

An Investigation of Anxiety among EFL Pre-service Teachers and their Beliefs about Language Learning

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Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirement for the degree of

Master of Arts
in
English Language Teaching

Eastern Mediterranean University
July 2015
Gazimağusa, North Cyprus

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ABSTRACT

The purpose of this study was to investigate the foreign language anxiety levels and beliefs about language learning of pre-service teachers at Eastern Mediterranean University in English language teaching department of North Cyprus. The sample population of the present study was 31 students from the third year and fourth year English Language Teaching department of EMU. The instrument used in the present study were (1) semi-structured interviews, (2) Foreign Language Classroom Anxiety Scale (FLCAS), (3) Beliefs about Language Learning Inventory (BALLI), and (4) a background questionnaire.

The present study has various similarities and differences as observed between the North Cyprus pre-service teachers responses to the BALLI and those of other studies: Horwitz (1988) American foreign language students, Yang (1992) Taiwanese EFL students, Truitt (1995) Korean EFL students, Kern (1995) American students of Japanese, Oh (1996) American students of French, and Kunt (1997) Turkish-speaking students of English. The North Cyprus subjects in this study reported higher levels of foreign language anxiety when compared with the subjects in previous studies.

This study adds to the body of knowledge on the understanding of EFL pre-service teachers' beliefs about language learning, and the level of anxiety and troubles they experience in foreign language classrooms.

Keywords: English as a foreign language, language learner beliefs, pre-service teachers.

ÖZ

Bu çalışma, Kuzey Kıbrıs'ta bulunan Doğu Akdeniz Üniversitesi, İngiliz Dili Eğitimi Bölümündeki öğretmen adaylarının yabancı dil kaygı düzeyleri ve inançlarını, dil öğrenimlerine nasıl yansıtıklarını araştırmayı amaçlamıştır. Bu çalışmanın evrenini, İngilizce Öğretmenliği Bölümünün üçüncü ve dördüncü sınıflarında eğitim gören 31 öğrenci oluşturmaktadır. Araştırmada kullanılan ölçme araçları; (1) yarı yapılandırılmış anketler, (2)Yabancı Dil Sınıfı Kaygı Ölçütü (FLCAS) , (3) Dil Öğrenme Hakkında İnançlar Envanteri (BALLI) , ve (4)demografik soruları içeren anketlerdir.

Elde edilen verilere göre dil öğrenme hakkında inançlar envanterine öğretmen adaylarının verdiği cevaplar ile daha önce yapılan çalışmalar arasında birtakım benzerlik ve farklılıklar saptanmıştır. Konuyla ilgili alan yazın incelendiğinde; Horwitz, (1988), Amerikalı yabancı dil öğrencileri; Yang (1992), Tayvanlı İngilizce yabancı dil öğrencileri;Truitt (1995), Koreli İngilizce yabancı dil öğrencileri; Kern (1995), Fransız Amerikalı öğrenciler; Oh (1996), Japon Amerikalı öğrenciler; Kunt (1997), İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerle yapılan çalışmalara rastlanır. Önceki çalışmalarda elde edilen sonuçlarla karşılaştırıldığında, bu çalışmadaki öğrencilerin yabancı dil kaygısının daha yüksek düzeyde olduğu belirlenmiştir.

Bu çalışma dil öğrenme konusunda öğretmen adaylarının inançlarının anlaşılması ve dil öğrenimlerine, dil sınıflarındaki daha önce edinilmiş kötü deneyimlerinin ve kaygılarının nasıl elde ettiğini ortaya koymaktadır.

Anahtar Kelimeler: İngilizce yabancı dil, dil inançları, öğretmen adayları.

To Almighty God and my beloved family

ACKNOWLEDGEMENT

I would like to express my deepest and sincere gratitude to my supervisor Assoc. Prof. Dr. Naciye Kunt for giving me a unique opportunity to work on such an important topic. Her continuous guidance, invaluable suggestions, affectionate encouragement, generous help are greatly acknowledged. Her keen interest in the topic and enthusiastic support on my effort was a source of inspiration to carry out this study. She has paid much of the invaluable time and the painstaking effort for the whole research. I consider myself fortunate to work under her supervision.

Besides my advisor, I would like to thank and appreciate my thesis committee: Assoc. Prof. Dr. Javanshir Shibliyev and Assist Prof. Dr. Ilkay Gilanlioglu for their encouragement and insightful comments and constant support. I thank my friends, for the stimulating discussions, and for all the fun we have had in the last one and halve years. Also, I am very grateful to Prof. Dr. Gülşen Musayeva Vefalı for her kind help, support and advice.

Last but not the least; I would like to thank all the friends around me both those in Nigeria and here in North Cyprus, as well as my family for supporting me spiritually and financially throughout this stage of my life.

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Chapter 1

INTRODUCTION

This chapter presents background of the study, statement of the problem, purpose of the study, as well as the research questions.

1.1 Background of the Study

The study on anxiety has gained much interest in years, with rise in the issue of affective factors significance impact in foreign language learning, dealing with “the emotional responses and motivation of learners”, as these factors indicate “the stimulation of the body system and its direct interference in the learning task” (Scovel, 1978:16). Amidst the other affective factors pointed out by Brown (1994) are self-esteem, risk-taking, inhibition, empathy, and motivation”. Anxiety is considered to play an influencing role upon learners’ foreign language learning, performance and achievement, as supported in a variety of research works on anxiety in educational psychology and second language learning.

Foreign language anxiety is a feeling of uneasiness, worry, and apprehension in the process of foreign language learning (Horwitz et al., 1986) which is said to have a debilitating effect on students in many aspect of language learning process. Foreign language anxiety has also been defined in literature as “the sense of tension and fear specially connected with learning second language” (MacIntyre & Gardner, 1994:284). The related research work proposed that anxiety posed potential problems for language learners. MacIntyre & Gardner (1994) asserted to this in their study

noting that anxiety may intervene with the acquisition, retentiveness and output of new language.

Anxiety is considered to have an impact on learners “affective filter” which by definition according to Krashen (1982:99) is a ‘mental blockage’ which ‘prevents’ language students “from the achievement of absolute competence in the second or foreign language”. He noted that several factors can contribute to the occurrence of blockage ranging from being anxious or nervous which leads students to be overly concerned about their performance in second language classes, exhibiting negative feelings towards the speakers of the target language, lack of self-confidence and thus creating unreasonable belief about language learning which is another critical factor in the area of language learning.

Learner beliefs about language learning have being a reoccurring phenomenon among learner variables in the field of second language learning. Researchers have investigated into the belief system of learners of a second language through different approaches to knowing whether beliefs learners have about language learning have any effect on the acquisition of second language. Horwitz’s (1988) asserted that a preconceived ideas and negative or unrealistic outlook about how foreign languages are learnt will have an effect on language learning. The beliefs learners have about language learning can have critical effects on their ability and expectation to acquire a language (Kunt, 2007).

Some research studies, (Tum, 2014; Huang & Hung, 2013; Kunt & Tum, 2010) showed that non native teachers do feel language anxiety at diverse levels that may shape them and their teaching performance. It therefore implies that anxiety is not

only limited to students but also transcends to teachers. Bekleyen (2009) also noted that non-native speaker pre-service teachers do have significant high levels of foreign language listening anxiety. Tum & Kunt (2013), in support of Bekleyen's study, found that nonnative pre-service teachers experience an outright feeling of language anxiety when speaking in the target language. Trang, Baldauf Jr & Moni (2012) and Tum (2014) indicated that pre-service teachers do experience significant feelings of language anxiety.

“I just know I have some kind of disability: “I can't learn a foreign language no matter how hard I try.” “When I'm in my Spanish class I just freeze! I can't think of a thing when my teacher calls on me. My mind goes blank.” “I feel like my French teacher is some kind of Martian death ray. I never know when he'll point at me!”

The statement above, as quoted from Horwitz, Horwitz, and Cope's (1986), are all associated to learners of foreign languages. Horwitz, Horwitz, & Cope (1986), MacIntyre & Gardner (1989) considered language courses to be the most anxiety-provoking courses for many students. On this ground, foreign language anxiety has been a phenomenon that has been looked into by researchers for decades.

Theory and research in cognitive and educational psychology have showed how important beliefs can impart learners' experience of anxiety. Learner beliefs are considered to be an important anxiety-provoking factor. When learners have some unrealistic ideas about language learning, they tend to be anxious. Horwitz (1999) and Kunt & Tum (2010) discovered in their work that the set of beliefs and attitudes language learners had toward the target language was the determinant agent on their behaviour; this set of behavior might have effect on language learning. According to Kunt (2007), the set of beliefs learners have about language learning have been said to

have a considerable effect on learners' ability and expectations to learn a language. Therefore, in order to make sure success is attained in language education, foreign language anxiety is an important issue that cannot be overemphasized. It is then imperative to observe and investigate foreign language anxiety and learner beliefs.

Many studies have examined learners' anxiety on language learning, but few have been carried out on the effect of this anxiety on future teachers of the target language. Although there is a little relationship between the researches on teachers and student teachers anxiety in foreign language learning, yet studies have also established that student teachers level of anxiety is quite different from non-student teachers.

1.2 Statement of the Problem

Over the last decade, different research works have been conducted explicitly on foreign language anxiety among language learners and its relation to target language achievement in different contexts (see Kunt, 1997; Sellers, 2000; Kitano, 2001). These researches have established the negative correlation between FL anxiety and achievement in target languages. Also, studies have probed FL anxiety with respect to specific language skills: listening, writing and speaking (see Cheng, 1998; Cheng, 2002; Elkhafaifi, 2005). All these studies measured different skills in target language in relation to FL anxiety.

Horwitz, Horwitz, & Cope (1986) studied and noted that speaking was indisputably the skill mostly affected by FL anxiety. Cheng (2002) also realized a negative relationship for FL writing. These studies put light on the assertion for the existence of skill-specific FL anxiety. Different research work have thus concentrated on the foreign language

learning anxiety experienced by students with little focus on non-native foreign language pre-service teachers who inevitably are also learners of foreign language. Although pre-service teachers have been seen and categorized as language learners but the fact remains that they are majorly going to be language teachers. Therefore, the language demand on them is distinct from all other language learners.

The insufficient number of research into the affective forces acting on non-native student teachers of foreign language is something that should not be overlooked. Very little research work has thus been carried out on teachers' foreign language anxiety (Horwitz, 1996), even though teachers' anxiety could be a determining factor influencing foreign language teaching as it might affect the ways teachers use the target language, choices of teaching and their overall wellbeing (Kunt& Tum 2010). The fact that there is increase in the number of non-native foreign language teachers by the year worldwide is inevitable based on the standing status of English (Borg, 2006). It is therefore obvious on the necessity for more research in this area considering the potential effect of foreign language teaching anxiety.

The perceptions and beliefs in a classroom context brought to the learning situation by students have been seen as a significant igniting factor in the process of learning (Breen, 2001). Learners' beliefs about language learning can be a major contributive agent to anxiety (Young, 1991). Some other studies have also shown their support on this notion that the set of beliefs students have about language learning could be an important source of foreign language anxiety (Wang 2005; Lan 2010).

Although in past studies, only small records looked at the subject matter of foreign language anxiety and language learning beliefs of pre-service teachers. This paper

represents discussions to enrich more knowledge in literature by examining pre-service teachers of English education study program of EMU foreign language anxiety levels and how they hold beliefs about language learning.

1.3 Purpose of the Study

This study's intention is to shed more light on foreign language pre-service teacher's anxiety and their beliefs about language learning.

Given the scarcity of the research into anxiety among EFL pre-service teachers and their beliefs, this study's purpose is primarily to explore and describe pre-service teachers' beliefs of English language teaching in EMU and their levels of foreign language anxiety.

1.4 Research Questions

This study intends to give answer to the following research questions:

1. Do pre-service teachers in the English language teaching department of Eastern Mediterranean University report their feelings of foreign language anxiety?
2. What beliefs do pre-service teachers have about language learning in the English language teaching department of Eastern Mediterranean University ?
3. What are the levels of foreign language anxiety of the pre-service teachers studying in the English language teaching department of Eastern Mediterranean University ?

Chapter 2

LITERATURE REVIEW

2.1 Introduction

This section provides an overview of the background information about anxiety and the types of anxiety about language learning. Followed by discussion on foreign language anxiety, the conceptualization of foreign language teacher anxiety and foreign language anxiety among pre-service teachers. Also, the literature on language learning beliefs, learner beliefs and anxiety were also discussed.

2.2 Anxiety

For a clear understanding of the anxiety in foreign language learning and the underlying factors in it, it would be of importance to start with the general definitions of anxiety and identify the different types of anxiety with the specific conditions that elicit the arousal of anxiety.

Anxiety is said to intertwine with self-efficacy, self-esteem and inhibition, as it is seen to be one of the most significant affective factors which is defined in different ways. Scovel (1978) put it as “a state of emotional apprehension, an unreal fear that is only indirectly linked with an object”. As implied, the feeling of uneasiness, frustration, fear and worry is experienced regardless of an object. Spielberger (1972), on the other hand, emphasizes the subjective state of the term by defining it as “a awful emotional state or condition which is accumulated by subjective feelings of tension, apprehension and worry” with “ arousal of the autonomic nervous system

that goes with them” (cited in: Cha, 2006). Research on anxiety suggests that these feelings are observed in the individuals at various levels with some physiological and psychological symptoms: trembling, perspiring and palpitations (Horwitz, et al., 1991). Personality issue was brought in by May (1977) as he considers anxiety as “the arrest caused by a menace to some value that the individual holds crucial to his existence as a person”. It shows from the definition above that anxiety can be both psychological and physiological.

2.3 General Anxiety

The term general anxiety has been used in the area of second language acquisition before the introduction of the term “foreign language anxiety”. Early research had depicted from the effect on language learning and performance that anxiety has a damaging influence on learner’s performance. Early studies on this phenomenon were unable to pin down an “explicit clear-cut relationship between anxiety and foreign language achievement” (Scovel, 1978). The assertion of Scovel (1978) results studies brought about contradictory result on the assumption that anxiety has a negative influence on learners since some studies showed that the relationship between anxiety and language performance was not necessarily negative. There were some studies that even showed that there may be positive correlation between anxiety and second language learners performance (Kleinmann, 1977, as cited in Horwitz, 2001).

The results inconsistencies were attributed to debatable definitions of anxiety and the unavailability of a valid and reliable anxiety measuring instrument to measure precisely foreign language learning (Horwitz, et al. 1986). More also, the

inconsistency in results might be attributed to lack of attention on the type of anxiety measured (Scovel, 1978).

Discovered as too specific to be caught by general anxiety assessment (MacIntyre & Gardner, 1989; Horwitz, Horwitz & Cope 1986) introduced the concept of foreign language anxiety. They considered foreign language anxiety has a situation-specific anxiety, a singular type of reaction sole in foreign language learning situations. It is “a discrete set of beliefs, feelings and behaviours relating to the classroom learning arising from the uniqueness of the language learning procedure, and not just a composite of other anxieties” (Horwitz et al. 1986). As defined by MacIntyre & Gardner, foreign language anxiety is “the perceived feeling of stress and apprehension associated specifically with second language/foreign language settings, encompassing speaking, listening, and learning” (MacIntyre & Gardner, 1994). Consequently, FL anxiety as been seen as a major obstacle to the acquisition and mastery of foreign languages as it hinders proficiency development (Dewaele, Petrides, & Furnham, 2008; Khodadady & Khajavy, 2013; Göçer, 2014).

2.4 Effects of Anxiety

2.4.1 Facilitating and Debilitating Anxiety

Another important distinction was made on anxiety between facilitating and debilitating anxiety as a penetration to the understanding of anxiety as distinguished by (Alpert & Haber, 1960; Scovel, 1978). It is also called “harmful” and “helpful” anxiety respectively by Oxford (1990). Facilitating anxiety helps the learner in a motivating way which can aid enthusiasm when faced with challenging tasks. On the other hand, debilitating anxiety induces fear and unpleasant feelings that are dreadful and can interfere with the learning process. Facilitating anxiety generates a positive

result on learners achieving a task (Brown, 1994). Brown's conclusion was that little anxiety has a tendency to motivate a person into further performance. Scovel (1991), therefore, noted that facilitating anxiety has a motivating role agreeing on its definition. He therefore concluded that a particular level of anxiety is needed for learning and sustenance of interest. Several studies asserted to this notion seeing facilitating anxiety in language learning as beneficial (Horwitz & Young, 1990; Spielmann & Radnofsky, 2001; Young, 1992).

The subduing impact of anxiety is also confirmed by MacIntyre & Gardner, (1991) who noted after his findings that debilitating effect is more prevalent in language learning, and it is "damaging to performance". Debilitating anxiety denotes having negative inhibiting feelings from performing a task. In relation to MacIntyre & Gardner (1991) state anxiety, Scovel (1978) elucidates that in comparison to facilitating anxiety, debilitating anxiety "prompts the learner to "flee" from the new learning task; as this arouses the individual emotionally to adapt dodging behavior".

Although different beliefs were held by researchers about the existence of helpful anxiety, they all agree that a certain degree of curiosity and concern is needed for achievement. When this fear and curiosity impedes the learning process, it is said to be disadvantageous to language learning. Considering the adverse effect on anxiety, many studies have investigated debilitating anxiety in order to reduce students' anxiety (Horwitz, et al., 1986; Kunt, 1997; Young, 1990).

2.5 Types of Anxiety

Literature has specifically noted two distinct types of anxiety; one comes from personality characteristic referred to as trait anxiety. While the other is state anxiety, which relates to particular conditions in a specific situation.

2.5.1 Trait Anxiety

Trait anxiety is seen as a likeliness of an individual becoming anxious in any situation (Spielberger, 1983). Some people naturally tend to be anxious in all situations, and it is a stable and permanent state; in other words, it is a personality type of traits (Brown, 1994). Philips (1992) defined trait anxiety as the proneness and reaction of an individual apprehension to almost every situation. This type of anxiety is a lasting sensitivity to be anxious, as research has shown that trait anxiety negative impact on people's memory and other cognitive features (MacIntyre & Gardner, 1991).

2.5.2 State Anxiety

State anxiety may be experienced and expressed in relation to particular event or act which means that it is not a "long-lasting personality feature" but it comes out when a situation makes individual feel apprehensive. Young (1991) noted that this type of anxiety is not a permanent feature as it is usually activated by the conditions surrounding certain situations. Brown (1994) also explained that temporarily aggravated stimulus is a resulting effect of this type of anxiety.

Research conducted on language learning anxiety has come to see foreign language anxiety in light of "situation-specific" anxiety category, with emphasis on the situational existence of state anxiety. Three major situations was considered and identified in literature on language learning anxiety as provoking: communication

apprehension, fear of negative evaluation and text apprehension. (Horwitz; Horwitz & Cope, 1986).

2.6 Foreign Language Anxiety

The study on anxiety in foreign language took a new perspective after the study of Horwitz, et al. (1986) who put forward the concept Foreign Language Classroom Anxiety Scale (FLCAS), with the notion that foreign language anxiety is a situational-specific anxiety unique to foreign language classroom, putting into consideration the three foreign language anxiety factor: communication apprehension, test anxiety, and fear of negative evaluation. This brought a ripple-effect in the field as more research work began to rush into studying foreign language learning anxiety in various situations and contexts (Horwitz, 1986; MacIntyre & Gardner, 1991; Kunt, 1997, Sellers. 2000; Yan & Wang, 2001; Kunt, 2005; Yan & Horwitz, 2008 Kunt & Tum 2010; Al-Shboul, Ahmad, Nordin, & Rahman, 2013). More also, effect of foreign language anxiety has also been analyzed (Cheng, 1998; Cheng & Sellers, 2000; Horwitz, 2001; Argaman & Abu-Rabia 2002; Elkhafaifi, 2005; Batumlu & Erden, 2007; Aydin, 2008; Huang, & Hung, 2013; Khodadady & Khajavy, 2013). Sources and factors influencing the different degrees of foreign language anxiety learners go through have been studied likewise in diverse studies (Bailey, 1983; Young, 1991; Onwuegbuzie, Bailey, & Daley, 2000; Gregerson & Horwitz, 2002; Von Wörde, 2003).

Lastly, ways of reducing and alleviating feelings of foreign language anxiety have been looked into in addition to anxiety management strategies for creating classroom environment that prevents learners from debilitating foreign language anxiety

(Horwitz, 1986; Young, 1991; Young, 1992; Young, Kondo & Ling, 2004; Tsiplakides & Keramida, 2009).

Research conducted so far has looked into the experience of students on foreign language anxiety. Little has been done on pre-service foreign language teachers (Horwitz, 1996; Ameen, Guffey, & Jackson 2002; Kunt & Tum, 2010) as it is sometimes disregarded that pre-service teachers of foreign language also fall under the category of foreign language learners. Though we may consider them as experienced language user, but since the process of language learning is never complete (Horwitz, 1996). It is imperative that studies should be invested into it because anxieties developed by foreign language teachers have the innate potency of aggravating such, in learners which might negatively influence teachers' teaching of the target language, pedagogical choice and general well-being (Horwitz, 1996; Tum, 2012; Tum & Kunt 2013).

Pre-service teachers are susceptible to different challenges as experienced by teachers. Student teachers because of the necessity and integration of teaching practice would find themselves in the shoes of teacher where their teaching are observed and evaluated, which could be a challenging experience for them bearing in mind that they are still developing in the target language. Limited research on non-native student teachers has indicated that foreign language anxiety is a deficiency associated with foreign language teachers during micro-teaching (Kunt, 2005; Kunt & Tum, 2010; Tum & Kunt, 2013; Tum, 2014). This might depict that pre-service teachers are in a more difficult situation than native foreign language teachers.

Survey about the future of English language shows that it will not be replaced by any other languages as a *lingua franca* for the next 50 years (Graddol, 1997). With the overpowering dominance of English language, it is certain that the population of non-native foreign language teachers would be on the increase every year globally (Borg, 2006). A call into the anxiety level of nonnative foreign language student teachers is therefore necessary. As said earlier, the construct of (Horwitz et al. 1986), put forward the component framework of foreign language anxiety in relation to academic domains. Its manifestation can be seen in three aspects: communication apprehension, fear of negative evaluation and text anxiety.

2.6.1 Communication Apprehension

Communication apprehension was described by Daly (1991) as “the phobia an individual feels about oral communication”. Horwitz et al. (1989: 127) defined it as “a type of timidity associated fear or anxiety about communicating with other people”. Among several anxiety types, the fear of communication is seen as the most frequently experienced in foreign language context. Students thus experience fear in oral communication in language class, and this inhibits their communicative ability as it creates frustration and apprehension in them towards speaking which is the expected outcome of language learning. According to Foss & Reitzel (1988), language learners are not only required to learn new languages but also to be able to perform it, because performance is the evidence of language learnt. This makes communication anxiety specific to foreign language context. The resulting effect of not being able to communicate or understand others might be a resulting effect of communication apprehension.

Communication apprehension has been studied and found to have debilitating effect as it often creates an uncomfortable context for learners thereby resulting in their unwillingness to communicate (Liu & Jackson, 2008).

2.6.2 Fear of Negative Evaluation

Negative evaluation is “apprehension about others’ evaluation, distress over ones negative performance, dodging appraising positions, and the prediction that others would asses one negatively” (Watson and Friend, 1969). One thing synonymous with students that are kin on negative evaluation is that they rarely initiate speech, and they seldom interact (Gregerson & Horwitz, 2002). Gregerson & Horwitz concluded that there is every probability that students with high anxiety are prone to fear the negative evaluation of their equals as they don’t want to look foolish.

MacIntyre & Gardner (1991) noted a close relation between fear of negative evaluation and communication apprehension. Language classroom situation learners’ evaluation is not only from the teachers, students in the class also make comments that give rise to the sensitivity of students. Students may show a reaction of over sensitvity to their peers’ judgmental evaluation of them either imagined or real since they are in the context of evaluative committee (Horwitz, et al. 1991).

2.6.3 Test Anxiety

The third anxiety type that relates to foreign language anxiety is text anxiety. Test anxiety by MacIntyre& Gardner (1991) is “apprehension over academic evaluation”. It is imperative that students are continuously evaluated by teachers and the school due to placement of proficiency requirement in foreign language classes which made text anxiety a phenomenon that relates to foreign language learning (Horwitz, et al; 1991). Text anxiety has been examined by researchers and seen to affect students’

performance (Daly & Strfford, McCroskey; Pimsluer et al.). Foreign language students therefore often have negative feelings about tests due to their anxiety about text which develop in them irritative perception in evaluative situations.

Communication apprehension, text anxiety and fear of negative evaluation are considered to have a debilitating effect on foreign language learning which might cause “a hurtful effect on second language learning” (MacIntyre & Gardner, 1991). Pappamihel (2002: 331) concluded that communication apprehension, text anxiety and fear of negative are threats inducive to “one’s sense of self” and the reduction in students “self-efficacy”. Although these three components in foreign language anxiety formed the foundation for foreign language anxiety, there is need to note that foreign language anxiety is “a clear cut set of beliefs, self-perceptions, feelings and behaviours relating to the classroom learning emanating from the uniqueness of the process of language learning” (Horwitz, et al; 1986).

2.7 Foreign Language Teachers Anxiety

Intensive research has been conducted on learner foreign language anxiety, but not much has been carried out on anxiety in foreign language teaching. Horwitz (1996) stated that studies seeking more on learners foreign language anxiety and specific effects has been on the increase. One of the researches that set a landmark on teachers’ foreign language anxiety is that of Horwitz (1996). Horwitz (1996) puts forward that it is noteworthy to assume that non-native language teachers do have anxiety in the classroom. This study suggested some reasons why teachers are liable to foreign language anxiety. The first point pinned down was that teachers have already invested a considerable amount of time, motivation and ego into learning the target language, therefore “they present themselves to the world as high-level

speakers”. To keep up with this status of perfectionist, they are likely to experience feelings of anxiety.

Furthermore, as suggested by Horwitz, foreign language teachers unfortunate subscription to stereo “fluency” in a second language has a pick on anxiety. Flawless speaking of a foreign language as one’s native language goal is an unrealistic belief set by language teachers as such a level of achievement is rare. This unrealistic goal of proficiency established by the target language teachers is likely to sprout up anxiety over their level of competency no matter how accomplished they are as the target language speakers. Lastly, experiences gathered in teachers past experiences in learning the target language can also lead to the increase of feelings of foreign language anxiety. The conglomerations of these factors are justified as plausible assumptions to show that non-native foreign language teachers are liable to language anxiety.

To further look into the assertion that foreign language anxiety also affect foreign language teacher, Tum (2014) in the study on language anxiety of foreign language pre-service teacher noted that overreacting to errors are predominant in the comments of participants with high anxiety as errors make them increase their feelings of anxiety. This is an exigency on believes of flawless speaking of a foreign language as one’s native language. The author concluded that there is need to acknowledge the imperfection of our performance while speaking the target language, thus there is a need to give allowance or permission to be less than perfect.

Horwitz (1996) was one of the empirical studies on foreign language teacher anxiety; she found out that participants have significant level of foreign language anxiety

thus; student teachers were prompt to use less innovative and language-intensive teaching method and thereby plan activities that do not demand much of the target language use. This was also amplified in the work of Aslrasouli & Vahid (2014) who investigated teacher anxiety among practicing EFL teachers in an Iranian context. The study revealed that there is a high rate of anxiety among novice and experienced teachers. This shows that experienced teacher also display feelings of anxiety in certain situations as it agrees with a survey by Kim & Kim (2004), who found the following situations among the most anxiety-provoking conditions for EFL/ESL teachers: (1) when they are asked unexpected questions, (2) when students are not motivated in their English classes, (3) when students control is out of their hand and (4) when they teach English culture.

Klanrit & Sroinam, (2012) conducted a study with EFL teachers and found that the subjects experienced considerable foreign language anxiety levels. Four elements were found to cause teachers' anxiety in using English in the language classroom which ranges from high teacher expectations about students' language limitations and little motivation, moderate level concerns about students' attitudes towards studying English, low level concerns about teachers' language proficiency, and moderate level concerns about teaching and learning management. EFL teachers are anxious more over their level of proficiency which might inform their choices of language teaching methodologies.

It is worthy to note that teachers are the primary source of target language input in the classroom to foreign language learners. By limiting input and restricting language intensive teaching approaches, teachers are invariably limiting students' access to spontaneous use of the target language (Horwitz, 1996).

2.8 Foreign Language Anxiety among Pre-service Teachers

In recent years, there have been studies conducted with pre-service foreign language teachers. Canessa (2004) and Tseng (2005) are two of the first studies conducted with pre-service foreign language teachers. Both studies found out that teachers experienced high level of foreign language teaching anxiety as some factors contributed to their anxiety (cited Tum 2010). The findings in Canessa (2004) and Tseng (2005) found a contradictory assumption to Horwitz's (1996) as both studies did not find any relationship among anxiety and target language use. Horwitz suggested that teachers with higher foreign language teaching anxiety levels are likely to limit students' access to the target language as well as the use of the target language since teachers are the primary source of input in the foreign language classroom setting.

Considering the effect of foreign language anxiety in classroom instruction and overall teachers' well-being, Kunt (2005) accented the importance of creating a non-threatening classroom environment that does not bring forth feelings of foreign language anxiety.

Tum & Kunt (2013) study indicated that a significantly high numbers of the student teachers experience affective states of foreign language anxiety. Participants' remark in the study during interview showed that foreign language anxiety has two major effects on them, which are; the application of grammar rules and the execution of speaking skills. Anxiety therefore interferes with participants' ability to recall known rules. The extract below stressed this as reported in the study by one of the students as it conforms to findings of previous research.

“I make mistakes because I feel anxious. For example, I start the sentence with “he” or “she,” but I continue with “they” because I am so stressed. Or I say “my sister,” but then I continue with “he.” I know the rule, but I still make a mistake at the time” (Tum & Kunt, 2013:392).

Furthermore, the student teachers gave clues of their perfectionist tendencies by insisting that their performance must meet the highest standard which is similar to those recorded by Gregerson & Horwitz (2002). The authors concluded by noting that non-native teachers are as well susceptible of foreign language anxiety as the participants demonstrated that non-native pre-service teachers experience various levels of foreign language anxiety which might inferably be an affective actor on their teaching performance. Tum (2014), reported in his work how anxious pre-service students fear over errors and negative evaluation aggravate their anxiety as he reported that they might prefer to choose foreign language teaching activities that does not demand sophisticated linguistic futures which might also influence student teachers use of less innovative and language-intensive teaching methodologies.

A study conducted by Kunt & Tum (2010) showed that non-native student teachers who took part in the study as they go for teaching practice as a requirement of their education program have foreign language anxiety at various levels. In response to the open-ended interview administer along FLCAS, the participants showed perfectionist tendencies which may negatively influence them as teachers and their teaching performance. The authors then recommended the realization on the part of educators that non-native student teachers also are likely to have foreign language teaching anxiety and they need to be supported to overcome or help in coping with their anxiety before they start their teaching career instead of just evaluating students performance at each and every step in their steps to becoming language teachers.

Horwitz (1996) also asserted that non-native student teachers' worries and concern about the target language should be given explicit consideration by educators so that educators will be more open minded and nonjudgmental but supportive in their students plight with the target language, anxiety, and teaching.

It is no longer gainsaying that pre-service language teachers experience different level of anxiety from time to time as their awareness increases, which pup up their affective state of foreign language anxiety (Canessa, 2004; Horwitz, 1996). It is imperative to note that several factors have been identified as effective factors for such anxiety.

Beliefs learners have about language learning is considered to be an important influence on learners' performance in language learning. Horwitz (1988) noted that unrealistic beliefs concerning language learning may lead to language learning anxiety. Young (1991) in his work noted that anxiety is created "when beliefs and reality clash". Therefore, beliefs learners have about language learning might be a contributory factor to language anxiety which may be the primary factors preventing learners from attaining proficiency in target language. The following section discusses learners' beliefs in language learning in a more detailed way.

2.9 Beliefs about Language Learning

In the past decades, research has gone into learner beliefs about language learning so as to account for individual differences and a better understanding of students' beliefs when it comes to language learning, which might lead to effective ways to ease students' language learning. Beliefs about language learning have therefore been seen as a causer determinant of language learning.

Horwitz's research (1983, 1988) is credited as the first to attempt to identify beliefs held by learners about language learning in a general manner with the development of Beliefs about Language Learning Inventory (BALLI), which was developed to appraise students' notion on a variety of issues relating to language learning. The BALLI comprises 34 items that are sorted into five domains: difficulty of language learning, foreign language aptitude, the nature of language learning, learning and communication strategies, and motivations and expectations. Horwitz's (1988) work; using BALLI questionnaire was distributed to 240 language students at the University of Texas; found that some students' beliefs were affirmative and delusive.

Kunt's (1997) also used the BALLI on 882 Turkish-speaking students, and found that the participants laid high value on grammar and vocabulary, as they were also highly motivated to learn English. There is need for studying learner beliefs about language learning because whatever beliefs learners have may influence their prospects for and commitment to learners' language learning (Horwitz 1987).

Kunt (2007) also found in her study that learners' belief about language learning can have adverse effect on learners' ability and expectation to learn. Beliefs learners hold towards language learning might build up a form of anxiety in them as Horwitz et al. (1989) sees learner beliefs as an outstanding source of language learning anxiety. She put forward that unrealistic beliefs learners have about language learning may cause uncomfortableness as this is said to affect the development of foreign language performance and fluency.

Aragao (2011) investigated beliefs and emotions in foreign language learning and revealed that students' belief about speech, classmates and teacher influenced their

feelings of embarrassment, shyness, and class inhibition, forming their language emotions. This is also synonymous with the affective factors in language anxiety with the fear of negative evaluation appearing as a symptom in researches on foreign language anxiety (e.g. Gregersen & Horwitz, 2002; Horwitz, et al. 1986; 2010).

According to Horwitz, (1986) learners loose assurance in instructional approach when conceptualized ideas about learning and teachers' teaching approaches between learners' and instructional activities does not match, "when assurance is lost in instructional approach ultimate achievement can be limited" (p. 119). Therefore, unsatisfied learning expectations may have a negative effect on classroom instruction and, thus affect learning outcomes.

Agudo, (2014) study among 218 Spanish secondary school students on beliefs about EFL learning noted that learners past classroom experience are largely a causal of diverse beliefs learners hold about EFL learning. The study showed evidence that learner beliefs and perceptions about EFL learning are shaped by the way students learned English. It is hoped that learners' beliefs can be promoted by teachers as they help learners develop self-confidence in their teaching approaches and activities as motivation will definitely be enhanced in learning (Horwitz, 1987).

Beliefs learners have about language learning has been assumed to have effect on the success of language learning. Peacock (2001) discovered in his study the existence of relationships between some beliefs and English proficiency in an EFL context. Kong (2001) disclosed that there exist a significant relationship between English proficiency of his participants and their beliefs about the role of grammar and vocabulary. Vocabulary and grammar were agreed on by the low proficient students

noting that English learning was a matter of learning vocabulary and grammar while high proficient students tended to disagree.

There are other studies that have also investigated the relationships between beliefs about language learning and other factors that promotes achievement in language learning like autonomy, (Victori & Lockhart, 1995; White, 1999), strategies in language learning (Wen & Johnson, 1997; Yang, 1999) and anxiety which has been found as an agent that may subvert success in language learning (Horwitz, Horwitz, & Cope, 1986; Truitt, 1995).

2.10 Learner Beliefs and Anxiety

Research has shown that belief learners have about language learning is also associated with other language learning variables (Horwitz, 1987; Truitt, 1995; Kunt, 1997). Horwitz (1989) and Truitt (1995) discovered that learners' beliefs about the difficulty of target language have a link with anxiety. High anxieties were found to be related with learners who endorsed that the target language was difficult while learners who believed in the simplicity of the language learnt have low language anxiety. These findings showed that beliefs held about the difficulty of language learning may affect success in language learning. The perception of learners about the easiness and uneasiness of learning task may contribute to language anxiety.

Onwuegbuzie, Bailey, & Daley (1999) examined factors that may add to the prediction of foreign language anxiety, and came up with the report that self-perception might be associated with foreign language anxiety. They noted these sets of perception may arise from students' prospects of their overall expectation and accomplishment in foreign language courses, perceived self-regard, and perceived

pedagogue competency. Students' prospect of expectations and accomplishment in foreign language courses came up as the biggest expression of foreign language anxiety. The findings affirm Horwitz's (1988) and Young's (1991) research claims that beliefs learners have about language anxiety are primary sources of language anxiety. Young in his study noted that learner beliefs about language learning may be a source of language anxiety as students sometimes set "unrealistic beliefs" such as "pronunciation is the most important aspect of a language" or "students should be fluent in two years". He noted that this type of unrealistic assumptions and beliefs caused frustration and stress thereby resulting in anxiety as there is a clash between what was obtainable and their unrealistic beliefs (Young 1991).

This study therefore set out to compliment previous studies (Horwitz, 1983, 1988; Young 1991; Kern, 1995; Oh, 1995; Truitt, 1995; Kunt, 1997). It will contribute to the body of knowledge on issues concerning pre-service teachers' foreign language anxiety and beliefs from a Turkish context.

Chapter 3

METHODOLOGY

3.1 Introduction

This chapter presents the study methodology, including the description of the research questions, participants, instruments, data collection procedures, data analysis techniques, and rationale for statistical analysis.

3.2 Research Questions

This study was designed to look into self-perception about language learning among EFL university students in North Cyprus as well as students' foreign language anxiety levels. The study therefore sought to answer the following questions:

1. Do pre-service teachers in the English language teaching department of Eastern Mediterranean University report their feelings of foreign language anxiety?
2. What beliefs do pre-service teachers have about language learning in the English language teaching department of Eastern Mediterranean University ?
3. What are the levels of foreign language anxiety of the pre-service teachers studying in the English language teaching department of Eastern Mediterranean University ?

3.3 Participants

The subjects of this study were third and fourth year undergraduate EFL students at Eastern Mediterranean University (EMU): Department of English language teaching

in North Cyprus. Only the third and fourth year student teachers were chosen for this study because it is only this set of students that have got some kind of classroom experience as they have been exposed to some courses requiring them to conduct micro-teachings. Forth year student teachers had on the other hand begun their internship teaching practice programme as they had visited high schools and middle schools in order to conduct EFL lessons in real classrooms settings. This informed the researcher’s decision to choose participants with basic knowledge and practical teaching experience for this study.

In total, there were 36 students in the two selected classes 5 of the 36 students were unaffordable absent to participate in the study. Therefore, 31 students filled out the research questionnaires. Among these 31 participants, 10 were chosen randomly for a semi-structured interview. Pseudonyms are used for each of the participants in this study so as to reserve autonomy.

Among the 31 participants, 15 (48.4%) were male, and 16 (51.6%) were females (see Table 1). Twenty (64.5%) were third-year students and eleven (35.5%) were fourth-year students. (see Table 2).

Table 1. Gender distribution of participants

Gender	Number of participants	Percentage
Male	15	48.4
Female	16	51.6
Total	31	100

Table 2. Participants Grade Level

Grade Level	Number of participants	Percentage
Third year	20	64.5
Fourth year	11	35.5
Total	31	100.0

Table 3 below shows that majority of non-native EFL student participants were either from Cyprus or Turkey. This is not surprising since, in Northern Cyprus, the majority of students in ELT programme are either Turkish Cypriot or Turkish. The students who selected England as their country of origin are likely to be Turkish Cypriots who were born in the England and later moved back to Cyprus.

Table 3. Country of origin of participants

Country of origin	Number of participants	Percentage
Turkey	7	22.6
North Cyprus	15	48.4
England	4	12.9
Russia	2	6.5
Germany	1	3.2
Saudi Arabia	1	3.2
Iran	1	3.2
Total	31	100.0

Table 4. Age of participants

Age	Number of participants	Percentage
21	7	22.6
22	10	32.3
23	5	16.1
24	2	6.5
25	2	6.5
26	2	6.5
27	1	3.2
28	1	3.2
29	1	3.2
Total	31	100.0

Table 4 presents the age frequency of the participants of the study. Although the majority of the participants were between the ages of 21 and 26, the sample appears to be representative of most age ranges. Some of the students entered university later than their peers for different reasons that necessitated their age differences in relation to their academic level.

Table 5. Years of formal study of English of participants

Years of formal study of English	Number of participants	Percentage
1-6	2	6.5
7-12	5	16.1
13-18	13	41.9
19-24	7	22.6
Total	27	87.1
Not at all	4	12.9
Total	31	100.0

In Northern Cyprus, EFL begins at the very early stages. EFL teaching starts at the elementary school level and continue until the end of high school and throughout university and in Turkey respectively, EFL classes starts either at the elementary school level or at the at the middle school level. Table 5 shows the years of formal study of English of the participants. The majority of the participants have at least 13-24 years of formal study of English. Also, a considerable number of the participants had between seven to twelve years of studying the language. EFL can be said to have a predominant role in North Cyprus and Turkish educational systems. This might justify the reason why majority of the participants had at least spent such a length of years studying English.

Table 6. Participants who have lived or travelled to an English Speaking Country

	Number of participants	Percentage
Yes	17	54.8
No	14	45.2
Total	31	100.0

Table 7. English speaking countries lived in or travelled to

Countries lived or travelled to	Number of participants	Percentage
None	14	45.2
England	13	41.9
England, Canada, France	1	3.2
England, Italy, Holland	1	3.2
Scotland	1	3.2
USA	1	3.2
Total	31	100.0

More than half of the participants has lived or travelled to an English speaking country. Similarly, participants' foreign language anxiety level may be attributed to culture shock (the resentment of target culture) which emanate from the initial "honeymoon" experience of time spent in a foreign country. Horwitz's (1996) viewed culture shock as an inductive factor that causes foreign language anxiety among non-native teachers and pre-service teachers. Table 3.6 also shows that a noteworthy percentage of the participants had spent no time at all in an English-speaking country.

Table 8. Number of Languages spoken aside English and Turkish

Number of Languages Spoken	Number of participants	Percentage
1	16	51.6
2	9	29.0
3	1	3.2
4	1	3.2

Total	27	87.1
No languages spoken aside English and Turkish	4	12.9
Total	31	100.0

Table 9. Languages participants studied aside English and Turkish

Other Language studied aside English and Turkish	Number of participants	Percentage
No languages studied aside English and Turkish	4	12.9
French	4	12.9
French, German	7	22.6
French, Russian	1	3.2
French, Spanish, German	1	3.2
French, Spanish, German, Greek	1	3.2
German	12	38.7
Greek, Japanese	1	3.2
Total	31	100.0

Table 8 presents the number of languages spoken by participants, aside English and Turkish. (87.1%) of the participants have studied other languages aside English and Turkish and the languages they have studied aside English and Turkish are more than one. Table 9 gives a division of the numbers of languages. This gives a reason for the justification of how they relate their belief about English language and other languages they have learnt since almost all of them have experienced other languages.

3.4 Data Collection Instruments

The present study employed questionnaires and semi-structured interviews. The questionnaires were: the Beliefs about Language Learning Inventory (BALLI), (Horwitz, 1983, 1988), the Foreign Language Classroom Anxiety Scale (FLCAS),

(Horwitz et al., 1986) and a set of questions about students' personal background information.

This study chooses FLCAS developed by (Horwitz et al., 1986) as its instrument to measure students' language anxiety levels because the FLCAS is the very first anxiety measure designed to look into specific anxiety responses in foreign language context, as it is the most widely known and accepted research instrument in the field of foreign language anxiety research.

The Beliefs about Language Learning Inventory (BALLI) developed by (Horwitz, 1983, 1988) employed in this study to investigate students' beliefs about language learning, was chosen and given priority as an instrument for this study because the developer: Horwitz majorly contributed to the study of beliefs about language learning and the BALLI developed by her, looked explicitly into a broader view of subjects' views on several matters and contentions from various aspects.

3.4.1 The Foreign Language Classroom Anxiety Scale (FLCAS)

Horwitz et al. (1986) designed the Foreign Language Classroom Anxiety Scale to evaluate students' anxiety about foreign language. FLCAS is "a self-report measure that looks into the degree of anxiety, as shown by negative performance expectations" (Horwitz, 1986:559). The FLCAS comprises 33 items about students' feeling of learning English as a foreign language on Likert scale that ranges from "strongly agree" (5 point), "agree" (4 point), "neither agree nor disagree" (3 point), "disagree" (2 point) "strongly disagree" (1 point). High anxiety scores were recorded by items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 with scores ranging from 5 (strongly agree) to 1 (strongly disagree). Lack of anxiety are scored likewise from 5 (strongly disagree) to 1 (strongly agree) on

items 2, 5, 8, 11, 14, 18, 22, 28, and 32. This brings the aggregate scale scores to fall into the range 33 to 165. Therefore, the higher the total points were, the more anxious the students were.

FLCAS has been proven to be a valid and reliable in measurement instrument in terms of Cronbach's alpha coefficient. Horwitz (1986) sample work with 108 students showed the reliability measure of the FLCA alpha coefficient to be .93 and the test-retest reliability after a period of eight weeks was $r = .83$. Likewise, different studies that used FLCAS had also conceded high reliability scores (Aida, 1994; Truitt, 1995). In Aida (1994) report, internal consistency on 96 subjects measured was found to be .94; Likewise Truitt's (1995) report measured on 198 subjects was .95. For the present study, Cronbach alpha coefficient for 31 participants was .88.

3.4.2 The Beliefs about Language Learning Inventory (BALLI)

BALLI brought out by Horwitz (1983, 1988) contained 34 items, which measured students' beliefs about language learning divisible into five domains: (i) foreign language aptitude, (ii) the difficulty of language learning, (iii) the nature of language learning, (iv) learning and communication strategies and (v) motivation and expectation. Nine items are included in the first actor; foreign language aptitude, (items 1, 2, 6, 10, 11, 16, 19, 30, and 33). The second criterion, the difficulty of language learning encompassed six items (items 3, 4, 15, 25, and 34). The third criterion, the nature of language learning, encompassed five items (items 8, 12, 17, 23, and 27). The fourth criterion, learning and communication strategies, encompassed eight items (items 7, 9, 13, 14, 18, 21, 22, and 26). Finally the fifth criterion, motivation and expectation, encompassed five items (items, 20, 24, 29, 31 and 32). The remaining two items (items 4, 15) associated with students' rating of

the difficulty level of English, and the amount of time required to learn English well demand students to choose from very difficult, difficult, medium, easy and very easy respectively. More also, Thirty-two items of the BALLI are scored on a Likert scale ranging from "strongly agree" (5), "agree" (4), "neither agree nor disagree" (3), "disagree" (2), "strongly disagree" (1).

3.4.3 Background Question

A background question was developed by the researcher so as to gather information relating the participants' gender, age, grade level, Country, Languages studied aside English and Turkish, English-speaking country traveled to or lived in and years of formal study of English.

3.5 Procedures for data Collection

The Head of the Department of ELT and ELT teachers at the university cooperated fully in the execution of this study. Having completed the research protocol as approved by the department, a permission form was sent to the chair of the department for the approval of students' participation in the research.

Through the help of the department executive officer, the researcher had access to the third and fourth year class roaster and randomly chose 10 students who participated in the semi structured interview which was administered first so as to collect a back forth information from a sample of the participants on their beliefs about language learning and anxiety before giving them the questionnaire relating to it. The participants were informed about the interview and they all gave their consent through appointments with the researcher on the appropriate and convenient time for them. The interview was carried out within the space of one week through audio recording and transcribed for analysis.

With permission from ELT teachers, the researcher visited each class at a class time to administer the survey. The English teachers first introduce the researcher to the students and ask for their cooperation. The researcher then went ahead informing the students about the purpose of the study. The subjects were invited to participate in the study voluntarily as consent letters alongside the questionnaires were administered to the students in the class. The completed questionnaires were returned to the researcher. It took the participants 25 to 30 minutes to complete the questionnaires.

3.6 Analysis Techniques

The semi-structured interview was transcribed since it was collected orally through recording system. The quantitative data for the study were tabulated for analysis by using the Statistic Package for Social Sciences (SPSS) version 16.0. The statistical analyses as they relate to this study were the computation of the descriptive statistic of the mean, standard deviations, maximum, minimum and the percentages of variables which was used to summarize the BALLI responses while the mean was used for the descriptive analysis of the FLCAS responses.

3.7 Analysis of Interview Data

The interview analysis of data consisted of identification of themes from the interview data as it relates to BALLI and FLCAS, digging into the belief system of the pre-service teachers about language learning and impression of foreign language anxiety. The researcher conducted a thematic analysis for the purpose of “determining the underlying ideas in the data, arranging similar information together, and linking different idea and themes to one another” (Rubin & Rubin, 1995, p. 226).

To group similar data and link different ideas and themes as it relates to one another, the researcher listened to the interviews, transcribed it and categorized the data based on related participants beliefs and anxiety responses. Pseudonyms are used throughout this study for each of the participants to reserve autonomy.

Chapter 4

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This section presents the result findings from the analysis of data obtained from the study. The first descriptive analysis reported the interview carried out in the present study. Followed by the descriptive analysis conducted on BALLI and FLCAS. Structurally, this chapter includes different sections with discussions and interpretations about the research findings concerning each of the three research questions.

4.2 Research Question 1: Do Pre-service Teachers in the English Language Teaching Department of Eastern Mediterranean University Report their Feelings of Foreign Language Anxiety?

There are a lot of preconceived beliefs about language learning that may impart students' frustration, anxiety, lack of motivation, and, peradventure ends foreign language study (Horwitz, 1988). The pre-service teachers in this study reported their feelings of foreign language anxiety which proposed a number of comments coherent with different researches on learner beliefs about language learning and their foreign language anxiety. The ten pre-service teachers randomly selected for this interview were given a pseudo name for anonymity which is: Hazan, Erol, Danyal, Beyza, Adile Ceren, Ebru, Bilge, Babu and Erol.

4.2.1 Language Learning Difficulty

Concerning beliefs held about language learning difficulty, the pre-service teachers randomly selected for this interview depicted that languages differ in their levels of difficulties as can be seen in the comment by Beyza and Ebru respectively:

I have learnt German and if I compare it to English, German is much more difficult for me and looking at statistics; majority of people use English so this might show that English is not a difficult language therefore people can learn it easily.

My first language is Turkish and I know a little bit of German, I believe that English is the easiest one among them even when compared to my first language.

Different reasons were given for their perceived difficulty of different languages when related to each other. Some of the participants, when comparing English to other languages, noted that difficulty might arise in learning some aspect of language skills like grammar as languages differ from each other in their formation as can be seen in the comment by Adile, Ceren and Erol respectively:

I have been learning English since I was seven years old; I do speak Russian and Turkish. In terms of grammar I think English language is not very difficult once you get a grip on it. Comparing English and Turkish language, English is quite hard at some point because it has different tenses but other than that it is not very hard.

Actually I don't know many languages, I have learnt German and some Arabic and my own native language which is Turkish. When I compare them, English is not that difficult to learn, but it may be difficult for some other people since its structure is different in terms of idioms and discourse analysis, but for me it wasn't that much difficult to learn the rules, contexts and everything.

If I compare English to Turkish for example, in Turkish we read as we write but it is different in English so maybe I have some difficulties in writing because we don't write as we read. Yes it is difficult to learn English.

4.2.2 Language Learning in Target Country

There were diverse opinions on the belief of the necessity of learning a language in the target country. Although majority of the participants had lived or visited an English speaking country. Beyza in her opinion suggested that it might not be necessary but beneficial to learn a language in the target country.

It is not necessary but it has benefits learning in a target language, if one learns English in an English speaking county, it helps one to improve one's skills much better like speaking skill. It helps one to be able to communicate accurately and fluently.

Ceren was total blunt about the necessity of learning a language in the target country by using herself as an example.

Actually it is not really necessary even when one is in non English speaking country, one can still learn English. For example, when I first arrived here (North Cyprus) I wasn't really able to speak and write and I have problems in listening class but in here in Cyprus which is not an English speaking country, despite that I believe that I have improve myself enough to be able to speak English well.

There were also beliefs that depict totally necessity of learning a language in the target country which also falls under the belief that zone of proximity might help language learners to learn the language as well as acquire it at the same time. The responses of Erol and Danyal as presented respectively depicted this:

To improve one's English; one should practice English in an English speaking country. For example in Cyprus we learn English but because people don't talk too much in English one can learn it but to really practice it. One should be in an English speaking country.

When one is in a target country with whatever language they have, it really helps you. It is necessary because it is an authentic environment to learn the language.

4.2.3 Language Skills

Almost all the participant for this interview acknowledged that it is explicit to focus more on speaking skills in language learning while other skills can be secondary. The focus on communicative competence in language learning in teaching methodology and the demand to communicate in language classes might have informed the students' choice. Below are different responses from the participants on their view of the most important language skill.

Erol:

The most important skill is speaking.

Bilge:

For me I think it is speaking because you need to be able to speak so as to express yourself in any language.

Hazan:

I think it is speaking, because you need to communicate and understand and for information you need to speak.

Ceren:

It depends on the situation, why do you need to learn English, so depending on one's situation one can focus on the skill. But in my opinion, I will go with speaking because mostly one needs it, when one learns a language one's speaking counts.

4.2.4 Children and Adult in Language Learning

There have been different studies with disparity between the differences in children and adult in L2 learning which has been attributed to critical period hypothesis with

time-sensitive neurobiological maturation process, which reduces the ability to learn L2 (Lenneberg, 1967). The responses from the interview showed that there are different beliefs held by participants about this phenomenon as can be seen in comments made by Adile:

For sure children have a better chance because they can observe everything and in language acquisition we know that it is better to acquire the language at the age below thirteen, thereby children can get through different barriers and they can get rid of the accent problems making them to acquire better.

Ebru:

I think children have better chance at learning foreign languages because younger is easier to learn the language but for adults it is much harder.

Banu:

Children have more chances, they have better chances at learning foreign languages because their muscles are tender to pronounce better than adults and their brains are clearer than adults, they don't have many other things like adult so they can learn better.

Furthermore, adults were also seen to have better chances than children from the responses of some of the participants. For example, Danyal comment depicted this by relating it to her past experience of language learning.

I think adults because adults can use their previous experiences to accelerate while learning and children cannot. For example, English was the first language I pick up to learn when I was twelve; I really didn't have knowledge on how I can learn new word in a short time. But for Russian I could learn about nine hundred words in like hundred days, nine words per day. I couldn't do that with English because I didn't know how I learn very well. Adults have experience while children don't, children don't know how they can learn faster.

4.2.5 Concern about Students' Judgment

Concern over negative evaluation is the distinct characteristics of foreign language anxiety (Horwitz et al. 2010). Anxious learners are likely to have fear of negative appraisal of their mates and risk of looking foolish which might be a resulting effect on their perception and reactions of others to them while speaking. Therefore concern over errors is strongly linked with phobia of negative evaluation. Some of the participants explained their concern over other students' judgments of their language errors while speaking while others care less. For example, Danyal comments gave a consolidation to this:

Yes I am concerned, if I am making unexpected comments to teacher's questions my fellow students reaction makes it more memorable which makes it a very negative experience and I try to run away from similar cases.

Banu:

Yes sometimes I feel concerned, when they concentrate and focus on how I speak and judge me. Sometimes I don't want to speak in front of them also because they can speak better than me.

Some of the participants showed little or no concern about other students' reactions and judgment towards them while speaking which might lower their affective state thereby reducing their foreign language anxiety.

Adile:

I am a kind of person who would rather try, I just try things out and if I make a mistake I rather keep on trying. I just want to try things as long as I have a sought of idea, I would rather pass the idea forward than keeping it to myself.

Ceren:

No, I am never concerned because we are at the same level so if we are at the same level, who are they to have a judgment about my mistakes or errors.

Although I do really make some mistakes but I never felt shy or disturbed from other people especially my friends' reactions or judgment about my English or pronunciations.

4.2.6 Speaking in Front of Native Speakers and Teachers

The feelings students have about speaking in front of teachers and other students especially native speakers might probably be because teachers and native speakers are better than them which might instigate in them that teachers and native speakers would quickly notice their mistakes and judge them.

Adile:

When you first start speaking a language to native speakers they really get excited like wahoo, you can speak our language. They overlook your performance and just a little time after that they go too cruel about your performance because they put too much expectation on you. First they exaggerate and they become judgmental.

Ceren:

Actually when I speak in front of my teachers or native speakers, I feel like speaking more formally, so my English gets more formal with more errors. I feel like I am kind of trapped and I should push myself to be able to say everything right.

Conclusively, the findings from the interview gave an insight into the participants' differentiations toward foreign language learning beliefs and Anxiety, thereby informing the different frequency distribution of BALLI and FLCAS items.

4.3 Research Question 2: What Beliefs Do Pre-service Teachers Have about Language Learning in the English Language Teaching Department of Eastern Mediterranean University?

This question investigates the beliefs of North Cyprus pre-service EFL teachers about foreign language learning. The descriptive statistics on each BALLI items

were computed and grouped based on the Horwitz (1983, 1988) description. This section presented the descriptive analyses and results of the subjects' responses to the BALLI items categorically as exemplified above followed by a sum up of the main research findings to the first research question.

4.3.1 The Difficulty of Language Learning

Table 10 shows six items in the BALLI as it relates to language learning difficulty. Item 3 and 15 relates to the general anxiety of second or foreign language learning. Item 4 bears on the specific difficulty of the target language (English in this case). Item 25 and 34 appraises the relative difficulty of various language skills, and item 5 assesses students' expectations for success in language learning.

Table 10. Frequency distribution responses (in %), means and standard deviation for the BALLI items on Difficulty of Language Learning

	Items	1	2	3	4	5	M	SD
3	Some languages are easier to learn than others.	45.2	32.3	16.1	6.5	-	1.84	0.93
4	English is: 1) a very difficult language, 2) a difficult language, 3) a language of medium difficulty, 4) an easy language, 5) a very easy language	-	12.9	51.6	19.4	16.1	3.39	0.92
5	I believe that I will learn to speak English very well.	74.2	22.6	3.2	-	-	1.29	0.53
15	If someone spent one hour a day learning a language, how long would it take them to speak the language very well? 1) less than a year, 2) 1-2 years, 3) 3-5 years, 4) 5-10 years, 5) You can learn a language in 1 hour a day	25.8	32.3	29.0	12.9	-	2.29	1.01
25	It is easier to speak than understand a foreign language.	12.9	25.8	25.8	29.0	6.5	2.90	1.17

34	It is easier to read and write English than to speak and understand it.	16.1	32.3	29.0	6.5	16.1	2.74	1.29
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Note: 1= strongly agree; 2= agree; 3= neither agree nor disagree; 4= disagree; 5= strongly disagree, M= mean, SD= Standard deviation.

From the table above, majority of the students (77.5%) believed that some languages are easier to learn than others (item 3), pointing to the fact that many of the students in this study believed on the dependant of language learning difficulty on specific target language studied. In respect to the specific target language difficulty, (51.6%) more than half of the students endorsed English language as a language of medium difficulty. 12.9% believed English is a difficult language while none of the students considered English language as a very difficult language. The remaining students (35.5%) graded English as an easy and very easy language. The participants in this study apparently are optimistic on their expectation of success in their English learning as 96.8% of the students consented with (item 5) “I believe that I will learn to speak English very well”.

Considering (item 15) with respect to required time estimate to learn English. The subjects’ responses were synonymous with their perceived view about the difficulty of English. Only 12.9% rated English as a difficult language, 35.5% of the participants conceived that studying English for one hour a day, two years or less were adequately sufficient for learning to speak English well. The comparison of this rating by most foreign language teachers would be considered as “underestimation of the language learning task” (Horwitz, 1988, p. 286).

A few of the participants (29%), showed that it would take 3 to 5 years to learn a language if they spend one hour a day on it and 12.9% believed that it would take 5

to 10 years. It can therefore be inferred that majority of the students 87.1% endorsed that the maximum time for learning to speak English very well should be five years if they are to spend one hour a day in learning it.

Item 25 and 34 assess the relative difficulty of different language skills. For Item 25, there is a slight stronger support (38.7% vs 35.5%) “It is easier to speak than understand a foreign language” whereas 48.4% of the subjects agreed that “It is easier to read and write English than to speak and understand it” (item 34). As discovered from their responses to the above two items suggesting that although these students did not believe there is to be a big difference between the difficulty in communicating through speaking and understanding English, more of them belief reading and writing English to be more easier than speaking and understanding it.

4.3.2 Foreign Language Aptitude

The BALLI items (1, 2, 6, 10, 11, 16, 19, 30, and 33) looked into “the general existence of special language learning ability and beliefs about the characteristics of successful and unsuccessful language learning” (Horwitz, 1988: 287).

Table 11. Frequency distribution responses (in %), means and standard deviation for the BALLI items on Foreign Language Aptitude

	Items	1	2	3	4	5	M	SD
1	It is easier for children than adults to learn a foreign language.	71.0	19.4	3.2	6.5	-	1.45	0.85
2	Some people have a special ability for learning foreign languages.	58.1	35.5	-	6.5	-	1.55	0.81
6	People from my country are good at learning foreign languages.	9.7	45.2	25.8	16.1	3.2	2.58	0.99
10	It is easier for someone who already speaks a foreign language to learn another one.	16.1	25.8	35.5	22.6	-	2.65	1.02
11	People who are good at mathematics or science are not good at learning foreign	3.2	3.2	29.0	38.7	25.8	3.81	0.98

	languages.							
16	I have a special ability for learning foreign languages.	9.7	41.9	38.7	9.7	-	2.48	0.81
19	Women are better than men at learning foreign languages.	-	6.5	45.2	25.8	22.6	3.65	0.92
30	People who speak more than one language are very intelligent.	48.4	19.4	25.8	6.5	-	1.90	1.01
33	Everyone can learn to speak a foreign language.	48.4	38.7	6.5	3.2	3.2	1.74	0.97

Note: 1= strongly agree; 2= agree; 3= neither agree nor disagree; 4= disagree; 5= strongly disagree, M= mean, SD= Standard deviation.

Table 11 showed that a verse majority of the students (93.6%) believed in the special gifting of some students and special ability for learning foreign language (item 2). To complement this, 51.6% of the students endorsed that they personally have that ability as against 9.7% of the students who disagreed. Their response to (item 16) showed that just a few of these students had negative assessments of their learning abilities as none of the students strongly agree disagree with the item. Considering (item 33), 87.1% believed that everyone can learn to speak a foreign language. In summation, the students responses to the three items depicted that the students consented with the believe that people need to be gifted in order to learn speaking a foreign language and an average language abilities are possibly satisfactory for the task of learning a foreign language.

The items relatingto beliefs concerning the features of good language learners yielded various results. 90.4% of the students overwhelmingly indicated that it is easier for children than adults to learn a foreign language. More also, 48.1% did not believe that women are better than men at learning a language, and 41.9% validated the belief that it is easier for someone who already speak a foreign language to learn another language. The response to this responses denoted that the subjects supported the notion that good language learners are people who are young and more

experienced in language learning. They also believed that gender is not a determining factor influencing language learning. Furthermore, it is worthwhile to point out that the subjects have positive stand on language learning as 54.9% endorse the statement; people in my country are good at learning English (item 6) and 87.1% ascertained that everyone can learn to speak a foreign language.

Considering the two deferent language learning abilities commonly encountered. The statement on (item 11) “People who are good at mathematics or sciences are not good at learning foreign languages” yielded little or no support from the subjects with just (6.4%) in agreement with the statement, whereas 67.9% perceived that “People who speak more than one language are very intelligent”. The subjects’ responses regarding these two items suggested that the ability to speak more than one foreign language affiliates with how intelligent people are. In contrast, a considerable percentage of the students also believed that people who are good at mathematics and sciences are likely to be good as foreign language learners.

4.3.3 The Nature of Foreign Language Learning.

Six items are associated to the nature of language learning process. The statement in Items 8 and 12 appraise the role of culture and the role of learning environment in foreign language learning. Items 17, 23 and 28 focus on the learner’s beliefs of the focus of the language learning task. Item 27 concerns participants' view of learning a foreign language as different from other types of learning. The students’’ responses are reported in Table 12.

Table 12. Frequency distribution responses (in %), means and standard deviation for the BALLI items on the Nature of Foreign Language Learning

	Items	1	2	3	4	5	M	SD
8	It is necessary to know about	35.5	48.4	9.7	6.5	-	1.87	0.85

	English-speaking cultures in order to speak English.							
12	It is best to learn English in an English-speaking country.	48.4	32.3	19.4	-	-	1.71	0.78
17	The most important part of learning a foreign language is learning vocabulary words.	12.9	61.3	16.1	9.7		2.23	0.81
23	The most important part of learning a foreign language is learning the grammar.	9.7	48.4	29.0	12.9	-	2.45	0.85
27	Learning a foreign language is different from learning other academic subjects.	19.4	61.3	16.1	3.2	-	2.03	0.71
28	The most important part of learning English is learning how to translate from my native language.	12.9	29.0	19.4	25.8	12.9	2.97	1.28

Note: 1= strongly agree; 2= agree; 3= neither agree nor disagree; 4= disagree; 5= strongly disagree, M= mean, SD= Standard deviation.

Concerning item 8 as shown in table 4.3 above, a large proportion (83.9%) of the students concurred with the assertion that “it is necessary to know about English-speaking cultures in order to learn to speak English”. This shows that the participants strongly recognized the importance of culture in foreign language learning.

Interestingly, as touching the statement “It is best to learn English in an English-speaking country” (item 12) 80.7% of the subjects agreed with it even as more than half of the participants (55%) have been to English speaking country but now studying in a non English speaking country. This has a similar bearing with their belief that in order to learn a foreign language, it is best to live in a country where the language is spoken since majority of the participants has experience such. A large number of the students were positive on that notion as non of the subject disagree with the statement. The students’ responses to this item is an encouraging sign because the more language learners understand that target language exposure is

essential in learning a foreign language, the more they will endeavour to find as many chances of potential exposure to authentic language use.

With respect to the focus of students' perceived notion of language learning, majority of the participants endorsed the statement "English language learning mostly entails learning vocabulary" 4.2% (item 17), "learning grammar rules" (58.1% item 23) while on the other hand (41.9%) believed that learning English is best achieved through translation. Thus, most of the subjects in the present study did not give much importance to the roles translation in English learning as against grammar and vocabulary. These revealed that fairly large number of the students agreed on the formal structural approach to language teaching. Item 27 in this section determines learners' view of language learning in relation to other types of learning. As shown in the table, 80.7% supported that the learning of English is different from learning other subjects.

4.3.4 Learning and Communication Strategies

Eight items looked into subjects' beliefs about learning and communication strategies. Items 18 and 26 pertain to learning strategies, and items 7, 9, 13, 14, 21, and 22 bears on communication strategies. Table 13 presents the students' answers to the BALLI items on Learning and communication strategies.

Table 13. Frequency distribution responses (in %), means and standard deviation for the BALLI items on Learning and Communication Strategies

	Items	1	2	3	4	5	M	SD
7	It is important to speak English with an excellent pronunciation.	41.9	25.8	22.6	9.7	-	2.00	1.03
9	You shouldn't say anything in English until you can say it correctly.	9.7	6.5	6.5	38.7	38.7	3.90	1.27
13	I enjoy practicing English with the native speakers I meet.	48.4	41.9	6.5	3.2	-	1.65	0.76

14	It's OK to guess if you don't know a word in English.	35.5	35.5	25.8	-	3.2	2.00	0.97
18	It is important to repeat and practice a lot.	54.8	35.5	9.7	-	-	1.55	0.68
21	I feel timid speaking English with other people.	12.9	12.9	29.0	12.9	32.3	3.39	1.41
22	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	6.5	32.3	32.3	19.4	9.7	2.94	1.09
26	It is important to practice with cassettes or tapes.	32.3	41.9	12.9	9.7	3.2	2.10	1.08

Note: 1= strongly agree; 2= agree; 3= neither agree nor disagree; 4= disagree; 5= strongly disagree, M= mean, SD= Standard deviation.

The participants in this study attributed great importance to the traditional learning strategies of repetition and practice. For instance, majority of the participants(90.3%) trusted the importance of a lot of practice and repetition in learning English (item 18). Also, most of the subjects (74.2%) ascertain their belief about the importance of practicing with cassettes and tapes (item 26).These findings showed that the participants believed that practice facilitates language learning. Participants' responses to the remaining six items which is about communication strategies presented a blended exposure in support of communicative-centered approach to language teaching. 67.7% of the subjects endorsed the importance of excellent pronunciation in learning a foreign language (item 7). Considering the fact that majority of these students had being to or lived in an English-speaking country, therefore, the belief held by the participants appears to be, at least to some extent realistic to the researcher.

Encouragingly, majority of the subjects (77.4%) disagreed with the statement "You shouldn't say anything in English till you can say it correctly"(item 9) and 71% of the students endorse the statement that "It is okay to guess if one does not know a word

in English” (item 14). Nevertheless, 38.8% of the participants believed the notion that "If beginning students are permitted to make errors in a foreign language, it will be difficult for them to speak correctly later" (item 22), and 32.3 % of the students were doubtful about the notion that beginning students would probably find it difficult to correct errors later in language learning if they are allowed to make in the beginning stages; also 29.1% of the subjects disagreed and strongly disagreed about this statement. The responses of the students to items 9, 14 and 22 suggested that although most of the students recognized the importance of speaking English with fluency and the prize of actively using English, a substantial number of them are still apprehensive about error fossilization.

In general, the subjects' responses to learning and communication strategies as shown above indicated that these subjects supported some of the strategies necessary for taking part in communicative-centered activities. Some of their beliefs on the importance of speaking with excellent pronunciation may prevent these students from feeling comfortable with or participating in communicative classroom activities.

4.3.5 Motivations and Expectations

Five items concern the motivational proportion that the students linked with language learning. Item 20 looked into students' views about the importance people attach to speaking English. Items 24 and 32 represent learners' integrative motivation for learning English, likewise item 29 inquires about their instrumental motivation and item 31 enquires about the subject's inner desire to learn English. The participants' answers to these items are described in the table below.

Table 14. Frequency distribution responses (in %), means and standard deviation for the BALLI items on Motivations and Expectations

	Items	1	2	3	4	5	M	SD
20	People in my country feel that it is important to speak English.	35.5	25.8	22.6	16.1	-	2.19	1.11
24	I would like to learn English so that I can get to know English speakers better.	19.4	51.6	12.9	9.7	6.5	2.32	1.11
29	If I learn English very well, I will have better opportunities for a good job.	80.6	19.4	-	-	-	1.19	0.40
31	I want to learn to speak English well.	67.7	29.0	-	-	3.2	1.42	0.81
32	I would like to have English speaking friends.	58.1	38.7	3.2	-	-	1.45	0.57

Note: 1= strongly agree; 2= agree; 3= neither agree nor disagree; 4= disagree; 5= strongly disagree, M= mean, SD= Standard deviation.

Since the present study probed students of English language teaching study programme as they will be English teachers in the future. It is therefore not a thing of surprise that the students expressed strong willingness to learn to speak English well. Almost all the subjects (96.7%) strongly agreed and agreed with the statement that "I want to learn to speak English well" (item 31). Likewise, as English has showed to be the world language (being used by all people around the world). It is therefore noteworthy so see the participants (61.3%) endorsed that many people in their respective countries sense it is important to speak English (item 20).

Many of the participants seemed to be extremely motivated to learn to speak English well. Their replies on the items in this BALLI category suggested that their motivations for learning English were both instrumental and integrative. As touching instrumental motivation for learning English, All the subjects in the current study (100%) believed strongly that learning a foreign language would aid their ability to find better jobs (item29). On the other hand, despite the subjects' positive responses

to (item 29), their responses to items 24 and 32 also indicated that a significant number of the subjects also have integrative motivations for learning English as 71% of the students supported the statement on (item 24) "I would like to learn English so that I can get to know English speakers better" and 96.8% endorsed that they would prefer to have English-speaking friends (item 32).

4.3.6 Summary

With respect to the difficulty in language learning, many of the students in this study believed on the dependant of language learning difficulty on specific target language studied and most of them (63.5%) rated English as a difficult language or a language of medium difficulty, which is a fairly reasonable judgment as most of the students have studied other languages aside English and Turkish. They therefore affirmatively considered themselves to be able to speak English very well.

However, many participants in this study apparently are optimistic on their expectation of success in their English learning as 96.8% of the students believed that they will learn to speak English well. Whilst the students are optimistic about learning to speak English language; they therefore believed that learning to speak English very well should not be more than five years if they are to spend one hour a day learning it.

Considering foreign language aptitude, these participants' responses to some of the items in the category indicated that giftedness is not a criterion for acquiring speaking skills in a foreign language and ordinary language abilities will probably be adequate for the task of learning English. Although they still recognized that specific abilities are reserved with some people in learning foreign languages, 51.6 % of the students view themselves as having this "special ability." Regarding their beliefs

about the features of good language learners, the participants linked good language learners with people who are young and more experienced in foreign language learning but they did not believe in the ability of females as a better language learner compared to males at learning foreign languages.

With respect to the nature of language learning, majority of the participants were aware that location of learning the target language is a substantial factor for ascertaining the learning outcomes and that being exposed to target language is necessary in foreign language learning. Pertaining the focus of English language skills, more than half of the participants attached importance to the role of vocabulary in English learning as showed in their responses, as well as grammar and translation in English learning.

About learning and communication strategies, the subjects in the present study appeared to believe in the necessity of practice in order to be perfect. Majority of the participants were very interested in communicating in a foreign language with an "excellent accent." Much focus and emphasis on "excellent accent" may bring about frustrations and disappointments because native speaker accent can be acquired not by many people because few people who are exposed to learning English at an early age from a foreign country might be able to attain native like accent. The data described by the participants also indicated that a substantial number of them are still apprehensive about error fossilization noting that much attention should be given to speaking English with accuracy, particularly at the outset to learn English.

Conclusively, about motivations and expectations, the participants in this study showed a potent desire to learn English well. Their replies to some items in the

section suggested that these EFL students' motivations for learning English were a conglomeration of instrumental and integrative motivation: All of them believed strongly that learning a foreign language would aid their ability to find better jobs and majority of them (96.8%) endorsed that they intend to have English-speaking friends.

4.4 Research Question 3: What are the Levels of Foreign Language Anxiety of the Pre-service Teachers Studying in the English Language Teaching Department of Eastern Mediterranean?

The second research question looked into the anxiety levels of North Cyprus EFL pre-service teachers in their English classes. In order to answer the question, the FLCAS was applied in the present study to extract North Cyprus EFL pre-service teachers' reactions about foreign language anxiety. 33 items were introduced in FLCAS constituting three areas of anxiety: communication apprehension, test-anxiety, and fear of negative evaluation in the foreign language classroom. In order to analysis the FLCAS, each subject's response to each item statement on the scale was infixed into SPSS data base after which an overall FLCAS score was computed.

This section comprises of three parts. First, each of the 31 participants got composite anxiety score based on responses to the FLCAS. Mean and standard deviation score range were computed based on the 31 anxiety scores. The descriptive statistics (mean, standard deviation, and percentages score range) calculated on the participants' answers to each FLCAS item are shown in table 4.7. The last division of this section sums up the primary findings relating to the second research question.

4.4.1 FLCAS Scale Analysis

As earlier remarked, the FLCAS comprised 33 items about students feeling of English learning as a foreign language with a Likert scale ranging from “strongly agree” (5 point), “agree” (4 point), “neither agree nor disagree” (3 point), “disagree” (2 point) “strongly disagree” (1 point). High anxiety scores were recorded by items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 with scores rating from 5 (strongly agree) to 1 (strongly disagree). Lack of anxiety are graded likewise from 5 (strongly disagree) to 1 (strongly agree) on items 2, 5, 8, 11, 14, 18, 22, 28, and 32. This brings the aggregate scale scores to fall into the range 33 to 165. Therefore, the higher the total points were, the more anxious the students were. After the 31 anxiety scores were computed, they were infixed into SPSS to get the range score of mean and standard deviation of these anxiety scores.

The composite scores of these participants are shown in the statistical result on the FLCAS in table 4.6 below; mean of the students’ foreign language anxiety was 97.90 and the standard deviation was 16.62, the minimum and the maximum scores were 68 and 136 respectively.

Table 15.

	Minimum	Maximum	Mean	Std. Deviation
Scores in FLCAS	68	136	97.90	16.62

The mean score range of the present study when compared to other studies using the FLCAS (Horwitz et al., 1986; Truitt, 1995; Oh, 1996; Kunt, 1997) suggested that the subjects displayed slightly high levels of anxiety in their English classes. The subjects reported slightly high levels of anxiety when compared with the subjects in

Horwitz et al.'s study with (Mean: 94.5; SD: 21.4), Oh's (Mean: 94.8; SD: 23.73), and Kunt's study (Mean1:89.48; SD1: 20.3 1; Mean 2: 90.79; SD2: 19.12). The score range yielded suggested that North Cyprus EFL pre-service teachers who are the subjects in this study may experience relatively higher anxiety level than most reports in previous studies. Besides, the present study also obtained low SD on FLCAS scores, indicating that the North Cyprus EFL pre-service teachers in this study are homogeneous in their responses to the FLCAS items.

4.4.2 FLCAS Item Analysis

In accordance with Horwitz (1986) definition, foreign language anxiety is "a discrete complex of self-perceptions, feelings, and behaviors related to classroom learning originating from the uniqueness of the language learning process" (p. 128) and its construct which underline three associated performance anxieties: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation. These eleven items factor represents students' communication apprehension (item 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32). The next factor representing student test anxiety is fifteen items (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28). And the last factor that matched to students' fear of negative evaluation is seven items (items 2, 7, 13, 19, 23, 31, and 33). The descriptive statistics and results of the subjects are as reported to the FLCAS items are shown in table 16.

Table 16. Frequency responses (in %), means and standard deviation for the FLCAS items

Items	1	2	3	4	5	M	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.	23	26	23	19	10	3.3	1.3
2. I don't worry about making mistakes in language class.	32	23	13	29	3	2.5	1.3
3. I tremble when I know that I'm going to be called on in language class.	32	23	26	16	3	3.7	1.2

4. It frightens me when I don't understand what the teacher is saying in the foreign language.	13	39	23	23	3	3.4	1.1
5. It wouldn't bother me at all to take more foreign language classes.	13	65	13	7	3	2.2	0.9
6. During language class, I find myself thinking about things that have nothing to do with the course.	16	16	29	26	13	3.0	1.3
7. I keep thinking that the other students are better at languages than I am	1	32	23	16	10	3.4	1.3
8. I am usually at ease during tests in my language class	26	19	42	10	3.	2.5	1.1
9. I start to panic when I have to speak without preparation in language class.	26	16	26	26	7	3.3	1.3
10. I worry about the consequences of failing my foreign language class.	13	23	16	36	13	2.3	1.3
11. I don't understand why some people get so upset over foreign language class.	13	42	26	10	10	2.6	1.2
12. In language class, I can get so nervous I forget things I know.	16	19	26	23	16	3.0	1.3
13. It embarrasses me to volunteer answers in my language class.	26	29	16	23	7	3.5	1.3
14. I would not be nervous speaking the foreign language with native speakers.	16	45	10	23	7	2.6	1.2
15. I get upset when I don't understand what the teacher is correcting.	7	29	26	32	7	3.0	1.1
16. Even if I am well prepared for language class, I feel anxious about it.	16	29	16	23	16	3.1	1.4
17. I often feel like not going to my language class.	23	48	16	10	3	3.8	1.0
18. I feel confident when I speak in foreign language class.	16	45	16	23	-	2.5	1.0
19. I am afraid that my language teacher is ready to correct every mistake I make.	13	45	23	13	7	3.5	1.1
20. I can feel my heart pounding when I'm going to be called on in language class.	19	26	32	16	7	3.4	1.2
21. The more I study for a language test, the more confused I get.	19	48	13	19	-	3.7	1.0
22. I don't feel pressure to prepare very well for language class	13	45	13	26	3	2.6	1.1
23. I always feel that the other students speak the foreign language better than I do	16	36	16	26	7	3.3	1.2
24. I feel very self – conscious about	7	23	29	36	67	2.9	1.1

speaking the foreign language in front of other students.							
25. Language class moves so quickly I worry about getting left behind.	13	45	16	23	3	3.4	1.1
26. I feel more tense and nervous in my language class than in my other classes.	13	45	19	23	-	3.5	1.0
27. I get nervous and confused when I am speaking in my language class	16	48	16	16	3	3.6	1.1
28. When I'm on my way to language class, I feel very sure and relaxed.	23	52	23	3.	-	2.1	0.8
29. I get nervous when I don't understand every word the language teacher says.	13	32	19	29	7	3.2	1.2
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	13	13	42	26	7	3.0	1.1
31. I am afraid that the other students will laugh at me when I speak the foreign language.	23	42	10	16	10	3.5	1.3
32. I would probably feel comfortable around native speakers of the foreign language.	26	29	26	10	10	2.5	1.3
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	13	39	10	29	10	3.2	1.3

Note: 1= strongly agree; 2= agree; 3= neither agree nor disagree; 4= disagree; 5= strongly disagree
M= mean, SD= Standard deviation. Frequency of responses (%) in this table is rounded up to the nearest whole number. Percentages may not add to 100 due to rounding.

To determine students' anxiety level, the researcher added up the participants responses to the questions, but first, he made a reverse score the items that needed inverse scoring, followed by a division of the total by 33 (the total figure of questions). This was done to complement and ascertain the result as got from SPSS computed result. According to Horwitz, students who have average mean score around 3 are regarded to be slightly anxious, while students with averages below 3 are likely not anxious. Students with average scores near and above 4 are considered fairly anxious.

Thus, as shown in the table 4.7 above, the mean scores of the subject shows a mixed result on communication apprehension as some of the students are slightly anxious, fairly anxious and some are not very anxious. The result of responding to the statement, "I never feel sure of myself when I am speaking in my English classes"(item 1) is with a mean of 3.2 which means that the participants slightly get nervous and confused when speaking in their English classes. The mean score for (item 27) 3.6 indicated that the students are highly anxious, nervous and confused when they are speaking in their English classes. With regard to (item 9), "I start to panic when I have to speak without preparation in English class" the score 3.3 also shows that the participants are slightly anxious. Item 3 mean score 3.7 with the statement that "I tremble when I know that I'm going to be called in English class" depicts that the subjects are highly anxious. While (item 32) "I would probably feel comfortable around native speakers of the foreign language" and (item 18) "I feel confident when I speak in foreign language class" with the same means score of 2.5 respectively indicated that some of the students probably are not very apprehensive when asked to speak in language classes or around native speakers. The students' responses to these items shows a composite result indicating that some of the subjects experienced or had a tendency to have communication apprehension in their English language classes while some probably do not.

The participants' report to FLCAS items reflecting fear of negative evaluation are as follows: (item 31) "I am afraid that the other students will laugh at me when I speak the foreign language", (item 19) "I am afraid that my English lecturer is ready to correct every mistake I make" and (item 13) "It embarrasses me to volunteer answers in my language class" received the highest scores, reflecting fear of negative

evaluation with mean score of 3.5 respectively. Anxious students are also apprehensive about being less skilled than their classmates and fear of being negatively evaluated by them, they highly supported the statements in (item 23) “I always feel that the other students speak English better than I do with 3.3 mean score and (item 7) “I keep thinking that the other students are better at English than I am”3.4 mean score. It is clear that the students were not only anxious about teachers’ evaluation but also predicted that their classmates would negatively appraise them which shows that the students had developed negative self-perception about their own ability.

Furthermore, the students’ responses in the current study on test anxiety reflected a relative result; while some indicated high level of anxiety toward text some showed slight high level of anxiety. For example, (item 20) “I can feel my heart pounding when I am going to be called on in English class” has high mean score as most students endorsed it (mean score 3.4). Most students depicted that they were specifically anxious to be called on in English classes. Item 3 also supported that the students also trembled when being called on in English class with 3.7 mean to “I tremble when I know that I am going to be called on in English class” indicated that most of the participants have high anxiety level.

Relatively, the students also show slight high level of anxiety on some other items on test anxiety. For example, the statement “In language class, I can get so nervous I forget things I know” (item 12)and “During English class, I find myself thinking about things that have nothing to do with the course” (item 6) with mean score 3.0 respectively showing that they are slightly anxious. These students might develop this slight anxiety of their English classes even when they had good preparations in

classes with mean score of 3.1 to the statement “Even if I am prepared for English class I feel anxious about it”(item 16).

In addition, the results of responses to the statement “I worry about the consequences of failing my English classes”(item 10) with 2.9 mean score depicted that these students were slightly test-anxious. This might be as a result of too much anticipation of the test results or probably because of unpleasant test experience the participants might have had in the past, but one likely explanation is that English is a major subject of study for them and, most of the students might feel anxious about failing. As a matter of fact the mean score of (item 25) 3.4 on “English classes move so quickly I worry about getting left behind” depicts this.

4.4.3 Summary

The mean score of the FLCAS (Mean: 97.90 SD: 16.62) conceded in the current study gave a view that overall, North Cyprus EFL pre-service teachers who are the participants in this study may relatively experience slightly high and fairly high anxiety level in their English classes. These students experienced somewhat slight higher levels of foreign language anxiety in English classes than the participants in the previous anxiety studies (Horwitz et al., 1986; Truitt, 1995; Oh, 1996; Kunt, 1997).

Chapter 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter introduces a discourse summation of the major findings of the study as it relates with the research questions on beliefs about foreign language learning and foreign language anxiety and also comparing the results with other studies. This is followed by pedagogy implications, limitations and suggestions for further research.

5.2 Summary and Discussion

Considering previous studies, anxiety in foreign language is one of the principal predictors of L2 acquisition and it can negatively affect performance and achievement of foreign language learners (Horwitz, Horwitz, & Cope, 1986; Phillips, 1992). For the purpose of reducing foreign language anxiety, there is a need for educators and researchers to identify and alleviate factors that impart language anxiety. At least six potential origins of language anxiety were identified by Young (1991): personal and interpersonal anxieties, language testing, instructors' beliefs about language teaching, instructor-learner interactions, classroom procedures, and learner beliefs about language learning. Learner beliefs have been regarded as one of the major sources of foreign language learning anxiety (Horwitz 1983, 1988; Young, 1991). This thesis purpose therefore is to investigate foreign language anxiety levels and beliefs about language learning among North Cyprus University EFL pre-service teachers.

A total of 31 EFL learners, who were university pre-service teachers in North Cyprus, took part in the study. A structured interview session, the Foreign Language Classroom Anxiety Scale (FLCAS, Horwitz, 1986), the Beliefs about Language Learning Inventory (BALLI, Horwitz, 1983, 1988), and a set of background questionnaire for personal background information were administered to the participants. The interview responses were transcribed and discussed followed by the principal statistical analyses based on the subjects' answers on the FLCAS and the BALLI, and the information got from the background questionnaire which aimed at providing a brief picture about the participants, more also to facilitate the interpretation of the data got from the FLCAS and the BALLI. The summary and discussion of the findings of the current study are shown below.

5.3 Beliefs about Foreign Language Learning

Considering the students' answers to the BALLI items, most of the North Cyprus EFL university pre-service teachers in this study believed strongly in the value of learning English and their prospect of success in learning English was high, as 97% of them trusted that they will definitely acquire speaking English very well. Horwitz (1988), noted that learners' perceptions of the difficulty of the target language may shape and determine the language learners' confidence levels, which might have effect on their guesses of the time necessitated to become fluent in a foreign language. Although more than one half of the subjects considered English as being a language of medium difficulty, 32.3% of the students believed two years to be an ample time to become fluent in English. In total, 87% of the students believed that the maximum time needed to speak English well if they can use one hour a day learning it to be five years.

In this study, majority of the students supported some of the commonly held beliefs associated with foreign language learning: "It is easier for children than adults to learn foreign languages" while they disagree with the assertion "Women are better than man at learning foreign languages."

Ninety four percentages (94%) of the EFL pre-service teachers supported the notion of the gifting of some people and special abilities for learning foreign language, while 52% perceived themselves possessing the special ability of learning foreign languages. The participants' optimistic beliefs about their English learning abilities might have positive effects on their English learning. As many participants in this study perceived themselves as possessing a "special ability" for learning foreign languages, a great number of the participants have high motivation to learn English.

Integrative and instrumental motivation attribute can be deduced from the subjects' responses to some BALL1 items. For instance, all of the subjects in the study (100%) asserted their motivation to learn English well in order to have a better job opportunity. More also (97%) indicated interest in having English-speaking friends and (71%) endorsed getting to know English speakers better.

Furthermore, most of the subjects in this study affiliated importance to speaking English with "excellent pronunciation". The subjects did not disagree with the statement that "You should not say anything in English until you can say it correctly." In this regard 39% of the students believed that if students are allowed to make errors in English at their early stage, it would be difficult for them to speak correctly later on. The participants' responses to these items pointed to the fact that even although these North Cyprus EFL pre-service teachers highly valued oral

fluency in English, they did not allow it to affect their self-perception or limit their expectations to achieve such a high level of oral fluency without making many errors, although a substantial number of the participants are still worried about error fossilization.

There are assertions in literature that the location language is learnt determines the amount of exposure to the target language and the outcome of learning. It is therefore necessary to make a distinction of EFL settings from ETL settings. A great number of pre-service teachers in this study 81% believed on the important of learning English in an English-speaking country as most of them recognized the importance of experiencing English-speaking cultures when learning to speak English 84%. These may propose some curricular potential for English language teaching in North Cyprus with more materials relevant to western cultures to be introduced and used in English classes in order to satisfy students' interests and increase their motivation in learning English.

5.4 Comparison with Previous Studies

The BALLI findings of this study, for a better understanding, were linked with those of previous studies. The comparability between the learner beliefs of the North Cyprus pre-service teachers in the present study and the learner beliefs of the subjects in the previous studies showed both similarities and differences. The findings of this study were equated with those of the previous studies that use Horwitz's (1988) five BALLI categories. These studies are: Horwitz (1988) American foreign language students, Yang (1992) Taiwanese EFL students, Truitt (1995) Korean EFL students, Kern, (1995) American students of Japanese, Oh

(1996) American students of French, and Kunt (1997) Turkish-speaking students of English.

Considering the difficulty of foreign language learning, the EFL pre-service teachers' responses in this study were the same with the other EFL groups of (Kunt, 1997; Truitt, 1995; Yang, 1992) in ranking English as a language of medium difficulty. Concerning the estimated time to become fluent in English, a significant number of the North Cyprus pre-service teachers (32%) in this study showed similar appraisals as the EFL subjects in Yang's (1992) study (39%) and Kunt's (1997) study (38%, 50%) 1 to 2 years. To the researcher, it appears to be unreasonable for these North Cyprus EFL pre-service teachers to expect to achieve English fluency in less than two years as some of them demonstrated such beliefs. Unfortunately, this over-optimism may induce some potential difficulties among these North Cyprus pre-service teachers because when students rank the language learning task as being able to be rapidly reached, they are likely to become discomfited and frustrated when the opposite is what they experience which might also influence their judgment of their students being pre-service language teachers who will eventually find themselves as instructors in classes.

As touching foreign language aptitude, one general concept of foreign language aptitude was endorsed by all the participants in previous studies which also apply to this present study: "It is easier for children than adults to learn foreign languages". Regarding the assertion "Women are better than men at learning foreign languages" 48% of the participants in this study gave a rejection rate to the statement which is synonymous with that of Horwitz (1998) 49%, Truitt (1995) 51%, which indicates that North Cyprus pre-service teachers do not believe that females possess special

abilities in learning foreign languages given the fact that most of the participants are females (51%). Looking at the statement "I have a special ability for learning foreign languages," North Cyprus EFL pre-service teachers in this study and the American University French learners in Kern's (1995) study gave a high support in perceiving themselves as having "special ability" for foreign language learning with 51% and 58% respectively.

Regarding the nature of foreign language learning the North Cyprus EFL pre-service teachers in this study gave a high support to the statement "It is necessary to know about the culture" and "It is best to learn a foreign language where it is spoken as a native language of a language in order to learn to speak that language" with (84% and 80%) respectively, when compared to students in previous studies (Horwitz 1988; Kern 1995; Truitt 1995). The high levels of support in this belief may be attributed to the differences between North Cyprus and Western cultures as most of the subjects in the thesis study have traveled to or lived in foreign countries where the target language is spoken as the native language. Vocabulary was endorsed by majority of the subjects as the most important part of language learning which follow suit with previous studies (Kern 1995; Truitt 1995). However, beliefs about grammar and translation importance as a skill in learning a foreign language in the present study compared to other studies varied as 42% of the participants endorsed the statement in this present study.

With respect to topic of learning and communication strategies, the participants' responses are synonymous with previous students in agreeing on the importance of repetition and practice in foreign language learning. The present study has 90% supports, Truitt (1995) has 96%, Kunt (1997) has 96% and Horwitz 1988 has 98%.

Also in relation to communication strategies, similarities were found in this present study and previous studies. Most of the subjects in the present study and previous studies (Yank, 1992; Truitt, 1995; Kern, 1995), strongly endorsed the importance of speaking with an excellent accent.

Finally, regarding motivation and expectations, participants responses in this study is synonymous with other studies of (Truitt, 1995; Wang, 2005; Yang, 1992), showing that the participants have high motivation to learn to speak the target languages well, as well as having both integrative and instrumental motivation.

5.5 Foreign Language Anxiety

Taking a look at the statistical analyses carried out on the participants' answers on the FLCAS. The North Cyprus EFL pre-service teachers in the present study experience foreign language anxiety in English class with 97.9 mean score and a standard deviation of 16.62

For an explicit understanding of the levels of foreign language anxiety reported by these North Cyprus pre-service teachers, there is a need to compare the results of the present study with other anxiety studies that used the FLCAS. They are Horwitz (1986) American students of Spanish, Truitt (1995) Korean EFL students, Oh (1996) American students of Japanese, and Kunt (1997) Turkish-speaking students of English. The summation of the study's results is in Table 5.1 below.

Table 17. A Summary of Foreign Language Anxiety Studies Using the FLCAS

Study	N	Mean	SD
Present study	31	98.9	16.62
Truitt (1995): Korean EFL students	204	101.2	23.37
Kunt (1997): Turkish EFL students	549 326	89.94 90.79	20.31* 19.12*
Horwitz (1986): American students of Spanish	108	94.5	21.4
Oh (1996): American students of Japanese	195	94.8	23.73

*In Kunt, (1997) there were two groups of participants from two different institutions.

The table above shows that the mean anxiety scores of three studies (Kunt, 1997; Horwitz, 1986; Oh, 1996) is lower than the mean score in this study indicating that North Cyprus EFL university pre-service teachers may experience higher foreign language anxiety level than Horwitz's American students, Kunt's two groups of Turkish EFL students and, Oh's American students of Japanese. North Cyprus pre-service teachers may have expressed higher foreign language anxiety levels when compared to American students of Horwitz and Oh because of the great pressure caused by the requirements of graduation universities and the vehement competition in Northern Cyprus recent job market as English speakers are now given much preference. More also, the Turkish-speaking students of English in Kunt's study may show lower levels of foreign language anxiety in comparison the North Cyprus EFL pre-service teachers in this study because the subject of this present study are at the verge of leaving the learning classroom environment to become teachers of the language itself. Therefore, Kunt's subjects still have more time at their disposal to learn the target language without any conceive notion of having to teach the language someday.

Considering the Korean EFL students in Truitt's (1995) study, the North Cyprus EFL pre-service teacher in the present study reported a lower level of foreign language anxiety compared to Truitt's study (101.2 vs. 98.9). The justification for this gap might be that because Korea belongs to Asia, it has much more different norms, cultural values coding system and, language structures from English. Therefore, it is not a thing of surprise that Korean EFL students' foreign language anxiety levels when learning English as a foreign language is higher than other studies especially this study.

5.6 Conclusions

In consideration of the findings of this study, various conclusions can be made. The findings of this study showed that North Cyprus EFL pre-service teachers have both similar and different beliefs about foreign language learning when compared to Horwitz (1988) American foreign language students, Yang (1992) Taiwanese EFL students, Truitt (1995) Korean EFL students, Kern, (1995) American students of Japanese, Oh (1996) American students of French, and Kunt (1997) Turkish-speaking students of English.

Compared to the American students of foreign languages, the North Cyprus pre-service teachers in this study do have stronger motivation with higher anticipation, which brought about their positive attitudes towards learning the target language and culture. Unlike most of the other studies, the North Cyprus pre-service teachers in the present study were more motivated to learn the target language well, both instrumental and integrative. Like other studies, the North Cyprus pre-service teachers wanted to speak with "an excellent accent," as they believed on the

importance of vocabulary in language learning, and holding stronger positive attitudes about learning a target language in the native countries.

Furthermore, about the FLCAS scores, the North Cyprus pre-service teachers in this thesis appeared to have higher levels of foreign language anxiety in comparison with other studies that used the FLCAS. The means scores obtained in the present study is higher than the previous studies (Horwitz, 1986; Kunt, 1997; Oh, 1996) but lower than the mean score shown in Truitt's (1995) study. The high foreign language anxiety level endorsed in this study by North Cyprus pre-service teachers suggested several reasons for such, with high pressure on the participants based on the fact that they will soon become language teachers themselves with fierce competition for future job-hunting.

5.7 Pedagogical Implications

The present study based on its findings raise several teaching implications for foreign language learning. The first part of the study, on beliefs learners have about language learning, widens understanding of some major factors that inhibits learners from reaching their target language learning goals. Considering the claim by Kumaravadivelu (1991) that "the more one knows about the learner's personal feelings and concepts, the better and more productive intervention will be" (p. 107).

North Cyprus EFL pre-service teachers in this study held different beliefs about different facets of foreign language learning with high motivation to learn English well. Notwithstanding, some of the beliefs held were quite unrealistic to the researcher. For instance, the participants place much emphasis on "an excellent accent," with the belief that in less than two years one can become fluent in English.

Unfortunately, disappointment and frustration might set in when these unrealistic beliefs clash with the reality of learning a foreign language. Teachers can therefore draw on the findings of this study to tackle unreal beliefs with new information (Horwitz, 1987), by developing in the students a more realistic expectations towards language learning. These misconceptions can be changed and enhanced by providing an explicit knowledge about the nature and process of second language acquisition, and by presenting students with specific teaching and learning objectives. This will not only help pre-service teachers in their language learning but also when they become teachers of the target language themselves so that they will be able to facilitate realistic desired learning outcomes in their classrooms.

Furthermore, the study found that North Cyprus EFL pre-service teachers had a tendency to be more anxious in comparison to other studies as many of them showed certain degrees of communication apprehension in English class. Therefore, some suggestions and recommendations can be made about the reduction of negative effects of anxiety on North Cyprus EFL pre-service teachers so as to better help students in their English learning: 1) Topics relevant to students own life could be introduced by teachers so as to increase students' interests in participating in classroom activities. This will give students ample opportunity to show their true selves in English learning as this will enhance their self-confidence. 2) Positive and constructive feedback could be provided frequently, as this will encourage and reinforce participation in classroom activities and also increase their self-confidence. Once confidence is built, it will in turn reduce students' stress and anxiety. 3) In order to cope with anxiety that occurs in real-life communication, opportunities should be given for students to become familiar with the real-life

interactions. Teachers should therefore connect English words or expressions with English cultural contexts, by using more authentic materials which will enhance the students learning about the features of natural speech and language us

5.8 Limitations

Certain limitations can be put into consideration when interpreting the findings of this study. The choice of subjects for this study was conducted at only one university in North Cyprus and the sample population for this study is quiet limited therefore, what participants say about their beliefs on English learning and their reported on foreign language anxiety levels cannot be used to generalize the entire experiences of all pre-service teachers in universities in North Cyprus. It is therefore necessary to be cautious not to over-generalize the findings to other populations or settings in North Cyprus.

5.9 Recommendations for Future Research

There are a number of areas that needed future research considering the findings of this study. First, replication of this study in order to validate its findings and to ascertain if the report findings can be said to be true with other populations in North Cyprus universities.

Furthermore, there are both similarity and differences of the result of this study with previous studies that involve students from other cultures. This study should therefore be repeated with a larger sample size as well as with North Cyprus pre-service teachers in other universities before any generalizations could be made.

Finally, it is necessary to look into the changes that may reoccur in student beliefs over the course of language instruction (Horwitz 1988). It would therefore be interesting designing a longitudinal study to investigate how the belief system and

anxiety levels of pre-service teachers' changes over time as they approach their teaching carrier.

Conclusively, it is my belief that meaningful insight has been provided for foreign language teachers and researchers in light to pre-service teachers' beliefs and anxiety level in foreign language learning. This study, I believe will increase common understanding between teachers and pre-service teachers as they work together to generate better strategies to alleviate students' negative experiences of foreign language learning so as to produce more meaningful learning experiences, which can continue and transcend in their teaching carrier.

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APPENDICES

Appendix A: Participant Consent Form and Invitation Letter

An Investigation of Anxiety among EFL Student Teachers and Its Relationships with Their Beliefs about Language Learning

I, T. Emmanuel AKINMULEGUN a master student in ELT department am currently doing my thesis with Assoc. Prof. Dr. Naciye KUNT (My supervisor) on pre-service teachers speaking anxiety and foreign language beliefs about language learning. You are asked to be part in this research study voluntarily.

Purpose of Study is to examine in depth and to synthesize the literature on foreign language anxiety, investigate the level, major causes and determining factors of foreign language speaking anxiety and students' perceptions of it in a Cypriot EFL context. The record of this study will be kept strictly confidential. Research records will be kept in a locked file and all electronic information will be coded and secured using password protected file.

The decision to participate in this study is entirely up to you. Your decision will not result in any loss or benefits to which you are otherwise entitled. You have the right not to answer any single question, as well as to withdraw completely from the interview at any point during the process; additionally, you have the right to request that the interviewer not to use any of your interview material. You have the right to ask questions about this research study and to have those questions answered before during and after the research.

.....
.....

CONSENT

Your signature below indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above.

Thanks for your cooperation.

Name: _____

Signature: _____

Date: _____

Appendix B: Interview Questions for Pre-Service Teachers

1. How will you describe English language learning difficulty in relation to other languages you know?
2. Is it necessary to learn English in an English speaking county?
3. Which language skill do you think is the most important skill in learning English?
4. Between children and adults, which have a better chance at learning a foreign language and why?
5. Is there any other information you will like to add about what you belief in language learning?
6. What do you think of other students' language performance compared to yours?
7. How do you feel when the language teacher ask questions which you haven't prepared in advance for?
8. Are you concerned about other students' reactions or judgments of you when speaking in a foreign language class?
9. How do you feel when speaking English language in front of teachers and/or native speakers?
10. Is there any other information you will like to add about your feelings in a foreign language class.

Appendix C: Background Questionnaire

The questions below are for research purposes only. Your answers will not be made available to anyone. Please answer the following questions.

1. Gender: Male Female
 2. Age: years old
 3. Grade Level: Third year Fourth year
 4. Your home country: _____
 5. How long have you been in Cyprus?
 6. At what age did you start to study English? _____
 7. Have you studied another language other than English and Turkish?
_____ Yes _____ No
- If yes:
- a-Which language/languages? _____
 - b-How long did you study? _____
 - c-When did you start to study? _____
8. Have you ever traveled to or lived in an English-speaking country?
Yes _____ No
- If yes, what country? _____
- How long were you there? _____
9. How many years have you studied English? _____
 10. How often do you watch TV or movies in English
_____ never
_____ less than once a month
_____ 1 to 3 times a month
_____ once a week
_____ more than once a week

Appendix D: Beliefs about Language Learning Inventory (BALLI)

Read each statement and then decide if you: SA= Strongly Agree; A= Agree; N= Neither Agree nor Disagree; D= Disagree; SD = Strongly Disagree. Question 4 and 15 are slightly different and you should mark them as indicated.

	SA	A	N	D	SD
1. It is easier for children than adults to learn a foreign language.					
2. Some people have a special ability for learning foreign languages.					
3. Some languages are easier to learn than others.					
4. English is: <i>1) a very difficult language</i> <i>2) a difficult language</i> <i>3) a language of medium difficulty</i> <i>4) an easy language</i> <i>5) a very easy language</i>					
5. I believe that I will learn to speak English very well.					
6. People from my country are good at learning foreign languages.					
7. It is important to speak English with an excellent pronunciation.					
8. It is necessary to know about English-speaking cultures in order to speak English.					
9. You shouldn't say anything in English until you can say it correctly.					
10. It is easier for someone who already speaks a foreign language to learn another one.					
11. People who are good at mathematics or science are not good at learning foreign languages.					
12. It is best to learn English in an English-speaking country.					
13. I enjoy practicing English with the native speakers I meet.					
14. It's OK to guess if you don't know a word in English.					
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well? <i>1) less than a year</i> <i>2) 1-2 years</i> <i>3) 3-5 years</i> <i>4) 5-10 years</i>					

5) <i>You can learn a language in 1 hour a day</i>				
16. I have a special ability for learning foreign languages.				
17. The most important part of learning a foreign language is learning vocabulary words.				
18. It is important to repeat and practice a lot.				
19. Women are better than men at learning foreign languages.				
20. People in my country feel that it is important to speak English.				
21. I feel timid speaking English with other people.				
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.				
23. The most important part of learning a foreign language is learning the grammar.				
24. I would like to learn English so that I can get to know English speakers better.				
25. It is easier to speak than understand a foreign language.				
26. It is important to practice with cassettes or tapes.				
27. Learning a foreign language is different from learning other academic subjects.				
28. The most important part of learning English is learning how to translate from my native language.				
29. If I learn English very well, I will have better opportunities for a good job.				
30. People who speak more than one language are very intelligent.				
31. I want to learn to speak English well.				
32. I would like to have English speaking friends.				
33. Everyone can learn to speak a foreign language.				
34. It is easier to read and write English than to speak and understand it.				

Appendix E: Foreign Language Classroom Anxiety Scale (FLCAS)

Read each statement and then decide if you: SA= Strongly Agree; A= Agree; N= Neither Agree nor Disagree; D= Disagree; SD = Strongly Disagree.

Items	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language.					
5. It wouldn't bother me at all to take more foreign language classes.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at languages than I am					
8. I am usually at ease during tests in my language class					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class.					
11. I don't understand why some people get so upset over foreign language class.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class.					
19. I am afraid that my language teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I'm going to be called on in language class.					
21. The more I study for a language test, the more confused I get.					
22. I don't feel pressure to prepare very well for					

language class					
23. I always feel that the other students speak the foreign language better than I do					
24. I feel very self – conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					