce bir metin okuyacağım zaman kendimi gergin hissediyorum.					
2) İngilizce bir metni sadece okumak zorunda olduğum için okursam kendimi rahatsız hissediyorum.					
3) Hiç resim ya da şekil olmayan İngilizce bir metin gördüğümde, okumaya başlamadan sıkılıyorum bile.					
4) Uzun İngilizce metinleri okumaktan korkuyorum, çünkü dikkatim dağılabiliyor ve konsantrasyonumu kaybedebiliyorum.					
5) İngilizce bir metin okurken eğer metnin yazım türüne alışık değilsem geriliyorum.					
6) Hikâye, roman, şiir gibi edebi türleri okumaktan korkuyorum çünkü anlaması daha zor oluyor.					
7) İngilizce bir parça okurken konu ilgimi çekmediğinde, metne karşı ilgim de kayboluyor.					
8) İngilizce okuduğum metin hakkında hiçbir bilgiye sahip değilsem kendimi gergin hissediyorum.					
9) İngilizce bireyler okurken yeni kelimelerle					

karşılaştığımda endişeleniyorum.					
10) İngilizce bir şeyler okurken bilmediğim dilbilgisi yapılarıyla karşılaştığımda endişeleniyorum.					
11) İngilizce bir şeyler okurken parçadaki kelimeleri biliyorum ama yine de cümlenin ya da paragrafın tamamının ne anlama geldiğini çıkaramıyorum. Bu durumda kendimi çaresiz hissediyorum.					
12) İngilizce bir şeyler okurken, öğretmen metin hakkında hiç açıklama yapmazsa endişeleniyorum.					
13) İngilizce okuma metniyle ilgili soruları cevaplarken çok yanlış yapmaktan korkuyorum.					
14) Sınıfta okuma parçasıyla ilgili alıştırmalar yaparken kendimi rahat hissetmiyorum çünkü hata yaparsam öğretmenim benim İngilizce'de çok da iyi olmadığımı düşünebilir.					
15) Sınıfta İngilizce metin okuyup onunla ilgili alıştırmalar yaparken arkadaşlarım başarısız olduğumu düşünürler diye yanlış bir şey söylemekten korkuyorum.					
16) Sınıf haricinde genelde İngilizce bir şeyler okumam.					

APPENDIX 3

THE WAYS OF COPING QUESTIONNAIRE

Dear Participant;

The ways of coping questionnaire is designed for the identification of the possible options for coping and the strategies that are actually used by the foreign language learners against the anxiety that they feel in foreign language reading.

Please give your first reaction to each statement and mark an answer for every statement. Please read the items carefully since all your answers will affect the findings of the study directly.

Thank you for your participation.

Neslihan ŞAHİN

1) **I feel tense as soon as I feel that I am going to read in English. In this case, I…..**

   a) Go on as if nothing is happening.
   b) I believe that there is nothing to do, so I do not start reading.

   c) I let my feelings out somehow.
   d) I turn to a classmate who is in the same situation and ask for advice.

   e) I criticize myself for being incompetent.
   f) I promise myself to improve my reading ability.

   g) I go over what I will do in my mind.
   h) I keep myself cool and make myself believe that I can do the   activity.

2) I feel uncomfortable if I read a text just because I have to read it in English. In this case, I…..

    a) Go on as if nothing is happening.

    b) I believe that there is nothing to do ,so I do not start reading.

    c) I let my feelings out somehow.

    d) I turn to a classmate who is in the same situation and ask for advice.

    e) I criticize myself for being incompetent.

    f) I promise myself to improve my reading ability.

    g) I go over what I will do in my mind.

    h) I keep myself cool and make myself believe that I can do the   activity.

3) I feel bored even before I read an English text if it doesn't have any pictures or shapes. In this case, I.....

    a) Go on as if nothing is happening.

    b)   I believe that there is nothing to do ,so I do not start reading.

    c) I let my feelings out somehow.

    d) I turn to a classmate who is in the same situation and ask for advice.

    e) I criticize myself for being incompetent.

    f) I promise myself to improve my reading ability.

    g) I go over what I will do in my mind.

    h) I keep myself cool and make myself believe that I can do the   activity.

4) I am afraid of reading long texts because I may be distracted and lose my concentration. In this case, I.....

    a)   Go on as if nothing is happening.

    b)   I believe that there is nothing to do ,so I do not start reading.

    c)   I let my feelings out somehow.

    d)   I turn to a classmate who is in the same situation and ask for advice.

    e)   I criticize myself for being incompetent.

    f)   I promise myself to improve my reading ability.

    g)   I go over what I will do in my mind.

    h)   I keep myself cool and make myself believe that I can do the   activity.

5) I feel tense while reading in English if I am not familiar with the text type. In this case , I.....

    a)   Go on as if nothing is happening.

    b)   I believe that there is nothing to do ,so I do not start reading.

    c)   I let my feelings out somehow.

    d)   I turn to a classmate who is in the same situation and ask for advice.

    e)   I criticize myself for being incompetent.

    f)   I promise myself to improve my reading ability.

    g)   I go over what I will do in my mind.

    h)   I keep myself cool and make myself believe that I can do the   activity.

6) I am scared of reading certain types of texts like literary texts (stories, novels, poems,) because they are harder to follow. In this case , I.....

    a)   Go on as if nothing is happening.

    b)   I believe that there is nothing to do ,so I do not start reading.

    c) I let my feelings out somehow.

    d) I turn to a classmate who is in the same situation and ask for advice.

    e) I criticize myself for being incompetent.

    f) I promise myself to improve my reading ability.

    g) I go over what I will do in my mind.

    h) I keep myself cool and make myself believe that I can do the   activity.

7) If the topic doesn't interest me while reading an English text, I lose my concentration as well. In this case , I.....

    a) Go on as if nothing is happening.

    b) I believe that there is nothing to do ,so I do not start reading.

    c) I let my feelings out somehow.

    d) I turn to a classmate who is in the same situation and ask for advice.

    e) I criticize myself for being incompetent.

    f) I promise myself to improve my reading ability.

    g) I go over what I will do in my mind.

    h) I keep myself cool and make myself believe that I can do the   activity.

8) I feel anxious when I read an English text about which I don't have any prior knowledge. In this case , I.....

    a) Go on as if nothing is happening.

    b) I believe that there is nothing to do ,so I do not start reading.

    c) I let my feelings out somehow.

    d) I turn to a classmate who is in the same situation and ask for advice.

    e) I criticize myself for being incompetent.

    f) I promise myself to improve my reading ability.

g) I go over what I will do in my mind.

h) I keep myself cool and make myself believe that I can do the activity.

9) I get anxious if I come across new words while reading something in English.In this case, I....

a) Go on as if nothing is happening.

b) I believe that there is nothing to do ,so I do not start reading.

c) I let my feelings out somehow.

d) I turn to a classmate who is in the same situation and ask for advice.

e) I criticize myself for being incompetent.

f) I promise myself to improve my reading ability.

g) I go over what I will do in my mind.

h) I keep myself cool and make myself believe that I can do the activity.

10) I get nervous whenever I come across new grammar points while reading in English.

a) Go on as if nothing is happening.

b) I believe that there is nothing to do ,so I do not start reading.

c) I let my feelings out somehow.

d) I turn to a classmate who is in the same situation and ask for advice.

e) I criticize myself for being incompetent.

f) I promise myself to improve my reading ability.

g) I go over what I will do in my mind.

h) I keep myself cool and make myself believe that I can do the activity.

11) When I know the words in the text while reading something in English but still cannot understand what the paragraph or the clause means, I feel desperate. In this case, I.....

    a) Go on as if nothing is happening.

    b) I believe that there is nothing to do ,so I do not start reading.

    c) I let my feelings out somehow.

    d) I turn to a classmate who is in the same situation and ask for advice.

    e) I criticize myself for being incompetent.

    f) I promise myself to improve my reading ability.

    g) I go over what I will do in my mind.

    h) I keep myself cool and make myself believe that I can do the   activity.

12) I feel worried while reading in English, if the teacher does not give any explanation about the text. In this case , I…..

    a) Go on as if nothing is happening.

    b) I believe that there is nothing to do ,so I do not start reading.

    c) I let my feelings out somehow.

    d) I turn to a classmate who is in the same situation and ask for advice.

    e) I criticize myself for being incompetent.

    f) I promise myself to improve my reading ability.

    g) I go over what I will do in my mind.

    h) I keep myself cool and make myself believe that I can do the   activity.

13) I feel threatened while doing reading comprehension activities because I fear I will do badly. In this case, I…..

       a)   Go on as if nothing is happening.

       b)   I believe that there is nothing to do ,so I do not start reading.

       c)   I let my feelings out somehow.

       d)   I turn to a classmate who is in the same situation and ask for advice.

       e)   I criticize myself for being incompetent.

       f) I promise myself to improve my reading ability.

       g) I go over what I will do in my mind.

       h) I keep myself cool and make myself believe that I can do the   activity.

14) While doing reading activities in the class, I feel tense because my teacher may think that I am incompetent in English if I make a mistake. In this case, I…..

       a)   Go on as if nothing is happening.

       b)   I believe that there is nothing to do ,so I do not start reading.

       c)   I let my feelings out somehow.

       d)   I turn to a classmate who is in the same situation and ask for advice.

       e)   I criticize myself for being incompetent.

       f) I promise myself to improve my reading ability.

       g) I go over what I will do in my mind.

       h) I keep myself cool and make myself believe that I can do the   activity.

15) I am afraid of saying something wrong while doing reading activities in the class because others may negatively view my language ability. In this case, I…..

       a) Go on as if nothing is happening.

       b)   I believe that there is nothing to do ,so I do not start reading.

c) I let my feelings out somehow.

d) I turn to a classmate who is in the same situation and ask for advice.

e) I criticize myself for being incompetent.

f) I promise myself to improve my reading ability.

g) I go over what I will do in my mind.

h) I keep myself cool and make myself believe that I can do the   activity.

16) I do not, generally, read in English except in class. In this case, I ….

a) Go on as if nothing is happening.

b) I believe that there is nothing to do ,so I do not start reading.

c) I let my feelings out somehow.

d) I turn to a classmate who is in the same situation and ask for advice.

e) I criticize myself for being incompetent.

f) I promise myself to improve my reading ability.

g) I go over what I will do in my mind.

h) I keep myself cool and make myself believe that I can do the   activity.

APPENDIX 4

(The Turkish Version of the Ways of Coping Questionnaire)

İlköğretim İkinci Kademe Öğrencilerinin İngilizce Okuma Metinlerine Karşı Geliştirdikleri Kaygıya Karşı Başvurdukları Duygusal Başa Çıkma Yöntemlerini Belirlemeye Yönelik Anket Çalışması

Değerli Öğrenci,

Bu anket, sizlerin yabancı dilde okuma ile ilgili kaygı düzeylerinizle başa çıkmak için kullandığınız duygusal başa çıkma yöntemlerini belirlemek amacıyla hazırlanmıştır. Bu anketten elde edilen sonuçlar yukarıda sözü edilen amaçlar dışında başka bir amaçla kullanılmayacaktır. Sorulara vereceğiniz yanıtlar yabancı dil öğrencilerinin kaygı duygularıyla başa çıkmak için kullandıkları stratejilerin belirlenmesi açısından önem taşımaktadır.

Sizlerin değerli katkısı olmaksızın yukarıda sözü edilen amaca ulaşmak mümkün olmayacaktır. Bu nedenle, lütfen bu anketteki sorulara doğru ve her türlü endişeden uzak olarak yanıt veriniz.

Katkılarınız için şimdiden teşekkür ederim.

Neslihan ŞAHİN
İngiliz Dili Eğitimi Ana Bilim Dalı
Yüksek Lisans Öğrencisi

1) **İngilizce bir metin okuyacağım zaman kendimi   gergin hissettim, bu durumda....**

a) Hiç bir şey yokmuş gibi davrandım.
b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

c) Bir şekilde duygularımı ifade etim.

d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

g) Kafamda ne yapacağımı düşündüm.

h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

2) İngilizce bir metni sadece okumak zorunda olduğum için okudum ve kendimi rahatsız hissettim. Bu durumda....

a) Hiç bir şey yokmuş gibi davrandım.

b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

c) Bir şekilde duygularımı ifade etim.

d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

g) Kafamda ne yapacağımı düşündüm.

h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

3) Hiç resim yada şekil olmayan İngilizce bir metin okudum ve, okumaya başlamadan sıkıldım bile. Bu durumda.....

a) Hiç bir şey yokmuş gibi davrandım.

b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

c) Bir şekilde duygularımı ifade etim.

d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

g) Kafamda ne yapacağımı düşündüm.

h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

4) Uzun İngilizce metni okumaktan korktum, çünkü dikkatim dağılabilir ve konsantrasyonumu kaybedebilirdim. Bu durumda...

a) Hiç bir şey yokmuş gibi davrandım.

b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

c) Bir şekilde duygularımı ifade etim.

d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

g) Kafamda ne yapacağımı düşündüm.

h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

5) İngilizce metnin yazım türüne alışık değildim dolayısıyla gerildim.Bu durumda....

a) Hiç bir şey yokmuş gibi davrandım.

b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

c) Bir şekilde duygularımı ifade etim.

d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

g) Kafamda ne yapacağımı düşündüm.

h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

6) Hikâye, roman, şiir gibi edebi türleri okumaktan korkuyorum çünkü anlaması daha zor oluyor. Bu durumda...

    a) Hiç bir şey yokmuş gibi davrandım.
    b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

    c) Bir şekilde duygularımı ifade etim.
    d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

    e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.
    f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

    g) Kafamda ne yapacağımı düşündüm.
    h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

7) İngilizce bir parça okurken konu ilgimi çekmedi ve metne karşı ilgim de kayboldu. Bu durumda...

    a) Hiç bir şey yokmuş gibi davrandım.
    b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

    c) Bir şekilde duygularımı ifade etim.
    d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

    e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.
    f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

    g) Kafamda ne yapacağımı düşündüm.
    h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

8) İngilizce okuduğum metin hakkında hiçbir bilgiye sahip değildim ve kendimi gergin hissettim. Bu durumda...

a) Hiç bir şey yokmuş gibi davrandım.

b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

c) Bir şekilde duygularımı ifade etim.

d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

g) Kafamda ne yapacağımı düşündüm.

h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

9) İngilizce bir şeyler okurken yeni kelimelerle karşılaştım ve endişelendim. Bu durumda...

a) Hiç bir şey yokmuş gibi davrandım.

b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

c) Bir şekilde duygularımı ifade etim.

d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

g) Kafamda ne yapacağımı düşündüm.

h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

10) İngilizce bir şeyler okurken bilmediğim dilbilgisi yapılarıyla karşılaştım ve endişelendim. Bu durumda...

    a) Hiç bir şey yokmuş gibi davrandım.

    b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

    c) Bir şekilde duygularımı ifade etim.

    d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

    e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

    f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

    g) Kafamda ne yapacağımı düşündüm.

    h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

11) İngilizce bir şeyler okurken parçadaki kelimeleri biliyordum ama yine de cümlenin ya da paragrafın tamamının ne anlama geldiğini çıkaramadım. Bu durumda kendimi çaresiz hissetim ve...

    a) Hiç bir şey yokmuş gibi davrandım.

    b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

    c) Bir şekilde duygularımı ifade etim.

    d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

    e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

    f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

    g) Kafamda ne yapacağımı düşündüm.

    h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

12) İngilizce bir şeyler okurken, öğretmen metin hakkında hiç açıklama yapmadı ve ben endişelendim. Bu durumda...

a) Hiç bir şey yokmuş gibi davrandım.

b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

c) Bir şekilde duygularımı ifade etim.

d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

g) Kafamda ne yapacağımı düşündüm.

h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

13) İngilizce okuma metniyle ilgili soruları cevaplarken çok yanlış yapmaktan korktum. Bu durumda

a) Hiç bir şey yokmuş gibi davrandım.

b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

c) Bir şekilde duygularımı ifade etim.

d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

g) Kafamda ne yapacağımı düşündüm.

h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

14) Sınıfta okuma parçasıyla ilgili alıştırmalar yaparken hata yaparsam diye kendimi rahat hissetmedim çünkü öğretmenim benim İngilizcemin iyi olmadığını düşünebilirdi. Bu durumda...

    a) Hiç bir şey yokmuş gibi davrandım.

    b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

    c) Bir şekilde duygularımı ifade etim.

    d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

    e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

    f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

    g) Kafamda ne yapacağımı düşündüm.

    h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

15) Sınıfta İngilizce metin okuyup onunla ilgili alıştırmalar yaparken arkadaşlarım başarısız olduğumu düşünürler diye yanlış bir şey söylemekten korktum. Bu durumda...

    a) Hiç bir şey yokmuş gibi davrandım.

    b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

    c) Bir şekilde duygularımı ifade etim.

    d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

    e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

    f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

    g) Kafamda ne yapacağımı düşündüm.

    h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

16) Genelde ders dışında İngilizce bir şeyler okumam ve bu aktiviteden sonra da okumadım. Bu durumda...

    a) Hiç bir şey yokmuş gibi davrandım.

    b) Kendimi çaresiz hissettiğim için okumaya başlamadım.

    c) Bir şekilde duygularımı ifade etim.

    d) Benimle aynı durumda olan bir arkadaşımdan tavsiye istedim.

    e) Okuma parçalarında yeterince iyi olmadığım için kendimi eleştirdim.

    f) Bir sonraki sefer kendimi bu konuda geliştirmeye söz verdim.

    g) Kafamda ne yapacağımı düşündüm.

    h) Sakin oldum ve alıştırmaları yapabileceğime kendimi inandırdım.

APPENDIX 5

OFFICIAL PERMISSION DOCUMENT FOR ADMINISTRATING THE QUESTIONNAIRE

T.C.
NEVŞEHİR VALİLİĞİ
İl Milli Eğitim Müdürlüğü

0 2 MAY 2011

Sayı : B.08.4.MEM.4.50.00.011-044/ 158

Konu : Anket Uygulama İzni

00006631

GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
(Eğitim Bilimleri Enstitüsü Müdürlüğüne)
ANKARA

İlgi : a) Nevşehir Valiliği, İl Milli Eğitim Müdürlüğünün 29.04.2011 tarih ve 6585 sayılı oluru.

b) Gazi Üniversitesi, Eğitim Bilimleri Enstitüsünün 12.04.2011 tarih ve 2939 sayılı yazınızı.

Üniversiteniz Yüksek Lisans öğrencisi Neslihan ŞAHİN 'in İlimiz Derinkuyu İlçesi Yazıhöyük Gazi İlköğretim Okulu öğrencilerine yönelik anket çalışması yapması ile ilgili ilgi (a) da kayıtlı olur ekte gönderilmiştir.

Bilgilerinizi ve araştırma sonucundan Müdürlüğümüze CD ortamında gönderilmesini arz ederim.
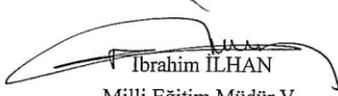
İbrahim İLHAN
Milli Eğitim Müdür V.

EK : Onay 1 Adet

29/04/2011   Şef   A.UGIŞ

29/04/2011   Şube Müd.   M.ECE

Nevşehir İl Milli Eğitim Müdürlüğü: Yeni Kayseri Cad. Hükümet Konağı Kat:2-3
Tel: 0384 2137933-34-35 Fax: 0384 2132068, Strateji Geliştirme Md.Yd:137, Büro:166
E-posta:nevsehirmem@meb.gov.tr   Web : nevsehir.meb.gov.tr

T.C.
NEVŞEHİR VALİLİĞİ
İl Milli Eğitim Müdürlüğü

29 NIS 2011

00006585

Sayı : B.08.4.MEM.4.50.00.01/ 156 -

Konu : Anket Uygulama İzni

VALİLİK MAKAMINA
NEVŞEHİR

İlgi : a) 28/02/2007 tarih ve B.08.0.EGD.0.33.05.311.311/1084 sayılı Makam onayı ile yürürlüğe giren "Milli Eğitim Bakanlığına Bağlı Okul Ve Kurumlarda Yapılacak Araştırma Ve Araştırma Desteğine Yönelik İzin Ve Uygulama Yönergesi"
b) Gazi Üniversitesi, Eğitim Bilimleri Enstitüsünün 12.04.2011 tarih ve B.30.2.GÜN.0.44.72.00/2939 sayılı yazısı.
c) Valilik Makamının 08.04.2010 tarih ve B.08.4.MEM.4.08.00.011-116/4615 sayılı oluru.
d) Milli Eğitim Müdürlüğü Araştırma Değerlendirme Komisyonunun 29.04.2011 tarihli Araştırma Değerlendirme Formu (Form :2).

İlgi (b) yazı ile Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Öğretmenliği Bilim Dalı Yüksek Lisans öğrencisi Neslihan ŞAHİN'in İlimiz Derinkuyu İlçesi Yazıhöyük Gazi İlköğretim Okulunda öğrenim gören öğrencilere " **Türkiye de Yabancı Dil Öğretiminde Ortaokul Öğrencilerinin Ön Okuma Aktivitelerine Karşı Gelişen Korku ve Kaygı Duygularıyla Nasıl Başa Çıktıklarına Dair Bir Durum Çalışması** " konulu anket çalışması yapmayı talep etmektedir.

Yapılması istenilen anket çalışmalarına ilişkin formlar, İlgi (a) yönerge hükümleri doğrultusunda ilgi (c) olur ile oluşturulan komisyon tarafından incelenerek düzenlenen ilgi (d) Araştırma Değerlendirme Formunda "28/02/2007 tarih ve B.08.0.EGD.0.33.05.311.311/1084 sayılı Makam onayı ile yürürlüğe giren 'Milli Eğitim Bakanlığına Bağlı Okul Ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi'ne göre, uygulamasında bir sakınca görülmemiştir." denilmekte olup, söz konusu anketin yapılması, eğitim öğretim faaliyetlerini aksatmamak şartıyla Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde, olurlarınıza arz ederim.

İbrahim İLHAN
Milli Eğitim Müdür V.

OLUR
28 /04/2011
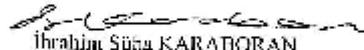
İbrahim Süha KARABORAN
Vali a.
Vali Yardımcısı

APPENDIX 6

READING TEXT SELECTED FROM THE COURSE BOOK „SPRING" FOR THE 6TH GRADE

Unit 12 · A Trip

6 — Reading Spot

A. Before You Read
Mrs. Thomson is writing a letter to her parents in Manchester.
Look at the picture. Why do you think she is writing?

B. While You Read
1 Read Mrs. Thomson's letter. Check your predictions.
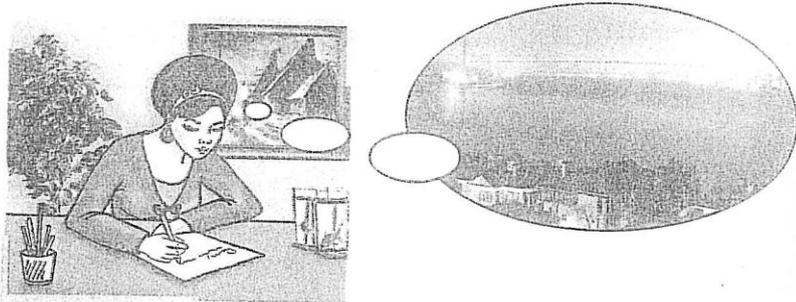
Dear Mum and Dad,

I'm really happy and excited. It's our wedding anniversary next month. We are planning to go to Istanbul for five days. We are going to see lots of different places.

On our first day, we are going to visit the Hippodrome and the Blue Mosque. We aren't going to visit Ortaköy on the first day.

The next day, we are going to be free during the day. I am not going to stay in the hotel. I'm planning to go to Ortaköy. Would you like a souvenir from Ortaköy?

On the third day, we are going to go on a Bosphorus Cruise. Then we are going to go to the Grand Bazaar.

On our fourth day in İstanbul, we are going to visit the Topkapı Palace and Haghia Sophia.

We are going to leave the hotel on the fifth day.

What about you? Are you going to come and stay with the kids while we are on holiday? Are you going to take the bus or the train?

I'm looking forward to hearing from you .

Missing you a lot
Love,
Wendy

2 This is the brochure of the five-day İstanbul tour.
Look at the letter on page 138 again and try to complete with short notes.

A visit to the Blue Mosque and ....
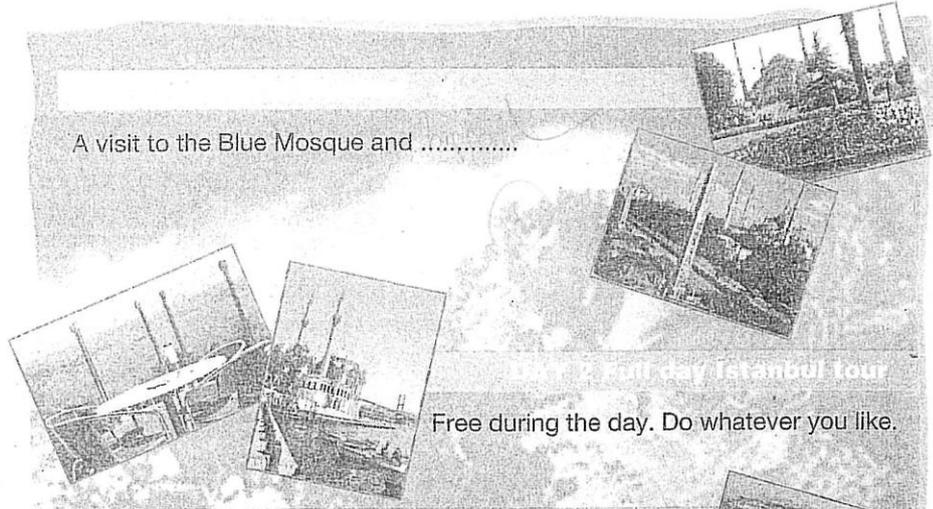
Free during the day. Do whatever you like.

After breakfast a half day tour on a .... Cruise. After lunch, continue with the .... Bazaar.
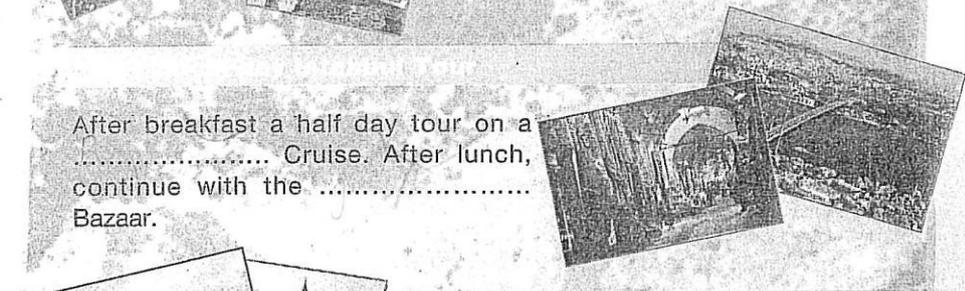
DAY 4 Full day at Leisure

After breakfast, a visit to ...., and Haghia Sophia.

After breakfast, leaving the hotel and private transfer to İstanbul airport for the flight back home.

C.After You Read

Do you have any plans for the summer holiday? Where would you like to go? Which places would you like to visit? Talk to a partner.

APPENDIX 7

READING TEXT SELECTED FROM THE COURSE BOOK „SPRING" FOR THE 7TH GRADE

B. Reading

— a. Look at the following pictures and guess. —

1. What are they about?
2. What do you know about this story?

— c.

1. King
2. Paris
3. The
4. The
5. The
6. The
7. The
8. Troy

— d.
   me

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

— e.
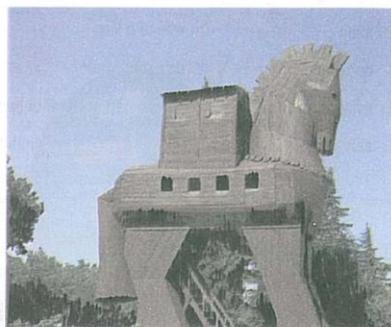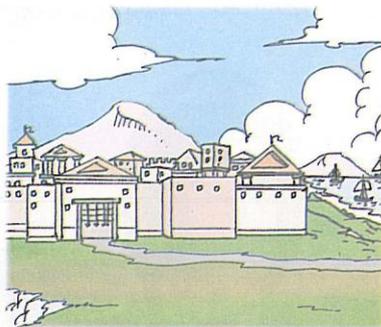
— b. Read the story of the Trojan War and put the paragrahps in the correct order. —

A ____ Soon Agamemnon, brother of Menelaus and the king of Achaeans attacked Troy. Troy was a strong city with powerful walls and Achaeans could not get into Troy. Achilles and Hector died during this war.

B __1__ The Trojan War took place between Achaeans and Trojans in the 8th century. King Priam of Troy had two sons, Hector and Paris. Hector was a loyal son and good soldier but Paris was a naughty boy.

C ____ The Achaeans built a big wooden horse and filled it with warriors. They brought it to troy as a gift to end the war. At night the warriors got out of the horse and opened the gates of the city. The Achaeans captured the city and killed the King Priam and most of his family.

So, Troy become an Achaeans city.

D ____ One day Paris saw a beautiful woman and the fell in love with her. This woman was Helen, the wife of the Spartan King Menelaus. Paris kidnapped Helen and took her to Troy. This event was the starting point of a ten-year lasting war.

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_____ c. Find and correct the mistake in each sentence. _____

1. King Priam of Troy was the father of Hector and Achilles.

2. Paris fell in love with Helen, the sister of Menelaus.

3. The Spartan King Agamemnon attacked Troy.

4. The Trojan War lasted twenty years.

5. The Trojans built a wooden horse and filled it with warriors.

6. The Spartans captured Troy with the help of the warriors in the horse.

7. The Achaeans killed King Priam and a few of his family.

8. Troy became a Spartan city later.

_____ d. Read the text again. Underline six words you want to know. Then, ask your friends and write their _____ meanings.

WORD	MEANING
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

_____ e. Work in pairs. Ask and answer questions in turns and complete the chart. _____

THE TROJAN WAR

Where	
When	
What	
Why	
Result	

as a strong city
this war.
of Troy had two
boy.
as a gift to end
aeans captured

, the wife of the
starting point of

APPENDIX 8

READING TEXT SELECTED FROM THE COURSE BOOK „ENGLISH NET" FOR THE 8TH GRADE

UNIT 16:   **Empathy – Understanding Others**

A2. Mrs Fisher has found an interesting article about empathy. Which of the following do you think you'll read in the text? Colour them green.

- understanding others
- arguing with people
- defending your rights
- giving help
- putting yourself in other people's shoes
- being respectful
- listening to others
- making friends
- being sorry

B.   While - reading

B1. Read the article below and check your answers.

A LITTLE EMPATHY

Misunderstanding is the most common reason for many arguments. It can sometimes be so strong that it breaks down families or causes countries to fight for years. The problem is that everyone thinks that he is right, but the other person is wrong.

The only remedy to this problem is empathy. But what is empathy or how can we empathize with others?

In fact, it's easy with a little understanding. First of all, speak and listen. Speaking is important to express yourself and listening is important to understand others. You may not always agree on the matter, the important thing is to acknowledge the other person's point of view. You must also be polite and respectful to each other's viewpoints.

Always wait and count till three before you start arguing something because people can't think properly while arguing.

It is also important to understand other people, their thoughts, feelings background or lifestyles. Just put yourself in other people's shoes and try to see the situation through their eyes. Finally, remember that there is not only black and white, but there is also gray in between.

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B2. Find these words and expressions in the article titled 'A Little Empathy'. Try to guess their meanings and match them with their meanings. If you can't, walk around, ask your friends and learn their meanings.

1.	break down	a.	an event or situation which you have to deal with, especially one that involves problems
2.	cause	b.	showing respect
3.	empathy	c.	the ability to share another person's feelings as if they were your own
4.	matter	d.	trying to see something from the other person's point of view
5.	acknowledge	e.	making something happen
6.	respectful	f.	accepting or admitting that something is true
7.	argue	g.	destroying something
8.	put yourself in other's shoes	h.	saying things which show that you disagree with something or somebody, sometimes speaking angrily

C.   Post - reading

C1. Answer these questions about the article.

1. What's the most common reason for arguments?

2. Why is speaking important?

3. How can we learn about other people's viewpoints?

4. Why must we wait and count till three before we start arguing?

5. How can we put ourselves in other person's shoes?

C2. Go back to the article titled 'A Little Empathy' and fill in the quotes with tips for a better relationship.

First,

Second,

Then,

Next,

Also,

Finally,

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