KARADENİZ TEKNİK ÜNİVERSİTESİ * SOSYAL BİLİMLER ENSTİTÜSÜ

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UYGULAMALI DİLBİLİMİ YÜKSEK LİSANS PROGRAMI

AN EXPERIMENTAL STUDY ON REDUCING LANGUAGE ANXIETY IN

SPEAKING CLASSES THROUGH RATIONAL – EMOTIVE BEHAVIOURAL

TECHNIQUES WITH REFERENCE TO EMOTIONAL INTELLIGENCE

YÜKSEK LİSANS TEZİ

Özlem AVCI

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KARADENİZ TECHNICAL UNIVERSITY* INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

MA PROGRAM IN APPLIED LINGUISTICS

AN EXPERIMENTAL STUDY ON REDUCING LANGUAGE ANXIETY IN SPEAKING CLASSES THROUGH RATIONAL –EMOTIVE BEHAVIOURAL TECHNIQUES WITH REFERENCE TO EMOTIONAL INTELLIGENCE

Özlem AVCI

We certify that we have read this thesis and that in our combined opinion it is fully adequate in scope and in quality as a thesis for the degree of Master of Arts

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TRABZON

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ABSTRACT

This study aims to reduce language anxiety through Rational Emotive Therapy techniques and Emotional Intelligence implications. This study was done at KTU School of Foreign Languages. It was a mixed-methods research and the research design was a combination of preexperimental and quasi-experimental studies. Both qualitative and quantitative data collection and data analysis techniques were used. 27 participants varying from pre-intermediate to intermediate participated in the study. REBT techniques and EI were used as a combined intervention to language anxiety. Emotional diaries, analyzing emotional happenings papers, and field notes in research journals were used as qualitative data instruments and Horwitz's Foreign Language Classroom Anxiety Scale and a questionnaire with two parts were used as quantitative data instruments.The results show that REBT and EI reduced language anxiety significantly.

ÖZET

Bu çalışma dil kaygısını Akılcı-Duygusal Davranışsal Terapi Teknikleri ve Duygusal Zekâ uygulamalarıyla azaltmayı amaçlamıştır. Çalışma KTÜ Yabancı Diller Okulu'nda yapılmıştır. Çalışma bir karma yöntem çalışmasıdır ve araştırma deseni preexperimental ve quasi-experimental çalışmaların bir birleşimidir. Hem nitel hem de nicel veri toplama ve analiz teknikleri kullanılmıştır. 27 katılımcı çalışmaya katılmıştır. Akılcı-Duygusal Davranışsal teknikler ve Duygusal zekâ birleşimi dil kaygısına bir müdahale olarak kullanılmıştır. Duygusal günlükler, duygusal oluşumların analizi kâğıtları, araştırma günlüğündeki alan notları nitel veri araçları olarak ve Horwitz'in Yabancı Dil Sınıfı Kaygı Ölçeği ve iki bölümlü bir anket nitel veri araçları olarak kullanılmıştır. Sonuçlar Akılcı-Duygusal Davranışsal tekniklerin ve duygusal zekâ uygulamalarının önemli ölçüde dil kaygısını azalttığı görülmüştür.

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LIST OF ABBREVIATIONS

EI   : Emotional Intelligence

REBT   : Rational Emotional Behavioural Therapy

CHAPTER 1
INTRODUCTION

1.1. Introduction

"…Now we do know that cognitive and linguistic aspects alone do not make up a complete picture of the language learning process.…If our goal is to increase student motivation and increase the effectiveness of SL learning, then understanding language anxiety will lead us closer to that goal." (Young, p.50, 1994)

Language learning is a very complicated process due to the fact that lots of factors affect it such as intelligence, cognition, and affective factors. Traditional education links success to standard intelligence, known as IQ. Traditional approach assumes that the higher IQ someone has, the more successful they will be. However, this has not been the case particularly since some controversial theories on intelligence such as Emotional Intelligence and Multiple Intelligences appeared.

Based on common experiences, it is generally accepted that "if a student likes her/his teacher, she/he will succeed in that subject." In fact, common sense had already mentioned long before that learning does not completely depend on intelligence. For example, affective factors increase or decrease the level of learning. While traditional approach views unsuccessful students as incapable, those incapable students suddenly start to make progress when their teacher, class or teaching technique is replaced with a more positive one. It has been made perfectly clear by long term studies on relation between IQ and success (Terman, 1925; Holahan & Sears, 1995, cited in Epstein, 1998) that there are some kinds of factors other than classic intelligence which contribute to success. In fact, the problem is not their incapability, but to establish or not to establish a positive emotional relation between people and the subject, whatever it is.

In language teaching, affective factors and their effects on learning a second/foreign language have been under quest for a long time, particularly since Horwitz & Young

(1991) introduced us one of the affective factors, named as "language anxiety" in 1991. According to Horwitz and Young (1991), language anxiety is a serious barrier which should be taken into consideration by language teachers due to the fact that there is a strong possibility that it can even put an end to language learning process.

Affective factors include motivation, anxiety, self-confidence, self-esteem, and extroversion/introversion. Language anxiety can be defined as a specific anxiety which appears when learners need to perform their foreign/second language (McIntyre & Gardner, 1993). In addition, Young (1991) suggested that language anxiety can be related to one skill but not another. Moreover, language anxiety might not be the cause of language learning problems, but might be the result of language learning problems (Ganschow, Sparks, Anderson, Javorsky, Skiller and Patton, 1994, cited in Oxford, 1999). In a study (Kaya, 1995), it was found that there was strong negative correlation between self-confidence and anxiety (r = - .83, p =. 000) and between motivation and anxiety (r = -.50, p = .022)

The aim of this study is to discover whether it is possible to reduce anxiety through a series of sessions, which are filled with Emotional Intelligence implications & Rational Emotive Behavioural Therapy Approach. Although Emotional Intelligence is a very disputable concept, it already has a place in research literature because its main focus is the relation between cognition and emotions. Researches have showed that contrary to the general belief, not only are emotions connected with cognitive processes, but also they are formed in accordance with thoughts or vice versa. In emotional intelligence domain, there has been a series of debates about whether thoughts form emotions or emotions determine thoughts. In this study the view of "thoughts form emotions" has been taken as a basis, and the sessions have been formed according to Constructive Thinking Approach of Emotional Intelligence Domain and Rational Emotive Behavioural Therapy Principles. As it can be seen in the literature review section, both of them are based on the idea that "human beings perceive the world around them in accordance with their thoughts, and if these thoughts are destructive or self-disputing, their perception and reactions will inevitably be anxiety provoking".

1.2. Significance of the problem

"Communication is the process of sharing meaning, whether the context is informal conversation, group interaction, or public speaking."(Verderber, 1998) Means of communication is language. Since speaking the language builds face to face communication, this ability is vital, not only for communication, but also it helps self-confidence and positive self-esteem. Unfortunately, particularly in a foreign language environment, learners have a limited opportunity to communicate with the language, except in their classes. Even in the classroom environment, there can be some problems about using the language. The main problem is avoidance of using the language, particularly if the teacher is a non-native one. Because using the language creates anxiety, learners tend to use their own language. Avoidance is the main indicator of language anxiety, and according to McIntyre and Gardner (1989) language anxiety is caused by negative experiences, which learners have been through their learning process. In this situation, learners cannot improve their communication ability through their foreign language.

Reducing language anxiety is one of the most important points in teaching foreign languages, because in order to be successful in teaching and learning a foreign language, both learners and instructors should break down this seriously hindering psychological barrier. Unfortunately, it is not an easy task to do because according to the literature of language anxiety, there are other sources of language anxiety other than learner-centred. However, solving a problem needs to start from a point. This research carries two goals: firstly, Emotional Intelligence paradigm has affected a lot of social areas such as business, education, etc. It has changed the way people think. Through EI implication an anxiety-free classroom atmosphere might be established. Secondly, Rational Emotive Behavioural Therapy has had a remarkable effect on treating emotional disturbances since 1950s. An amateur version of its techniques might have an effect on learners' coping strategies with stress and anxiety.

This research has the following research questions:

1.   Major question: "Is it possible to reduce language anxiety in speaking classes through Rational-emotive techniques and Emotional Intelligence implications?"

2.   Minor question 1:" Is there a relation between the level of anxiety in speaking classes and learners' negative thoughts or beliefs?"

3.   Minor question 2:" Is turning irrational beliefs into rational positive ones related with EI?"

4.   Minor question 3: "If there is language anxiety in general regardless of tasks in speaking classes, what are the sources?"

5.   Research Hypothesis: "Rational-emotive techniques are used to reconstruct individuals' thought system. Emotional Intelligence is a problem-solving ability with understanding, analyzing, and using emotions. A combination of two can reduce the level of anxiety and facilitate language learning. "

CHAPTER 2
LITERATURE REVIEW

2.1. Language Anxiety

It's about time someone studied why some people can't learn languages.
(Horwitz, Language Anxiety, p.27, 1991)

I've had experience with other subjects, and learning a language is very different from the other subjects because you are putting people in a very vulnerable situation, you are asking them to reveal themselves in a way which is very threatening because when they don't know the language very well and they don't have the means to express themselves, they are unsure of what kind of expression they are giving and they feel threatened. They feel they are making a fool of themselves and they probably are. They feel, people, peers, might laugh at them….The classroom atmosphere must be an atmosphere of acceptance and mutual respect, where students know how to appreciate one another, teachers should appreciate the students and students should appreciate the teacher. When you have got that kind of relaxed atmosphere, then students can try to reveal themselves through another language in a genuine kind of way.
(Voices from the Field, Wilga Rivers, p.199-200, cited in Young's study, 1999)

Before defining what language anxiety is, it has to be given some basic information about what anxiety is.

"Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." (Spielbeger, 1983, cited in McIntyre, 1999)

There are three types of anxiety: the first type is called as *trait anxiety*. It is a personality characteristic. "Speilberger (1983) defines trait anxiety as a probability of becoming anxious in any situation" (McIntyre, 1999). People who have trait anxiety feel anxious most of their time under different circumstances. The source which creates anxiety is not the event or the state, but the personality. "People with high levels of trait

anxiety are generally nervous. They lack emotional stability." (Goldberg, 1993 cited in McIntyre, 1999)

The second type is called situation-specific anxiety. This type of anxiety is similar to trait anxiety because it is stable over time; however, it is not distinguishing personality characteristic but specific to a particular situation. The most common examples of this type of anxiety are test anxiety, math anxiety, language anxiety, stage fright and communication apprehension. As it can be seen, each situation has a specific task such as giving a speech before people, taking an exam or using a second/foreign language. In this context, communication apprehension can be linked to language anxiety, because using a second language requires talking in front of people who might be classmates or other learners in classroom environment or native speakers in real life context. So, a person with situation-specific anxiety may feel anxious in one particular situation but may not in others." If one adopts Speilberg's conceptualization, situation–specific anxieties represent the probability of becoming anxious in a particular type of situation."(McIntyre, 1999)

The third type of anxiety is state anxiety. Although some researchers prefer to mention only two type of anxiety as trait and state anxieties and leave the situation-specific anxiety out of the classification, many other researchers like McIntyre and Gardner (1991) divide anxiety into three branches in order to "capture the essence of foreign language anxiety" (cited in von Worde, 1998). State anxiety is different from trait and situation-specific anxieties because it shows fluctuation and its intensity changes over time. Trait and situation anxieties indicate that people feel nervous in general or in certain situations. However, state anxiety is the anxiety itself. It is a temporary negative emotional change. It affects emotions, cognition and behaviours. For example, a bit anxiety makes people motivated, ready to act, but when the level of anxiety passes the threshold, it feels uncomfortable and lessens the level of learning. Moreover, people with state anxiety are much more sensitive about what other people are thinking of them (Carver & Scheier, cited in McIntyre, 1999). Behavioural effects show themselves as physiological symptoms such as sweaty palms, wringing hands or faster heartbeats and as plans for avoiding from anxiety provoking situations.

In conclusion, language anxiety is a kind of situation-specific anxiety and learners with language anxiety experience state anxiety often because as it has been mentioned before state anxiety appears with the unwanted and uncomfortable symptoms of anxiety itself. It is not easy to predict which learner is likely to experience language anxiety because it occurs in a very specific context which is called as the second/ foreign language learning. In other words, both introvert and extrovert learners can go through language anxiety in language learning context regardless of their personalities.

So what is language anxiety? Language anxiety is some negative feelings which are experienced during the foreign language learning process such as feeling frozen, worried, insecure, and embarrassed, fear of being humiliated, insulted, and unsuccessful."…foreign language anxiety is a distinct complex of self-perceptions, beliefs, and behaviours related to classroom language learning arising from the uniqueness of the language learning process."(Horwitz, 1991)

Although most researchers claim that language anxiety is a harmful one, some researchers prefer to label it positively which is called "facilitating anxiety". According to this view, facilitating language anxiety keeps learners alert and help learners get good grades, achieve high language proficiency and self-confidence, and produce difficult pronunciation patterns (Scovel, 1978; Ehrman and Oxford, 1995; Kleinmann, 1977; Chastain, 1975, cited in Oxford, 1999). Eysenck (1979) points out the possibility of compensation mechanism through increased effort in order to improve performance (cited in McIntyre, 1995). However, Eysenck (1979) explains the negative effects on cognition through a kind of space competition between task-relevant information and task-irrelevant information related to anxiety such as worry in the processing system. As a result, while non-anxious learners deal with processing only task-relevant information, highly anxious learners are in a divided attention situation (cited in McIntyre, 1995). Steinberg & Horwitz (1986) found that anxious students are less interpretive in description of ambiguous TAT pictures in second language (McIntyre, 1994). Similarly, McIntyre and Gardner (1989) found that anxious students learned a vocabulary list at a slower rate and had more difficulties to remember than less anxious students (McIntyre & Gardner, 1994). The relation between anxiety and task performance can be explained by Yerkes-Dodson Law which is very similar to Eysenck's theory (Smith, Sarason & Sarason, 1982).

According to this law, anxiety and task performance shows an inverted "U" shaped relation. In other words, when the task is simple, anxiety may cause increased effort, thus performance improves. However, as the demands of the task are getting harder, anxiety starts to interfere with the task- relevant cognitive activities. Consequently compensation mechanism does not work owing to divided attention in the information processing system and this situation triggers anxiety arousal more (cited in McIntyre, 1995).

Similarly, Horwitz (1990) says that helpful or facilitating anxiety is possible only for very simple learning tasks, but language learning is a complicated learning and out of boundaries of helpful anxiety. Young (1992) interviewed with Rardin, Omaggio Hadley, Terrel and Krashen on helpfulness of language anxiety. Rardin accepted the positive side of anxiety which, in fact, works always, but we only notice anxiety when its negative side comes to scene. Omagio Hadley said that certain amount of tension might be useful for language learning, but this tension is not anxiety. Terrel agreed with Hadley, and labelled this tension as "attention". Krashen refused the existence of helpful aspects of anxiety because definition of anxiety and helpfulness are incompatible (Oxford 1999, edited by Arnold). The dominant view is to label anxiety as "debilitating anxiety" because it harms learners' performance with either worry/self-doubt, or making learners less inclined to participate. Decreased motivation, negative attitudes and beliefs, and language performance problems are caused by debilitating anxiety (Oxford, 1999).

The current literature provides evidence that there is a negative correlation between language anxiety and language achievement. The following studies have revealed negative outcomes of language anxiety:

- Grades in language courses (Aida 1994; Horwitz 1986; Trylong 1987)
- Proficiency test performance (Ganschow, Sparks, Anderson, Javorsky, Skinner and Patton 1994; Gardner, Lalonde, Moorcroft and Evers 1987)
- Self-confidence in language learning (MacIntyre and Gardner 1991; Gardner and MacIntyre 1993)
- Self-esteem, i.e., the judgment of one's own worth (Horwitz, Horwitz and Cope 1986; Price 1991; Scarcella and Oxford 1992) (Taken from Oxford, 1999).

How does a learner develop language anxiety? There are different explanations. One of them is negative experiences and its effects in language learning. "….language anxiety is in language learning related to negative experiences with SL. Negative experiences form emotions and attitudes towards language learning." (MacIntyre & Gardner, 1991c, p.110, cited in Young, 1994). At the early stages of language learning, a learner has some difficulties about tenses and their usage, pronunciation, sentence patterns, word order, lack of vocabulary, and comprehension etc. When the learner makes mistakes, he/she might feel uncomfortable about them and then state anxiety appears. If feeling anxious is experienced several times, then the learner becomes anxious in foreign language learning situation. In other words state anxiety turns into a situation-specific anxiety called language anxiety. Then, if negative experiences repeat over and over, learner's language anxiety become regular and it causes poor performance. "…favourable experiences and increased achievement reduced anxiety….gains in proficiency resulted in students having reduced levels of foreign language anxiety." (MacIntyre & Gardner, 1991)

Campbell and Orwitz (1991b) found that "students were almost twice as anxious in their foreign language class midway through the class as they were at the beginning of the course" (cited in Young, 1994, p.30). As learners make progress, they are expected to perform better in classroom and this makes learners feel under pressure or suffocated because the communicative and social aspects of language classes are the strongest components of language anxiety.

At this point, communication apprehension has to be explained in order to get a better understanding towards language class environment and one of its essentials called second/foreign language group relations. A learner is a part of a foreign language group. The relations among learners and between learner and instructor affect learners' communication willingness through the target language. It has been mentioned earlier that language anxiety is a situation-specific anxiety. In this context characteristics of situational apprehension can be better explained.

1. Evaluation- the more one perceives themselves being evaluated by others, the more the degree of apprehension increases. In a language class, people assume that others observe and evaluate their performance and this assumption will be likely to cause anxiety

arousal. Moreover, in a foreign language setting, learners have to deal with the difficulty of expressing themselves with a limited knowledge in the target language. (Daly, 1991, cited in Horwitz's)

2. Novelty- people tend to be less participative when the situation is less familiar. Even the highly apprehensive individuals show no apprehension in a setting with their close friends. It indicates that group relations have an impact on anxiety arousal. (Daly, 1991, cited in Horwitz's)

3. Ambiguity- When people feel unsure because of feeling confused, they feel under stress. Confusing word pairs, feeling unsure about pronunciation and sentence structure, unfamiliar idiomatic expressions can increase tension. (Daly, 1991, cited in Horwitz's)

4. Conspicuousness- Feeling that everybody is looking at you and being the centre of attention is what makes people more nervous, especially in a context that where you feel lacking in competence such as language learning. A language classroom is a social context in which learners have to deal with the difficulties of pronunciation, sentence structures, vocabulary choice, and monitoring errors, and he or she has to be calm and cool while struggling for at least a moderate performance, without embarrassment among classmates and teacher. Daly, is a professor in the field of communication, gives us an interview with a Russian third grade student as an example as to relation between anxiety and conspicuousness. In the interview, the student said that she was feeling totally incompetent during her first visit to Moscow until one day that she found herself in an argument with a Russian clerk. She realized that because of her anger towards the clerk and a strong need for proving her rightness, she had not monitored herself and paid attention how she had sounded and others had reacted, her sense of conspicuousness and anxiety had disappeared. (Daly, 1991, cited in Horwitz's)

5. Prior History- The degree of anxiety which a person experience in a situation in the past will have a strong effect on the new similar situation. In other words, the experienced negative emotions in the past like fear and anxiety will trigger the same emotional arousal. In fact, McIntyre and Gardner suggested the very same reason as an explanation

as to anxiety arousal in foreign language learning settings. (Daly, 1991, cited in Horwitz's)

Following items show the sources of language anxiety in five categories (Taken from Young, 1994):

A. Anxiety stemming from personal and impersonal anxieties

 1. Low self-esteem

 2. Competitiveness

 3. Self-perceived low ability levels

 4. Communication apprehension

 5. Social anxiety

 6. Existential anxiety (According to Jennybell Rardin, this type of anxiety origins from learner's fear of losing one's core identity which is related with one's mother tongue. "If I learn another language, I will somehow lose myself; as I know myself to be, will cease to exist." (Quoted in Young, 1992, p.68, cited in Young, 1994)

 7. Lack of second language group membership

 8. Learners' beliefs about language learning

B. Anxiety stemming from role related beliefs about language teaching

1. That some intimidation of students is necessary

2. That the instructor's role is to correct students constantly

3. That the instructor cannot have students working in pairs because the class may get out of control

4. That the instructor should be doing most of the talking and teaching

5. That the instructor is like a drill sergeant

C. Anxiety stemming from instructor- learner interactions

1. from the instructor's harsh manner of correcting student errors

2. from students' fear of being incorrect in front of their peers

3. from students' concerns over how mistakes are perceived in the language class

D. Anxiety stemming from classroom procedures

1. having students speak in the target language in front of the class

2. Giving frequent oral quizzes, listening comprehension in particular

3. Calling on students to respond orally and exclusively in second language

E. Anxiety stemming from aspects of language testing

1. Test formats evoke more anxiety than others; e.g. listening comprehension, translation from second language to mother language

2. Over-studying for hours only to find the tests assess different materials

3. Unfamiliar test tasks

Language anxiety can be considered as a mental block due to the fact that it interrupts learners' cognitive processes. In this respect, language anxiety is similar to Krashen's Affective filter. Affective filter is activated when uncomfortable feelings arise during foreign language learning, and then learners shut themselves down. The filter is affective because it is activated by emotional related factors such as motivation, self-confidence, and anxiety. It determines how much input is going to be converted into intake. Thus, according to Krashen, learners with high motivation and self- confidence and low anxiety gain more benefit from input as intake than those with low motivation and self-confidence and high anxiety (Ellis, 1989). Indeed, some students might be distracted by negative self-talk and/or excessive considering over poor performance of which effects decrease the level of information processing in language context (McIntyre & Gardner, 1991a, cited in Bailey's, 1999).

Horwitz et al. (1986) have suggested that there might be no other field of study which shows a great amount of threat to self-concept as language study does. (Cited in Bailey's, 1999) Lack of self-confidence is a common characteristic among highly anxious learners. (Clement, 1987; Clement et al., 1977, 1980, cited in Bailey's, 1999) According to Krashen (1980), it is probable that language anxiety is related to self-esteem. (cited in Baileys, 1999) Furthermore, Bailey (1983) argued that competitiveness is an important factor to increase anxiety when learners compete themselves with others or an ideal self-image (cited in Bailey, 1999).

Language anxiety can be stemmed from the ego threatening conditions of language learning process, particularly for adults. An adult can express themselves fluently in their native language. But when it comes to expressing the same things in a foreign language, struggling starts because of immature foreign language communicative abilities.

> Adults typically perceive themselves as reasonably intelligent, socially adept individuals, sensitive to difficult mores. These assumptions are rarely challenged when communicating in a native language as it is not usually difficult to understand others or to make oneself understood. However, the situation when learning a foreign language stands in marked contrast. As an individual's communication attempts will be evaluated according to uncertain or even unknown linguistic and socio-cultural standards, second language entails risk taking and is necessarily problematic. Because complex and non-spontaneous mental operations are required in order to communicate at all, any performance in the second language is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear or even panic (Horwitz, Horwitz & Cope, 1986, p.128, cited in Horwitz's, 2001).

Language anxiety is a very important factor in language teaching. As it has been emphasized before, both learners and teachers achievements are determined partly by affective factors. Language anxiety is one of those factors. Therefore various approaches to reduce it should be tried. In this research Rational Emotive Behavioural Techniques and the new paradigm of Emotional Intelligence were used.

2.2. Rational emotive behavioural therapy and anxiety implications

The primary tenet relevant to rational-emotive behavioural therapy is as Ellis, the creator of REBT, said "it is possible to achieve maximum actualization of human potential through the use of cognitive control of illogical emotional responses. The theory embraces the assumption that man is capable of both rational and irrational thoughts which are not separated, or different from emotions. (Morris & Kanitz, p.8, 1975)

Rational Emotive Behavioural Therapy was developed in the early 1950's by Albert Ellis. He had been trained as "psychoanalyst" before he called himself "psychotherapist". REBT was born because Ellis felt unsatisfied with classical psychoanalysis and its basics such as early life experiences affect an adult's life deeply. He was very keen to read philosophy, and he started to think about the relation between our thoughts and the way

we live. According to him we are born with the capacity of thinking about the way we think. He suggests that heredity and environment are only partly responsible for our emotional disturbances due to the fact that man are capable of creating thoughts and beliefs whether they are based on facts or not. So, our emotional disturbances such as anxiety and depression can be reduced through the changes in the way of thinking. In other words, rigid thoughts and beliefs with full of "should, could, and must" make us miserable because they are hard to practice. Further, they lead unrealistic expectations which make us feel unsuccessful and self-conscious when we cannot achieve them. This is what exactly REBT wants to show us: humans are capable to get rid of their irrational beliefs and thoughts and create rational ones which establish and maintain being emotionally well.

Together with Ellis, Aaron Beck is known as a pioneer of cognitive therapy. He studied particularly on depression and its treatment (Yazıcı, 2002). Beck (1967) suggests that the way people perceive the events influence affective variables. People with anxiety disorders perceive situations more disturbing than their actual level. Their fear of failure makes them either isolated or losers because the strength of the fear prevents them from acting for progress (Tittle, 1997). Both Beck and Ellis's approaches aim to change individuals' negative thoughts and to make them realize the difference between the reality and the way they think about the reality. (Yazıcı, 2002)

REBT works through ABC model. In this model, A represents happenings around us like one's relations with people, jobs, tasks, addictions, etc. B represents beliefs about these happenings. One's beliefs might be rational or irrational. In REBT terminology rational beliefs mean facilitative or helpful thoughts towards our goals. Irrational beliefs mean some thoughts which keep people from their goals, that is why they are destructive. C represents results of those beliefs. According to REBT, when a person holds rigid, inflexible, goal-stopping irrational beliefs, then the consequence will be devastating. However, if a person holds rational beliefs towards happenings, the consequence will probably be acceptable, bearable, and not depressive or anxiety-provoking. This is the starting point of REBT: realize the irrational beliefs, analyze and replace them with empirical, flexible, long lasting happiness producing rational beliefs.

REBT has an empirical evaluation of the events. Ellis has strongly stated that REBT is based on scientific thinking instead of mysticism, arbitrary definition or religiosity. Its principles are shown simply with the following figure:

A → Activating event

B→ Beliefs about the event; the way individuals perceive is based on their beliefs

|

Irrational beliefs   Rational beliefs

| |

C→ Consequence →   Destructive Behaviour   Constructive Behaviour

D→Disputing with irrational beliefs---> internalizing---->E→ Effective new philosophy

Figure 1

ABC Model of REBT

As the figure indicates, the basis of REBT is based on the principle of "behaviours stem from the way of individual perception of the events. Because behaviours are reactions to the events, but those reactions are formed by how individuals perceive those events, and the way of perception depends on our thoughts, beliefs." Thus, if individuals have goal-oriented, problem-solving centred thoughts or beliefs, the consequence behaviour will be constructive or problem-solving. On the contrary, demanding, frustrating thoughts and beliefs such as *"This is awful. I can't stand it. I can't handle it. I am a loser. There is no way to fix this."* lead individuals failure, and consequent emotional disturbances such as depression and anxiety. Therefore, disputing with irrational thoughts, beliefs through empirical thinking is the centre of REBT. Through disputing, individuals realize the existence of their demanding thoughts such as "I must perform well. Everybody treats me well. Otherwise, the situation is catastrophic. I can't cope with it." After understanding the demanding/self-defeating thoughts, individuals replace them with a new philosophy of happiness.

The therapeutic process consists of two basic stages: 1. since the core philosophy is based on happiness, values, purposes, goal, ideals which produce happiness for the client

are chosen. 2. The client learns to think logical-empirically, efficiently, and flexible to achieve happiness producing values and goals and avoid self-defeating results (Ellis & Bernard, 1985, cited in Watson, 1999).

According to Ellis, there are three self-defeating ways of thinking, feeling, and behaving:

First, people evaluate themselves all the time in every situation. Naturally, they try to correct themselves; however, while they are rating themselves according to the way of feeling, thinking, behaving in such situations, they rate their total self beings irrationally. This is completely self-defeating because people cannot be perfect all the times. They conclude that their mistakes equal to their total self. Consequently anxiety and depression occur (Ellis, 1998; Ellis & Harper, 1997, cited in Ellis, 1998).

Second, like evaluating themselves, people evaluate others. This is partly beneficial to establish careful relationships. However, when they start categorizing others in accordance with goodness and badness, strict feelings occur. People conclude that what others do equals to who they are (Ellis & Blau, 1998; Ellis & Tafrate, 1997, cited in Ellis, 1998)

Third, people evaluate their environment as favourable and unfavourable. In this way they avoid bad conditions and improve favourable ones. However, once again, excessive evaluation leads to thoughts like "I can't stand this situation." Consequently, low frustration tolerance, depression, self-pity, and purposelessness occur (Ellis & Dryden, 1997; Ellis, Gordon, Neenan, & Palmer, 1997, cited in Ellis, 1998)

In RET, following irrational beliefs make people feel self-doubt, self-condemnation, and panic.
_A person should be loved by every single person in their community
_In order to be considered as worthwhile, one should do everything perfect.
_People make unhappy by external circumstances and they have little or no control on their sorrows and disturbances.

_A person's past history is the only determinant of his/her present behaviour, and its effects last forever.

_There is invariably right, precise and perfect solution to human problems and if this solution can not be found, the result is catastrophic.

_If something is or may be dangerous, one should think about it all the time in order to bear in mind that there is always a possibility of its occurrence. (Morris & Kanitz, 1975)

The following irrational beliefs usually cause to anger, moralizing and low frustration tolerance:

_There are some bad, evil people and they should be blamed and severely punished.

_When the things are not going on the way someone wants them to be, it is a catastrophic situation.

_It is easy to avoid certain problems and self-responsibilities than to face them.

_A person should be quite upset as to other people's problems and difficulties. (Morris & Kanitz, 1975)

2.2.1. What is anxiety according to REBT?

Anxiety is a pervasive experience of fear, apprehension which has some somatic symptoms as well as behavioural ones, which are inhibition, avoidance, lose of concentration and decrease in problem solving. REBT defines anxiety as a dysfunctional emotion because it keeps people from achieving their goals. In fact, people with anxiety, regardless of the type of it, usually are in search for dire consequences. Thus, *"anxiety is characterized by the concept of "what if..." (Wessler & Wessler, 1980, cited in Dryden & Hill, 1993).* According to RET there are also two additional forms of anxiety:

2.2.2. Ego anxiety

People with ego anxiety are afraid to lose of self worth in a given situation, because their self worth equals with self rating on their performance. Good performance means high personal worth, while bad performance means low personal worth. "They also tend to fear the world will rate them as harshly as they rate themselves. Paradoxically, they expect the world to engage in this form of rating at the same time that they make demands that the world should not/must not do this to them" (Dryden&Hill,1993).

2.2.3. Discomfort anxiety

People with discomfort anxiety expect a certain level of feeling uncomfortable in a given situation. According to REBT this expectation originates from one of the core irrational beliefs called *low frustration tolerance (LFT)*. The four core irrational beliefs are,

a)d Demandingness,

b) awfulizing / catastrophizing

c) global-rating of self and others,

d) low frustration tolerance.

Research has shown that people who strongly endorse these beliefs are more likely to suffer emotional and personal disturbances than those who do not (DiGiuseppe, Leaf, Robin & Exner, 1988; Diguiseppe, Robin, Leaf & Gorman, 1989; Robin& Diguiseppe, 1990). Robin stated (1993) that "people who suffer from LFT perceive the physical or social discomfort they have experienced or expect to experience in a given situation as unbearable and intolerable (p. 161) Also, they might not expect themselves to deal with this discomfort, which indicates low self-esteem, thus they show avoidance from encountering discomfort provoking situation.

2.2.4. REBT intervention strategy

Since REBT embraces a scientific and logical approach, it is very important for a client to discover his/her negative thoughts through empirical, pragmatist, and philosophical disputes. Ellis is particularly interested in philosophy of happiness that is why Socratic disputes are very important.

2.2.4.1. Empirical Disputes

Empirical disputes help people understand scientifically that there is no factual evidence about their beliefs, thus there is no point in maintaining those dysfunctional beliefs.

1. What is your evidence that...
2. Where is it written that...

      a. You must succeed?

      b. You must not feel discomfort?

      c. People must see you as you wish to be seen?

d. Things must be quicker/easier than they are?

e. You are utterly worthless if you do poorly or experience any discomfort?

f. Situations, people, or effects are toxic?

e. You would fall apart, disintegrate, or in any way not stand it if you would experience failure, hassle, or discomfort?

2.2.4.2. Pragmatic Disputes

Pragmatic disputes show that endorsing dysfunctional ideas have no consequences but failure.

1. How will thinking...enable you to accomplish your goals?

a. Any of the above

b. Your own particular brand of mishagoss (craziness)

2. How will (doing)...enable you to accomplish your goals?

a. Procrastinating

b. Not rehearsing/preparing

c. Not engaging in the activity

d. Getting angry

e. Worrying, getting anxious, panicking

2.2.4.3. Philosophical Disputes

Philosophical disputes are the elegant solution producing ones in which people accept that they are able to find some happiness and success among all kind of hassles, discomforts, and challenges, even though the level of that positive emotional gain is not as much as they want.

1. Couldn't you still have (some kind of) a happy, productive life if...
   a. The worst happened?
   b. You always experienced discomfort? (Taken from Robin, 1993)

People with global self-rating usually equal themselves with the activity in which they participate. They believe that they become completely worthless, if they have a failure in it. This belief might be valid for all activities or-like language anxiety-for a particular activity. For example, a language learner has a self-talking like this "I know, if I fail maths, I am not totally worthless, but if I fail to perform in my speaking class, there will be no place on this Earth! So embarrassing that I can't cope with it" *The important thing is to learn to accept themselves and others as they are and not as they would like them to be"* (Robin, p. 175, 1993). Because, the basic philosophy of REBT is "What people do is not what people are". In other words, people do not equal their performance, behaviours, or accomplishments. If people understand that their *rotten* behaviours are neither themselves nor their very basis or essence, then they do not experience severe anxiety due to the fact that they are ready for failures and open to learn a lesson from them in order to be successful and happy. Also, to gain success from failures might increase self- esteem, self-confidence, and bring much more happiness. In conclusion, what has to be done is to be able to separate healthy negative emotions (e.g. concern) from unhealthy negative emotions (e.g. anxiety) (Ellis & Windy, 1987)

REBT, in fact all cognitive-behavioural approaches, use four basic treatments: coping skills, problem solving, cognitive restructuring, and structural cognitive therapy. Coping skills consists of two steps: to express oneself and consequent behaviour. Problem solving focuses on identifying a problem, develop various solutions, and choosing the most

effective one. Cognitive restructuring is what Ellis and Beck emphasizes. Its goal is to identify irrational beliefs and to replace them with rational ones (Yazıcı, 2002).

In this research, particularly coping skills, problem solving, and cognitive restructuring were used. The intervention to language anxiety through REBT can be explained with the following figure.

Intervention to anxiety-provoking beliefs, thoughts

|

Dispute irrational, self-defeating, negative beliefs and thoughts

|

Cognitive change→ Exchange negative perception based on irrational thoughts with rational perception, based on the analysis of the reality.

|

Behavioural change→ Instead of "I can't stand this; it's awful." act with the thought of " I don't like it but I can stand it. I need a solution; I need to be focus on the problem."

Figure 2

Intervention to Language Anxiety through REBT

According to REBT, anxiety, when applied to language learning stems from ego-threatening situations and discomforting situations. Foss and Reitzel (1988) stated that "Foreign language anxiety seems to share certain characteristics with communication anxiety, for example, high feelings of self-consciousness, fear of making mistakes, and a desire to be perfect when speaking" (p. 438, cited in Hilleson, 2000). Learning a foreign language is a threat to "self" concept, because, particularly adults are used to expressing themselves fluently in their own language. Also, because speaking a foreign language immaturely is a challenge for an adult, most people find it discomforting. Furthermore, "the desire to be perfect when speaking" is a "must" in REBT terminology. With disputes, REBT aims to convert the demanding thought of being perfect into the rational thought of being good as much as you can.

As it has been mentioned before, separating healthy and unhealthy emotions is very important for coping strategies. It requires identifying and understanding one self's own and others' emotion. Here emotional intelligence comes to the scene with two main model: Epstein's "Destructive thoughts versus constructive thoughts" and Mayer,Salovey, and Caruso's "ability model".

2.3. Emotional Intelligence

Since Goleman's very popular book "Emotional Intelligence", there have been lots of articles and books which discuss and give some insights about emotional intelligence. In order to understand how EI has gained its popularity and at the same time its scientific identity, we should have a look at its background.

2.3.1. A Brief History of Emotional Intelligence

The relation between thought and emotion can be traced back to Ancient Greek philosophers. Albert Ellis was inspired by reading some philosophers such as Epictetus who defended the idea of" *Men are disturbed not by things, but by the views which they take of them.*" On his way to creating, RET.

Emotional intelligence has developed within the same route. According to Mayer (2006), development of EI can be divided into five eras:

1. from 1900 to 1969: In this first era emotion and thought were considered as separate pieces. The concept of intelligence and intelligence tests appeared in this period. A French psychologist, Alfred Binet, published the first intelligence test.

In emotion research the first main problem was whether physiological changes trigger emotions or emotions triggers physiological changes. For example, let's say a person encounters with a bear in the woods. The question was which factor (emotions or physiological changes) comes first. In other words, first heart beat increases, and then emotions like fear or terror appears or first emotions arises, and then certain physiological

changes occurs. The second main problem was whether emotions held universal meaning or they were culturally formed and idiosyncratic. Evolutionary perspective claimed that emotions evolved across animal species; however, social psychologists disagreed with Darwin's view. In fact, they claimed that emotions were determined by culture, that's why people in different cultures reacted emotionally different to the same event (Mayer, 2006).

2.   From 1970 to 1989: in this second era, emotion and thought were considered as integrated parts while they had been considered as separate fields before. "Within this era, researchers sought lawful rules of what emotions meant and when they arose." (Mayer, 2006) Spinoza, an Enlightenment philosopher and his works on the logic of emotions were taken into consideration. Darwin's idea of emotions evolved across of species and, therefore, have universal meanings re-examined (Mayer, 2006).

3.   From 1990 to 1993: In this third era, definition of EI still had problems. For example, Gardner suggested intrapersonal intelligence that "one's own feeling life" (Mayer, 2006). However, Gardner viewed this intrapersonal intelligence as a part of more general self- and social knowing instead of EI itself. Gardner, also, disagreed with EI concept because of inappropriateness of relating emotions to intelligence concept itself. But, some progress was made in other areas such as child development, and "emotional overexcitability or emotional giftedness" paved the way for EI (Mayer, 2006). In 1990 Mayer and Salovey developed both a formal theory and a measurement tool for EI in order to draw a scientific framework of EI and its comprehensive definition.

4.   From 1994 to 1997: EI was popularized by a science journalist Goleman. In his best selling book, *Emotional Intelligence*, EI was introduced as the best predictor of success in life and it was said something like "character". The popular image of EI expanded through countries like a shock wave. Similar books, tests, EI consultants appeared during 1995.

5.   From 1997 up to present: it has been understood that EI has both scientific and popular sides and these two sides are not related to each other. For this reason, thorough

and meticulous research has been taken place in order to find out a clear division between scientific and popular EI aspects (Mayer, 2006).

2.3.2. IQ versus EI

Has the era of IQ come to an end? Since Gardner's Multiple Intelligence Theory appeared, the crown of IQ has been losing its power. Gardner (2008) identifies intelligence as a biological and psychological potential to solve problems and/or create products that are valued in one or more cultural context. He was a loyal believer of Piagetian tradition school, however, after he did an experimental study with normal and gifted children and patients with brain-damage, he was convinced that the standard view of a 'single, unitary, indecomposable intelligence' could not be true (Gardner, 2008).

A recent experiment yields certain results verifying Gardner's theory. In this experiment, seven different people from seven different areas -a quantum physicist, a dramatist, an artist, a supersonic jet pilot, a music prodigy, a chess grand master, an IQ specialist; all highly successful in their own field -did a combination of the most difficult IQ tests. After they were ranked according to their scores, they took another combination of different test tasks. These tasks varied from practical intelligence, creativity to lateral thinking, emotional intelligence, etc. The quantum physicist had the top scores from IQ test. However, after the second part of the experiment, the dramatist, who had not come in top three in the IQ part of the experiment, shared the highest scores with the physicist. In this programme, psychologist Vivian Hill said "Not even the test manufacturers would say the results of IQ tests will tell you how intelligent somebody is. They would say it's a small component of making those judgements and that you should be looking at a much broader spectrum of skills, abilities and aptitudes". The programme had an interview with Howard Gardner. He said "The major move I've made in the study of intelligence is to pluralize it. I've come up with an alternative view which is called multiple intelligences theory (MI). To perform some kind of action in the area of music, or in the area of navigation is very different than to perform in a scholastic kind of assignment. And my whole analysis over years suggests it's a mistake, it's a category error to lump all these together and to call them intelligence. " (BBC, 2008)

The second attack to IQ came from Emotional Intelligence studies. In fact, two of the Gardner's multiple intelligences overlap with what Goleman meant with emotional intelligence. Those two intelligences are Interpersonal intelligence, which involves the understanding of other persons-how to interact with them, how to motivate them, how to understand their personalities, and Intrapersonal intelligence, which is the capacity to understand oneself-one's strengths, weakness, desires, fears (Gardner, 2005).

In fact, the definition of emotional intelligence, according to Mayer and Salovey, is "a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (1993). They stated that their concept of EI overlaps with Gardner's intrapersonal intelligence:

> The core capacity at work here is access to one's own feeling life-one's range of affects or emotions: the capacity instantly to effect discriminations among these feelings and, eventually, to label them, to enmesh them in symbolic codes, to draw upon them as means of understanding and guiding one's behaviour. In its most primitive form, the intrapersonal intelligence amounts to little more than the capacity to distinguish a feeling of pleasure from the pain....At its most advanced level, intrapersonal knowledge allows one to detect and to symbolize complex and highly differentiated sets of feelings….to attain a deep knowledge of….feeling life. (Gardner, 1983, p.239, cited in Mayer & Salovey, 1993).

It is very clear that two definitions of different intelligences have common points. Now that Gardner's controversial MI theory defences that one single number of IQ tests does not determine one's success and problem-solving in life, it seems that EI studies have been on the right track from the beginning.

Another perspective comes from Epstein, the theorist of Constructive Thinking. He argues that intelligence tests identify only one kind of ability which is important in certain kind of activities. On the other hand, practical intelligence, social ability, emotional adjustment, personality factors, and creativity are equally or maybe more important in other areas of life (Epstein, 1998). However, there has been an argument about whether personality traits are a part of intelligence or not.

> There are many human virtues that are not sufficiently rewarded in our society, such as goodness in human relationships, and talents in music, dance, and painting. To call them intelligence does not do justice either to theories of intelligence or to the personality traits and special talents that lie beyond the consensual definition of intelligence. Neither does calling all human virtues intelligence readjust social rewards, the goal toward which I believe such theories are pointed (Scarr, 1989, p.78, cited in Mayer & Salovey, 1993).

For example, social competence contains extroversion, self-confidence, social perceptiveness, and low anxiety. Scar stated that these components correlate with intelligence, but they are not intelligence itself. Mayer and Salovey stated that they agree partly. For instance, a line between general personality and general intelligence, which is represented by IQ score, can be drawn. Thus, personality traits have certain characteristic features which form behaviour while intelligence indicates abilities to behave. A trait is not ability, it is a behavioural preference. However, knowing what another person feels requires processing information, which is certainly a mental ability (Mayer & Salovey, 1993). In this sense emotional information processing abilities should be labelled as a form of intelligence.

Why has EI had a great deal of attention? Because, long term studies have shown that high IQ does not guarantee success. Lewis Terman (1925) conducted a long-term study on mentally gifted children who had IQs over 140. This study continued after Terman's death until the participants were over fifty. As a group, the participants were better than average. They were healthier, better adjusted, and more successful in their work than others. However, although some of them recorded great accomplishments, most of them were not outstandingly successful than others, they just more successful. A few of them, who were found to be poorly adjusted emotionally or socially or showed lack of motivation to succeed, were dropped out of the school and could not hold a job. This fact reveals that high IQ might be helpful in life, but it is not a guarantee for success without emotional adjustment, practical-experiential intelligence, social ability, motivation (Epstein, 1998). In my opinion, to keep oneself motivated to achieve while encountering unwanted consequences of wrong or bad-timed decisions, keep focusing a task which requires full mental work during a period of uncertainty definitely requires to percept one's own emotions and use them in a positive way for motivation with the thought of "if

I get through this, I can do anything similar". This ability certainly diverges from mathematical-logical intelligence and indicates another form of intelligence.

2.3.3. Models of Emotional Intelligence

This research is a psycho-educational study. The nature of the research requires overlapping points between RET and EI models. Therefore, Epstein's "Constructive Thinking Model" and Mayer, Salovey, and Caruso's "Ability Model" were used as a framework in this research. The following part explains the former and the latter in detail. Since Bar-On's EI model is constructed in the context of mental health and Goleman & Boyatzis' EI model is constructed in the context of business, they weren't taken as framework or reference models. However, it is important to explain them with basic characteristics since their contribution to the development of the conceptual frame of EI. But as above-mentioned, two models were the reference models for the researcher.

2.3.3.1. Seymour Epstein's Emotional Intelligence Model (1998): Rational mind versus Experiential Mind

Seymour Epstein is a professor in psychology, decided to explain his theory widely after he gained remarkable positive feedback from his students about his course "Coping with stress". His students were impressed about his theory of personality and took his approach into their lives. They said that before the course they could do nothing but put up with distressing emotions and control their expressions. During the course, however, they had learned how to be a master of their emotions and this had changed them for better. They photocopied the class notes and gave their friends, families. The most striking improvement was that they could gain an active mastery of their emotions, whereas before that, they had believed that nothing could have been done about distressing emotions but learn to live with them and control their expression. (Epstein, 1998)

According to Epstein, most people believe that emotions are automatic reactions to events. For example, if someone says something bad, you get angry. Then you decide how to react that event, you can stay calm or you can show your anger. Events trigger

emotions, and that's all. However, Epstein claims that emotions are the responses to how we interpret those events. In other words, events do not generate emotions, but our interpretations of events do. That's why the intelligence on emotions is possible, because the way you think creates various emotions such as positive or negative, healthy or unhealthy. This situation can be explained through a widely known example: when you look at a half glass of water, you see either a half full or half empty glass of water. The way of perception makes you feel happy, because you need water and you get some water, or, you perception makes you feel upset, because you don't get enough water.

Epstein has suggested that we operate two different minds: Rational mind, which works through logical inferences and is conscious and, experiential mind, which works through past experiences and is preconscious or automatic. Thus, from Epstein's stance, "constructive thinking", the appropriateness and the constructiveness of automatic thoughts make us emotionally intelligent and free from emotional disturbances about anything. At this point, A. Ellis and S. Epstein share the same point of view: a positive reconstruction of thoughts sets a new perspective filled with healthy emotions.

2.3.3.1.1. Evidence for the Existence of the Experiential Mind

According to Epstein, although the two minds seem to work as if there is only one single mind, there are some situations which separateness of the two minds becomes apparent. For example, on a cigarette packet there is a warning about hazardous effects of smoking. However, tobacco companies make their advertisements so attractive that people ignore the warning and they are charmed by the cool acting of smoking. Irrational fears, also, prove the existence of experiential mind. For example, all statistics show that travelling by plane is safer than by car; but, for the people who are afraid to fly, no matter what the statistics show, planes are real monsters which should be avoided. Another proof comes from psychiatry. Psychiatrists say that there is a difference between insight and intellectual knowledge. If intellectual knowledge cured psychological problems, then it would be possible to get relief only by teaching the patients what to do to get over them.

The following table shows how the Experiential Mind and Rational Mind work:

Table 1
<u>Experimental Mind</u>

1. Learns directly from experience

2. Thinks quickly; primed for immediate action

3. Holistic

4. Thinks in terms of associations

5. Closely connected with emotions

6. Interprets experience and guides conscious thoughts and behaviour through "vibes" - Epstein refers to subtle feelings of which people are often unaware- from past experiences.

7. Sees the world in concrete images, metaphors, and stories

8. Experienced passively and automatically (as if we are seized by our emotions)

9. Experiences its beliefs as self-evidently valid ("experiencing is believing")

10. Pays attention only to outcome

11. Thinks in terms of broad categories

12. Operates in different modes corresponding to specific emotional states

13. Changes slowly (with repetitive or intense experience)

Table 2

Rational Mind

---

1. Learns from abstract representations

2. Thinks slowly, deliberately; oriented toward planning and consideration

3. Analytic

4. Thinks in terms of causes and effects

5. Separates logic from emotions

6. Interprets experience through conscious appraisal of events

7. Sees the world in abstract symbols (words and numbers)

8. Experienced actively and consciously (as if we are in control of our thoughts)

9. Requires justification by logic and evidence ("give me proof)

10. Pays attention outcome and also to process

11. Thinks in terms of finer distinctions and gradations

12. Highly integrated and more internally consistent

13. Changes rapidly (with the speed of thought)

(Taken from Epstein, 1998)

Epstein's theory is based on the separation of constructive thinking and destructive thinking. Constructive thinking makes us able to realize our negative interpretations about the world. The important thing is not to control self-defeating, anxiety and depression producing emotions, but to prevent them. The function of constructive thinking is making a person understand the sources of unhealthy negative emotions. As it has mentioned before, the way we perceive the world shapes emotions. Thus, a positive perspective leads us to problem-solving behaviours, while a negative perspective makes the situation worse for us.

2.3.3.1.2. Two Main Characteristics of Constructive Thinking

Emotional Coping: Emotional and behavioural coping are two most important characteristics of this model owing to their function of coping with the constantly changing balance of inner world of feelings and outer world of events (Epstein, 1998).

Good emotional copers can handle with negative feelings. Their state of mind is calm and stable rather than showing peaks between joy and sorrow. They do not take things personally, are not stressful about events beyond their control, and disapproval or failure has not a strong impact on them they do not overgeneralize things, thus, while a bad emotional coper might think "I couldn't pass my English exam, I guess I will never be able to.", a good emotional coper might think "It is only one single incident. Just take it as a kind of lesson as to how not to make that kind of mistake again."

Behavioural Coping: While emotional coping is the domain of avoiding from negative and self-defeating emotions, behavioural coping is an action oriented domain of constructive thinking. Good behavioural thinkers think about effective ways of acting. They don't dwell on past failures but let bygones be bygones. They accept people as they are, they have the confidence and the optimism as to things will be in the right way. Their focus is not on the deadlines but on to get it right (Epstein, 1998).

2.3.3.1.3. Four characteristics of Destructive Thinking

Categorical Thinking: People who have categorical thinking are rigid thinkers. They categorize everything in a form of "for" and "against" them. They are very judgemental and their hypothesis is that there is only one correct way of doing something. They take action quickly because their decision is very clear-cut to them.

Personal superstitious thinking: This term refers to mental games which people make up as a kind of defence mechanisms against probable unwanted things. For example, one can believe that if she talks about what she is hoping for, it will not happen, or, when something good happens to you, something bad will happen immediately.

Esoteric thinking: This term refers to general superstitious such as bad luck for breaking a mirror, having a black cat cross your way.

Naïve optimism: It refers to believe that everything going to be all right all the time. One good job interview is enough for them to be convinced that from now on every job interview will be good. They are too optimistic to be true.

Epstein developed Constructive Thinking Inventory (CTI) in order to measure Global Constructive Thinking ability. In other words, the purpose of the test is to find out how somebody typically reacts. It is a result of thousands of self reports which were taken for a class on emotions given by Epstein himself over several years. He told his students to keep record of the most pleasant and the most unpleasant emotions they experienced for thirty days and the description of their automatic thoughts which come to mind automatically as secondary mental responses. As a result he generated over 200 items for the students' destructive and constructive thoughts. Then he constructed CTI by a procedure called factor analysis as well as conceptual considerations (Epstein, 1998). There are items for above-mentioned six categories. To explain how it works better, following samples are given:

Answer each item by entering a number from 1 to 5 in the space to the left of the item, according to following scale. To score your test, add up the numbers for each scale and record the totals in the space provided.

1= completely false

2= mainly false

3= neither true nor false, or undecided

4= mainly true

5= completely true

Emotional Coping:

1. __ I don't worry about things I can do nothing about it.

13. __ I don't think I have to perform exceptionally well in order to consider myself a worthwhile person.

____ Sum

Behavioural Coping:

14.__ I look at challenges not as something to fear, but as an opportunity to test myself and learn.

20.__ when I am faced with a difficult task, I think encouraging thoughts that help me to do my best.

26.__ when faced with upcoming unpleasant events, I usually carefully think through how I will deal with them.

___Sum

Categorical Thinking:

15.__ I think there are many wrong ways, but only one right way, to do almost anything.

21.__ I tend to classify people as either for me or against me.

___Sum

Personal Superstitious Thinking

4.__ I have found that talking about successes that I am looking forward o can keep them from happening.

10.__ when something good happens to me, I believe it will be balanced by something bad.

28.__ I've learned not to hope too hard because what I hope usually doesn't happen.

___Sum

Esoteric Thinking

6.__ I believe in astrology.

12.__ I have at least one good-luck charm.

___Sum

Naïve Optimism

5.__ if I do very well on an important test, I feel like a total success and I will go very far in life.

11.__ I believe people can accomplish anything they want to if they have enough will power.

29.__ I believe that if I do something good, then good things will happen to me.

___Sum   (this brief version of CTI is taken from Epstein's, 1998)

To obtain for your Global constructive thinking, add up the following numbers:

___Emotional coping (sum)

___Behavioural coping (sum)

___ 30 minus Categorical thinking (sum)

___ 30 minus Superstitious thinking (sum)

___ 30 minus Esoteric thinking (sum)

___Global constructive score (overall sum)

Remember, first two belong to Constructive thinking and other three belong to destructive thinking. Naïve optimism is not included in total because its unrealistic thinking aspect cancels out its positive thinking aspect.

Good global constructive thinkers have some important qualities:

They don't overgeneralize from either bad or good experiences

They neither overevaluate nor underevaluate themselves.

Their self-confidence helps them face with reality.

They can handle with negative emotions with minimum stress and disruption.

They take effective action towards problems.

They are flexible thinkers, problem oriented rather than judgemental.

It is obvious that maladaptive ways of coping are self-defeating, however, people still use them. Why?

The maladaptive ways of destructive thinking have certain advantages. For example, categorical thinking gives narrow but stable orientation to life which allows us to take action quickly and decisively. Naïve optimism, also, allows you to feel good because you are convinced that there will be no problem about anything. Personal superstitions, on the other hand, are sort of preparation for unwanted upcoming events. If you believe that after something good, something bad happens to you, you will be ready for disappointment and sorrow. This is the pay off of readiness; even it makes you lead an unhappy life (Epstein, 1998).

2.3.3.2.Mayer & Salovey's Model (1997)

Mayer, Salovey, and Caruso's ability model aims to explain the components and processes, which work through emotional information/data, of an intelligence. Therefore their definition is "Emotional intelligence is the set of abilities that accounts for how people's emotional reports vary in their accuracy and how the more accurate understanding of emotion leads to better problem solving in an individual's emotional life."(Mayer, Salovey, Caruso, 2000) Mayer and Salovey (1997) define emotional

intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate in the self and others. The ability model (1997) comprises following four branches (Adapted from Mayer and Salovey's 1997 model of emotional intelligence, cited in Neubauer & Freudenthaler, 2005).

Branch 1-Preception, Appraisal, and Expression of Emotion

-Ability to identify emotion in one's physical states, feelings, and thoughts.

-Ability to identify emotions in other people, designs, artwork, etc., through language, sound, appearance, and behaviour.

-Ability to express emotions accurately and to express needs related to those feelings.

-Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feelings.

Branch 2- Emotional Facilitation of Thinking

-Emotions prioritise thinking by directing attention to important information.

-Emotions are sufficiently vivid and available that they can be generated as aids to judgement and memory concerning feelings.

-Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view.

-Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity.

Branch 3- Understanding and Analyzing Emotions; Employing Emotional Knowledge

-Ability to label emotions and recognize the relations among the words and the emotions themselves, such as the relation between liking and loving.

-Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.

-Ability to understand complex feelings: simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise.

-Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction, or from anger to shame.

Branch 4- Reflective Regulation of Emotions to Promote Emotional Intellectual Growth

-Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.

-Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility.

-Ability to reflectively monitor emotions in relations to oneself and others, such as recognizing how clear, typical, influential, or reasonable they are.

-Ability to manage emotion in oneself and in others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.

Related to above-mentioned four branches, "ability model" contains four skills:

1.   Identifying people: in order to communicate effectively emotional data from our internal world, social world, and natural word should be read and our emotional expressions should be conveyed accurately.

The following qualities show skilfulness (Column A) and not skilfulness (Column B) in identifying emotions (Adopted from Caruso & Salovey, 2004)

Column A	Column B
Knowing what people feel	Misreading people's emotions
Talking about feelings	Not talking about feelings
Showing the way of feeling	Not showing the way of feeling
Expressing feelings in case of being upset	Not knowing how to express feelings
Smiling in case of happiness or pleasure	Maintaining neutral expression
Reading people accurately	Failure in identifying others' feelings
Being good at recognizing own feelings	Misunderstanding own feelings

2. Using Emotions: our feelings shape our thoughts. By using emotions we get motivated, focus our attention, and get ready for action.

The following qualities show skilfulness (Column A) and not skilfulness (Column B) in using emotions (Adopted from Caruso & Salovey, 2004)

Column A	Column B
Creative thinking	Practical and concrete
Inspiring people	Not motivate others
Focusing on what's important when emotions are strong	Forgetting what's important when upset
Emotions improve thinking	Feelings are flat and distracting
To be unable to feel what others are feeling	Emotions are self-absorbed and not influenced by others' feelings
Feelings help to inform and change beliefs and opinions	Beliefs and opinions are unchanged by emotions

3. Understanding Emotions: emotions depend on a set of rules. Therefore, they can be understood. To predict emotional future, we conduct what-if analysis.

The following qualities show skilfulness (Column A) and not skilfulness (Column B) in understanding emotions (Adopted from, Caruso & Salovey, 2004)

Column A	Column B
Making correct assumptions about people	Misunderstanding people
Knowing the right thing to say	Getting on people's nerves
Making good predictions about what people may feel	Surprising by how people feel
Having rich emotional vocabulary	Finding it hard to explain feelings

Understanding that one can feel conflicting emotions	Experiencing on-or-off emotions,
Having sophisticated emotional knowledge	Having only a basic understanding of emotions

4.   Managing Emotions: problem-solving, decision-making processes require not only absolute reasoning but also integrating emotional information with reasoning.

In order to get emotional information, we should stay open to emotions (Caruso & Salovey, 2004)

The following qualities show skilfulness (Column A) and not skilfulness (Column B) in understanding emotions (Adopted from, Caruso & Salovey, 2004).

Column A	Column B
Emotions focus attention, inform decision making, and energize adaptive behaviour	Emotions are distracting and derail adaptive behaviour
To be able to psych up, calm down, or maintain a mood, as desirable	To be a slave to passions
Cheering others up, calm others down or manage others' feelings appropriately	Having no intentional impact on others' feelings; having unintentional impact on others' feelings
To be able to one's feelings and the feelings of others	Shutting off feelings
Leading a rich emotional life	Leading an emotionally impoverished life
Inspiring other people	Not connecting with other people

As it can be seen from the qualities of skilfulness, emotional intelligence comprises *self* and *others'* emotional knowledge. In this way, "ability model" involves certain emotional constructs from emotions research. For instance, the qualities of understanding emotions overlap with empathy. However, ability model differs from other models with its assumption that emotional intelligence is a kind of intelligence rather than a personality characteristics due to the fact that three conceptually related mental processes (the *appraisal and expression of emotions, the regulation or control of emotions, and the utilization of emotion in adaptive ways)* function to adapt to social environment and to solve problems related with emotions. (Neubauer & Freudanthaler, 2005)

2.3.3.3. Bar-On's Model (1997)

Bar-on's (2000) model of EI is explained best in the context of mental health. The main characteristics of his model make people adapt emotionally and socially to everyday stressors (Chang, 2006). "Emotional intelligence is…an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures."

Major areas of skills and specific examples
-Intrapersonal skills:
Emotional self-awareness
Assertiveness
Self-regard
Self-actualization
Independence
-Interpersonal skills:
Interpersonal relationships
Social responsibility
Empathy
-Adaptability skills
Problem solving
Reality testing
Flexibility

-<u>Stress-management skills</u>

Stress tolerance

Impulse control

-<u>General mood</u>

Happiness

Optimism (Taken from Mayer, Salovey, Caruso, 2000)

2.3.3.4. Goleman and Boyatzis' Model (1995)

This model is based on work life and business leadership. Its aim is to find out which characteristics make people more successful and function well emotionally and socially at work (Chang, 2006). The definition is "The abilities called here emotional intelligence, which include self-control, zeal and persistence, and the ability to motivate oneself…..There is an old-fashioned word for body of skills that emotional intelligence represents: character" (Goleman, 1995a, p. xii; Goleman, 1995a, p.28, cited in Mayer, Salovey, Caruso, 2000).

Major areas of skills and specific examples

-Knowing one's emotions

Recognizing a feeling as it happens

Monitoring feelings from moment to moment

-Management emotions

Handling feelings so they are appropriate

Ability to soothe oneself

Ability to shake off rampant anxiety, gloom, or irritability

-Motivating oneself

Marshalling emotions in the service of a goal

Delaying gratification and stifling impulsiveness

Being able to get into the "flow" state

-Recognizing emotions in others

Skill in managing emotions in others

Interacting smoothly with others   (Taken from Mayer, Salovey, Caruso, 2000)

The main theoretical conflict is whether emotions precede thoughts or emotions follow thoughts. According to Goleman, emotions precede thoughts because this is an evolutionary consequence which can be explained with amygdale, an almond-shaped brain structure in the temporal lobe and responsible for emotions in a basic manner. "From the position that Goleman takes, there is nothing adults can do to improve their experience of emotions, as they are beyond the neurological window of opportunity that is available to children. The best adults can hope to do is to control the expression of their inappropriate or unintelligent emotions" (Epstein, 1998) However, Goleman made a real contribution to EI development in some respects with his very popular view that EI is more important than IQ. Of course, standard intelligent makes us easy- learn people. But, real life experiences show that a lot of intelligent people do not achieve their targets. When they are asked the reason, usually answers have the same point: "My life was not easy and I could not handle with my problems." As a consequence, at least we can say that emotional intelligence might be a key to better lives and that's why it has become the centre of attention.

According to Epstein, Mayer & Salovey have "more scientifically defensible" approach (Epstein, 1998). However, Mayer & Salovey and Epstein take different theoretical sides, which is explained by Epstein (1998) himself as "their approach provides an interesting contrast with the one advocated by cognitive–experiential self-theory (CEST), whereas CEST emphasizes the intelligence of the automatic thinking that underlies emotions, which determines the appropriateness of the emotions people actually have". In other words, Mayer and Salovey claim that "emotions determine thoughts" and Epstein claims that "thoughts determine emotions". However, the two opposite approach can be used together in order to get over difficult times. First, we can generate a good mood through thinking our happy moments as Mayer said and give courage to ourselves, get motivated and find the hidden energy in us. Then, by achieving the first step, we experience how positive thinking get us back to the track and memorize the results of trying to be emotionally positive. If this cycle becomes the very basis of our approach towards events, then, instead of feeling suffocated, we find the strength to survive.

In this study, Bar-On's and Goleman's models are not included since the former's characteristics is about mental health and the latter's characteristics are towards business.

The main model in this study was Epstein's model due to the fact that its theory overlaps with Ellis' REBT. However, in my opinion, Mayer, Salovey , and Caruso's ability model can be considered closely related with Epstein's model as it has been mentioned above. In addition, their emotional intelligence facilitative techniques pretty much same: Emotional diaries. Both Epstein and Mayer advise using emotional diaries in order to determine emotion and thought relation. In fact, Albert Ellis, the creator of Rational Emotive Behavioural Therapy, used a very similar tool under the name of "homework".

CHAPTER 3
METHODOLOGY

This study is a mixed-method research, which both qualitative and quantitative research techniques were used. The research design is a combination of preexperimental design and quasi-experimental design. In preexperimental design there is no control group to compare with experimental group. In quasi-experimental design both control and experiment group exist but subjects are not assigned randomly (Creswell, 1994). In this research, there is only one group on which the intervention was done. The researcher worked with 27 participants, varied from pre-intermediate to intermediate, for 5 weeks. During this period, the researcher acted as a participant observer, and took field notes during the study. The independent variable was a combination of emotional intelligence implications and rational-emotive behavioural techniques. The dependent variables were the participants' attitude towards learning English (positive / negative), the degree of participation in speaking classes (more / less), and the performance (higher / lower). Research tools were Horwitz's Foreign Language Classroom Anxiety Scale, emotional diaries, homework paper for analyzing emotional happenings, a final survey and researcher's field notes in research journal.

3.1. Why mixed-method research?

> …it is important to note that we see no chasm between qualitative and quantitative techniques. It is our experience that many qualitative projects involve counting at some stage, and many questions are best answered by quantification (Morse and Richards 2202: 27 cited in Dornyei's, 2007).

A mixed-method research contains both qualitative and quantitative data collection and analysis in one single study in order to achieve a better understanding of the phenomena under investigation.

Although purist quantitative and purist qualitative research supporters have been arguing the idea of mixing two approaches in a single study, the nature of the social

sciences requires this combination from time to time. Since natural sciences differ from social sciences in terms of "the characteristics of their research areas", using only "natural approach" towards social events seems like a poor choice. Natural events happen according to the laws of nature. Unlike social events, the cause and effect relation of natural events are unchangeable. That is why natural events are predictable. However, social events contain everything about people. People have different opinions, feelings, backgrounds, perspectives, political views, economical statues, etc. saying something about people for sure is not possible by just looking at some information. In such a case, we would be talking about "prejudices", not "scientific facts".

The impact of natural sciences came into social sciences with Auguste Comte and Emile Durkheim, the two of first sociologists. In the late 19th century, A.Comte was so amazed with the success of natural sciences that he established his scientific philosophy on "natural method". According to Comte, social sciences should have accepted the experimental method if they wanted to reach "absolutely true knowledge". This was the first paradigm. Then, E. Durkheim used comparative statistical analysis in his classic "Suicide" study.

In 1930 s Chicago School researchers and students "get their hands dirty" in real research as a criticism of the positivist scientific approach. They lived in ghettos and slums with ordinary people. It was the birth of "participant observation" through which they had insights as to what was happening in the lives of the group under investigation. At the same time they collected letters, examined official records and statistics, which are known the means of collecting qualitative data. This was the second paradigm. (Hitchcock & Hughes, 1994)

Consequently, a paradigm war happened between qualitative and quantitative researchers in 1970s and 80s. After this period, a compromise process began. Now there is plenty of evidence showing benefits of using two methods in cooperation.

The purposes of mixed method research are as follows:

Expanding the understanding of a complex issue- It is assumed that using both methods draw a clearer picture of the social phenomena under investigation. Qualitative research explores the phenomena and develops a "grounded theory", which means a research hypothesis is based on the data found during exploration, while quantitative research tests it with its techniques like survey. Here, as in this research, an education programme was explored through diaries and its outcomes were assessed through a survey. Furthermore, qualitative and quantitative methods are used sequentially in order to get information for the next stage of the research (Dornyei, 2007) For example, as in this study; the qualitative data in diaries were used to make survey items.

To corroborate findings, through "triangulation" The logic of triangulation lies in the root of the need for confidence in research results. The more instruments are used, the better measurement will be. Moreover, "Denzin sees triangulation as an approach in which multiple observers, theoretical perspectives, sources of data, and methodologies are combined" (Bryman, 2000). Since social researchers need a broader perspective of the reality being investigated, they combine two methods, thus it is necessary to get two types of data to be used in verifying process. "If a finding survives a series of tests with different methods, it can be regarded as more valid than hypothesis tested only with the help of a single method" (Erzberger and Kelle, 2003, cited in Dornyei's, 2007).

Reaching multiple audiences - By using mixed-method research, a researcher can reach both qualitative and quantitative research supporters. For example, a qualitative research can have its place in a quantitative journal thanks to its quantitative parts.

This research was conducted as a psycho-educational study with mixed-methods techniques. The aim of using mixed-method research was to explore the reality through the participants' eyes, then measure it statistically. Tittle (1997) did a quantitative research on language anxiety, irrational beliefs and REBT, however, instead of practising REBT techniques, he only implemented an irrational beliefs scale as a pre-test and post-test instrument. He concluded that although there is no significant decrease of language anxiety, further investigation should be done. The failure of that study caused by the fact that using only statistical measurement cannot reveal the reality. Statistical measurement is useful when researchers just want to measure the frequency and correlation of the facts

that are already known. On the other hand, only exploring the reality, in other words, revealing what is happening and what the causes are does not give us a clue about the quantity of the reality under investigation. Therefore, in this research, the sources of language anxiety in the experiment group were tried to be discovered through conversations, discussions, diaries, and REBT homework papers. Then, treatment towards language anxiety was done with REBT techniques with referring to EI. This was the qualitative part of this research. In addition to Horwitz's FLCAS, a questionnaire was prepared in order to give cross-cultural support for Horwitz's scale, triangulation of the qualitative data, and to measure the frequency of appearance of the reality.

3.2. Setting and Sample

This research was done in School of Foreign Languages at Karadeniz Technical University. KTU has been trying to be an elite university with its fluent graduates in English. Therefore, its foreign language policy is quite strict and compulsory. There are approximately 2250 students who take proficiency and placement test each year because many departments give certain classes in English. Those who take 70 points out of 100 are considered to have a good command in English to continue their departments. The rests are placed as beginners, pre-intermediate, and intermediate in accordance with the score they got from the exam.   In order to attend the department classes, students must pass preparatory school with at least 70 points. The curriculum in the preparatory school is very demanding. Grammar, writing, reading, listening and speaking skills are established and improved. The aim is to have the students gain these skills so that they understand and express their subject knowledge in English.

A total of 27 students were participated in this research. These students were chosen among 1500 students on the basis of peer performance and very low level of participation in speaking classes. When the data was collected, the students had been attending the programme for 6 moths. Therefore their teachers were thought to be in the best position to judge the students' progress. 30 speaking teachers, who had up to 30 teaching hours every week, were simply asked to state very low level students in speaking classes. The selected students were than checked with the other teachers who had also classes with them. Finally the school administration approved the selected students for the research.

3.3. Diary studies

In this study, event-contingent diaries were used. The participants were asked to fill emotional diaries and emotional analysis homework paper before each weekly session. As it has been mentioned above, diaries served as instruments for collecting qualitative data.

Diaries have been used in social researches since 1970s. Psychology started using diaries in order to understand how emotions and mood change in daily life experiences. As Bolger (2003) emphasized that diaries help researchers to capture the essence of personal experiences in a way that no other means could (Dornyei, 2007).

Diary studies are three types: interval-contingent diaries require participants to report on their experiences at regular predetermined intervals; signal-contingent diaries, which are used for obtaining data particularly about momentarily experiences such as happiness and stress. Event-contingent diaries require participants to provide a self-report after a specific event happens.

In addition to collecting qualitative data, emotional diaries are means of understanding and analyzing emotions, which are very first structures of emotional intelligence. Epstein (1998) advocates using emotional diaries to understand the negative thoughts and consequent emotions. Mayer and Caruso (2004) suggest keeping emotional diaries to understand and analyze emotions.

Analyzing Emotional Happenings Homework Papers were used for two reasons: first, to teach ABC model with practice; second, as an instrument for triangulation of emotional diaries.

3.4. Horwitz's Foreign Language Classroom Anxiety Scale

Foreign language Classroom Anxiety Scale is a very popular scale among researchers. Horwitz (1986) developed this scale in order to get over the discrepant findings among language anxiety studies because in the absence of a standard and reliable

measure, the missing pieces of the anxiety and foreign language learning relation puzzle could not be found.

Foreign Language Classroom Anxiety Scale is a self-report measure assessing the degree of anxiety in which the items are related to negative self expectancies, social comparisons, psycho-physiological symptoms, and avoidance behaviours. Horwitz (1991) used interviews with anxious learners at the Learning Skills Centre at the University of Texas and discussions about difficulties and concerns with anxious learners in a "Support group for Foreign Language Learning" to develop FLCAS items. However, since it was designed in second language learning environment, there is a criticism about using it in foreign language learning environment.

In this study, its Turkish version was used. The Turkish version had been used in Aydın's Ph. D. dissertation before. In order to make its Turkish version reliable, Aydın used back translation technique. The scale was first translated into Turkish, then given to two American bilingual teachers and translated back to English. Both translations compared with the original version. In case of any mismatch between the original and the Turkish versions, bilingual speakers were used to check them. (Aydın, 2001)

There are two changes in Turkish version of FLCAS. First, the 27th item was not used in Aydın's study and this study because its content was not appropriate with the context of those two studies. The item is "I feel more tense and nervous in my language class than in my other classes"; as it can be seen very easily, the comparison focuses on different subjects; however, the participants in both studies took only English classes. The second change was made for practical reasons as Aydın said. The original scale was a 5 point Likert scale, requiring participants to choose one answer among strongly agree (5 points), agree (4 points), neither agree nor disagree (3 points), disagree (2 points) and strongly disagree (1 point). The Turkish version, on the other hand, was arranged with the answer choices of never (1 point), rarely (2 points), sometimes (3 points), often (4 points) and always (5 points).

3.5. Research Design

This study is a psycho-educational study. At the beginning of the study in order to determine the participants' anxiety level, Horwitz's Foreign Language Classroom Anxiety Scale was used. For five weeks the participants and the researcher came together at weekly sessions and discussed what had happened in classes during that week. Besides discussions, emotional diaries and analyzing emotional happenings papers were analyzed thematically by the researcher before the sessions. The analysis and the discussions helped the researcher determine the sources of language anxiety. During sessions, the points, which appeared as the sources of foreign language anxiety, were discussed. Those discussions led the participants to think, feel and react more positively towards problems in classes.

A survey was applied at the end of the study. The items in the survey were developed according to the themes and expressions in the diaries and analyzing emotional happenings homework papers. The aim was to achieve the triangulation of qualitative data extracted from diaries through quantitative data obtained through the survey results.

The design of the experiment is "One group Pre-test-Post-test Design" which includes a pretest measure followed by a treatment and a post-test for a single group. (Creswell, 1994)

Group A   O1-----------X------------O2

X represents the EI and REBT intervention; O1 represents Horwitz's scale; O2 represents final survey.

The schematic presentation of the research design:

Figure 3

Research Design

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The hypothesis

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Extensive Literature Review

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The experiment with both quasi-experimental (not randomly selected participant) and pre-experimental characteristics (only experiment group)

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The Intervention

Emotional diaries, REBT homework papers, participant observation, field notes

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Qualitative Content Analysis: coding themes in diaries, papers, and field notes

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Final survey: representative statements from diaries

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Triangulation: checking the survey results whether they are consistent with diaries and field notes or not; what is the frequency of an item in the experiment group.

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Interpretation

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Using mixed-method research let me reflect both my view and the participants view. The hypothesis, which had formed on my mind, was tested. At the same time, I saw the reality through the participants' eyes, and designed the survey based on their thoughts, feelings. Consequently, mixed-methods research gave me an enormous advantage: testing my hypothesis through a micro part of the reality which I was a part of. I used my observations, real conversations, the participants' feelings, thoughts in the survey. In my opinion, the major opportunity of using qualitative research is exploring the reality while you are in it instead of predetermined items. On the other hand, natural science approach of quantitative method shaped my research design and through descriptive statistical analysis, I could measure the frequency of the items in the final survey which gave me a solid, mathematical proof as to how many participants agreed with an item. A confusing

point for the reader might be using both personal and impersonal voices in the same thesis. The rationale for this usage comes from the nature of mixed-methods research, which requires both quantitative and qualitative characteristics.

> In a qualitative study one would find minimal literature-enough to discuss the problem; language to suggest an emerging design and words to convey that the researcher hopes to understand, discover, develop a theory; and perhaps the use of personal voice through pronouns in writing. Alternatively, in quantitative introductions one finds a firm grounding in the literature, a theory advanced that one wishes to test, and the impersonal voice of writing (Creswell, 1994, p. 178)

3.6. Data collection

Data collection was made in accordance with a mixed-methods study requirements. First of all, the research design was quan+ Qual→Quan. Here, quan/Quan stands for quantitative research, and Qual stands for qualitative research. Capital letter indicates increased weight, while lowercase letter indicates lower weight. The plus sign represents the concurrent collection of the data, and the arrow represents the sequential collection of the data. (Dornyei, 2007) The formula can be explained as follows:

Firstly, Horwitz's scale was administrated in order to have an insight as to the participants' anxiety level.

Secondly, during five sessions the researcher and the participants discussed feelings, emotions, and thoughts about classes and their sources. After each session, the researcher wrote her observations in the research journal. Also, the participants kept emotional diaries and filled homework papers for emotional happenings analysis between two sessions (Appendices 5 & 6). Before each session, they gave them to the researcher for analysis and that session they discussed what happened.

Thirdly, at the end of the fifth week, the researcher developed a final survey, which consisted of two parts as before the study and after the study. The items were developed according to qualitative content analysis of emotional diaries and homework papers.

3.6.1. Sessions

The following parts explain the procedure, the preparation, and the content of the sessions.

3.6.1.1. Introduction

In order to establish a good relationship and mutual trust between the researcher and the participants, utmost attention was given to the creation of appropriate atmosphere. To this end, a meeting was hold and some refreshments were served. While the participants were drinking their tea, Asst. prof. Naci Kayaoğlu, the general director of the foreign language school, made a speech as to the importance of this study to determine the difficulties which the students encounter during their learning process at the language school and to establish a solid basis for the students to be able to attend important projects such as Erasmus. The researcher, then, explained the aim of the study, the importance of their attendance and what language anxiety is and in order to get the participants attention, personal experiences as to difficulties in speaking English were told. In this way, an empathetic bridge between the researcher and the participants was built. The researcher mentioned her early experiences with English as a foreign language as she said "Once, I was like you. I had lots of problems on my mind. I wasn't sure whether "is it matter" or "does it matter", "will or going to, which one is correct?" This is natural in learning, but we can make this easier and painless." Then, FLCAS was administrated.

The general content of the study was to determine negative thoughts and attitudes; to determine irrational and goal- preventing, demanding, rigid, and anxiety provoking thoughts, then, to get the participants exchange their negative thoughts and feelings with the positive ones; empathy development and make the participants less self-conscious through improvised speaking activities.

3.6.1.2. The aim of the activities at the each session

Learning English would be easier, if classroom activities were full of entertainment. Because classrooms are the laboratories of learning English, the quality of classroom time

is vital. Since affective factors such as self-esteem, self-confidence, and motivation are very important to language learning, the researcher did some listening-speaking activities at the end of each session so that the participants see their happiness and achievement for themselves and get motivated to participate the study.

The following explanations are given to the reader before describing the sessions in details.

3.6.1.3. The procedure of the sessions

Here, the researcher makes the participants understand their emotions about classes by asking some questions.

1. Identifying and understanding problems: Feeling stress and anxiety in classes.

What are the sources of feeling stress and anxiety?

External Sources: Intensive classes, teachers, exams, class passing system, higher level students.

Internal sources: Perception of the events around us based on our thoughts, earlier experiences, beliefs.

2. Connecting the problems with EI

Understand your emotions: Are you frightened? Are you angry? Are you depressed? Are you hopeless?

Find the sources of these feelings

External sources: Unsupportive teachers, high goals, competition with high level students

Internal sources: negative or destructive thoughts like "It's not fair! I can't keep up with the better ones. I am the one who has disadvantages."; "I have already had enough stress. I'm fed up with the teachers, the exams, and English," "What if I couldn't pass the final exams? That would be catastrophic."

3. Relating it with REBT

Are there any proofs for these negative thoughts? If not, stop them because they just make the situation worse. Focus on solutions, not the imaginary worst scenarios.

Determine your self-defeating, negative thoughts and replace them with problem-solving oriented thoughts.

4. Connecting it with EI

Use your memory to create positive emotions. This will make you feel good and leads you towards solutions. Understand the difference between concern and anxiety, sadness and depression, regret and guilt, disappointment and shame/embarrassment. The latter ones are unhealthy while the former ones are healthy.

5. Relating it with REBT

Accept that it is normal to experience healthy negative emotions but unhealthy negative emotions just make the situation worse.

6. Connecting with EI

Use your emotions to understand the teachers and the other students. This makes you feel comfortable because if you understand something, it is not complicated any more. You need to be relaxed to focus on solutions of your problems.

3.6.1.4. Preparations for the sessions

In order to explain and put the theory of REBT into practise for ordinary people, Albert Ellis wrote a self-help book, "How to stubbornly refuse to make yourself miserable about anything – Yes, anything!" Since, I have no therapy training, the explanations and cases set good examples for me.

Albert Ellis (1988) stated that "We are hardly born with specific thoughts, feelings, or behaviours. Nor does our environment directly make us act or feel. But our genes and social upbringing give us strong tendencies to do (and enjoy) what to do. And although we usually go along with (or indulge in) these tendencies, we don't exactly *have to*." (p. 14) Ellis (1988) explains how thoughts form healthy and unhealthy emotions." If you *prefer* to perform well and *want* to be accepted by others, you are *concerned* that you will fail and be rejected. Your healthy concern encourages you to act completely and nicely. If you devoutly believe that you absolutely, under all conditions, must perform well and that

you have to be accepted by others, you will then tend to make you panicked if you don't perform as well as you supposedly *must.*" (p. 17)

I, the researcher, kept the following explanations in my mind.

"We cannot solve life's problems except by solving them. This statement may seem idiotically tautological or self-evident, yet it is seemingly beyond the comprehension of much of the human race. This is because we must accept responsibility for a problem before we can solve it. I can solve a problem only when I say 'this is my problem and it's up to me to solve it.' But many, so many, seek to avoid the pain of their problems by saying themselves 'this problem was caused me by social circumstances beyond my control, and therefore it's up to other people or society to solve this problem for me. It's not really my personal problem" (M. Scott Deck, cited in Russel, 1991).

"Until an individual accepts the fact that he is responsible for what he does, there can be no treatment. It is not up to therapist to advance explanations for irresponsibility. Individual responsibility is the goal of treatment and unhappiness is the result and not the cause of irresponsibility" (William Glasser, cited in Russel, 1991).

I made a list of "what if…." kind of thoughts and basic irrational beliefs to make the participants notice their anxiety-provoking thoughts. The list is below:

What if….?

I panic

I get criticized

I fail

I do something foolish

I make a mistake

I find myself in an embarrassing situation

I can't remember the right words

I can't make a full sentence properly

I can't express my ideas properly

I make others bored

I won't succeed again

Basic irrational beliefs:

1. My happiness is caused by outside circumstances, and I have no control over it.

2. Dangerous or fearful things are causes for great concern, and I must continually dwell upon their possibility.

3. I must prove myself to be thoroughly competent, adequate, and achieving, or at least have a real competence or talent at something.

Possible rational beliefs instead:

1. 99% of the unhappiness we experience is not caused by the unpleasant aspects of real life events but is created internally by the things we say to ourselves about those events.

2. Worrying won't stop fearful events and in doing so, we become less able to cope. Working at handling them successfully instead. If the worst occurs, see it as unpleasant and go on. Don't regard it as an indicator that the world is awful.

3. It is impossible to really be perfect at anything much less everything. If we were perfect, we would be anxious about falling from that position. So, get aimed for achievement and see mistakes as a necessary tool for growth. (Bernard, 1991)

Kaufmann (1977) developed three questions in order to fight negative thoughts:

1. How does it make you feel to think that event/situation/personal relationship?

2. What would happen if you didn't think that? Does worrying help you figure it out?

3. How do you know that would happen? Where is the evidence? (Epstein, 1998)

After all this preparation, I came up with a list of advice. These are "Don't jump to conclusions; think based on your evidence not your negative thoughts; stop automatic thoughts which are based on negative (could be positive) experiences; get rid of tour bad mood; don't make decisions when you feel blue."

1st session:

The aim of the 1st session: to know the participants, to determine the problems.

In the introduction session, the group had decided to make two anxiety workshop groups since they had different class hours: Wednesday group and Friday group. On the first Wednesday there were only 9 people. They told that they would have an exam the following day.

A female participant hadn't chosen any options for the 11th item in Horwitz's scale." I can understand why others get upset in English classes." When I asked the reason, she said "I can't understand myself, how can I possibly understand others?" This created a good opportunity for the researcher to start an argument with the participants:"In order to understand others, first we have to understand ourselves."

The participants told they hadn't attended the classes in order not to experience failure over and over. This was a solid indicator for negative self-rating and lack of self-confidence. Also, the participants tended to match themselves with their actions. I said "what you do is not who you are." They believed that their teachers didn't care about them. I detected some demanding statements such as "A class should not be like this; I should have done better but I couldn't; I should have met to my teacher's expectation." The possible negative inferences were "My worth is low; the teacher likes the winners not the losers."

Emotional diary papers and rational-emotive behavioural therapy homework papers were handed. ABC model of rational-emotive behavioural technique was explained, and the participants were told the importance of keeping diaries again.

The major issues in the first session were:
- Lack of communication with the teachers
- Inappropriate correction made by the teacher about mispronunciation.
- Avoidance of participating in classes in order not to be upset.

- Negative automatic thoughts while struggling to speak such as "I'll definitely say something wrong." (Kaufmann's third question was appropriate.)

The hardest thing for me, the researcher, was to get over my inexperiencedness in this special area since to act like a therapist requires special training. However, as the study was specifically on language learning, I could understand and detect certain problems about language learning and their possible reasons. Furthermore, Hikmet Yazıcı, the head of Psychological Consultancy, gave me certain advices before each session. Another handicap was that I was working only with the students. Unfortunately, the teachers were the other side and I could not say or do on behalf of them. For example, some teachers were using rude words or responding in an unsupportive way in case of mispronunciation, making ungrammatical sentences or feeling frozen and being unable to speak. In this case, there was no point of saying"This is caused by your misunderstandings." I felt a bit hopeless.

The first session was held twice: on Wednesday and on Friday with different participants. The theme was the same. In order to save time, we decided to do one session each week on Wednesday.

2nd session:

The aim of the 2nd session: to show that solutions depend on us, to inform them about principles of interaction, to apply REBT techniques.

Since the first session's hot topic had been student-teacher communication, the two principles of human interaction were explained: we get the behaviour we tolerate; if we want to change someone else's behaviour, we must change ours first.

The topic was about self-confidence and public speaking apprehension. There were some extrovert participants as well as introvert ones. The participants' apprehension caused by lack of self-confidence, demand for perfection, fear of feeling incompetent. A student with Anatolian high school background introduced himself as "a fluent speaker." But, he admitted that if someone in the audience laughed while he was speaking, he

immediately cut his speech. The dialogue between the participant and the researcher is a good example of harmful effects of the demand for perfectionism:

P: I am a fluent speaker, I can explain myself easily.

R: Very well, so what's your problem?

P: When somebody laughs at me, I stop talking.

R: Why do you do that?

P: Because, it means they find me funny. While you are giving a speech, they should not laugh, unless you are joking. So, I must do something hilarious, they laugh instead of listening to me. I must put myself in a very embarrassing situation.

R: Do you have evidence to think like that?

P: Yes, they laugh and this is the evidence.

P: Are you sure that they are laughing at you? There might be other reasons to laugh, right? Just try to look at it from another point of view. Maybe they just get jealous, because you are good; maybe it's not about you, it's about something different; maybe it's about you, but when you stop talking, you give them what they want: they want you not to perform well, it is obvious from their unsupportive behaviours, and you fail. This might cause you to feel doubtful about yourself. Next time, just try to ignore and focus on somebody listening. Look them in the eye. That is what we called "shame-attacking".

Another participant had a public speaking anxiety. He was stammering while trying to speak in classes. I advised him to practice "shame-attacking": just do publicly what frightens you most; people can learn how to encounter and tolerate the ensuing discomfort.

After the second session, a 20 minutes listening and speaking activity was done. As it has been stated before, the goal of the activities was particularly to show the participants their achievement and the consequent happiness in a stress and anxiety free atmosphere. In this way, they could see the influence of the affective factors for themselves. Activities were considered as the way of putting theory into practice in this research. They were willing to do listening and speaking activities so that they could feel prepared for their exams. In this way, their level of motivation for participating in the sessions was kept high. Furthermore, the activities made the sessions more problem-solving because they

both had the opportunity to improve their English and understood how their happiness and positive mood affect their achievement positively.

The activity consisted of two parts: in the first part, the participants listened to various dialogues, and wrote down what they heard. Then, they listened to the dialogues for the second time and read the transcripts. After the transcript part, they said that what they had not understood at first was actually quite simple. Finally, they listened to them without transcripts.

In the second part, every participant was asked similar questions of those in the transcripts. They were willing to answer but their facial expressions reflected their nervousness and anxiety. I told them to be calm down and not to think about grammar or pronunciation, just try to say what you wanted to say. Some of the participants attempted to correct the others' mistakes. In this case they were told not to correct the mistakes so that the others felt secure. After the practice the participants were asked two questions: "Did you make any mistakes? ", "Could you convey the message despite the mistakes?"The answers were positive. The participants seemed quite happy. They were reminded to bring diaries, then the 2nd session finished.

3rd session:

The aim of the 3rd session: to explain ABC model of REBT, to show them the effects of our perception, to discuss empathy

ABC model of rational emotive behavioural therapy and irrational/destructive thoughts were explained again. The way of our perception and its effects on our achievements were the focus points. The participants were remained that not external events but the way we perceive them was what disturbed us. The following principles were discussed:

"If we understand our emotional happenings and the thoughts behind them, then we can change them and be happier."

"I can solve a problem only when I say 'this is my problem and it's up to me to solve it.' "

The reaction of all participants was surprisingly the same. The participants said that those principles sounded nice but it was impossible to tell their suggestions about classes to the teachers. Possible reaction they expected was "who do you think you are? Are you telling me what to do?" Apparently, it was hard to persuade the participants after this comment. I suggested that they could make themselves clear in a very appropriate way. This is related to both REBT and EI. One of the REBT techniques is risk taking- doing things you fear. One of the abilities of EI is expressing one's emotions accurately. I said "What on Earth an idea or explanation would do harm?" The participants told altogether "it would do harm to our grades." In order to get them motivated, I said "I can understand you because I am a student too. But at the same time I am a teacher. I don't think that an appropriate approach to the teachers do any harm. This is empathy. Change the roles in your mind and imagine that somebody told you something important politely, what would you do?"

The participants agreed with me, and then we started activities on their wishes. After 20 minutes the group was dismissed.

4th session:

The aim of the 4th session: get the participants to understand the importance of making a positive interaction, to persuade them to quit thinking negatively, to make them understand the effects of creating happiness on success.

Social interaction and empathy were discussed because one of the most irritating problems was lack of positive communication between the teachers and the participants. There was a discussion among the participants, but the point was common. They couldn't establish a warm, supportive relationship with their teachers. Most participants tried to get idea of "flexible thinking". It was not easy to persuade them to exchange negative thoughts with positive thoughts. They were willing to do it, however, were not sure if it was going to work or not. A male participant who was at upper-intermediate level had

been listening since the sessions had begun. Finally he told his problem in English fluently. The following dialogue was an example of the discussions:

P: My teacher was telling jokes; I guess he wanted to warm the atmosphere.

R: That's good. What sort of jokes?

P: Well, for example, one day the topic was love. He said "I like blondes; I would even divorce my wife for blondes."

R: Do you think it is OK?

P: Yeah, no problem. If I were him, I might do the same thing.

R: Then, what happened?

P: One day, I talked him back similarly, and he didn't like it. He said "you will not talk again."

R: And, you haven't been talking since then, right?

P: Exactly.

R: Why don't you talk about it with your teacher in private?

P: Because, he would think I did it for my grades. That is why, I 'm going to talk to him at the end of the year.

Another student: What happens if he thinks it is for grades? We are students, we need grades, no need to be too gentleman.

R: Wrong perception will be his problem, not yours. Go and tell him what you think. You have the right to be happy in classes just like your teachers do. Be empathetic for both your teachers and yourselves.

The discussion is a good example of getting the idea of "emotionally intelligent". Mayer and Salovey (1997) propose two qualities under the first branch, which is *perception, appraisal, and expressing of emotion,* of their ability model:

1. Ability to express emotions accurately and to express needs related to those feelings

2. Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feelings.

The second branch of ability model is *emotional facilitation of thinking*. This branch contains a. mood changing and its effects on individuals' perspectives. For instance, a happy mood makes people optimistic, while a bad mood makes people pessimistic towards problems. b: emotional states differentially encourage specific problem approaches such as happiness facilitates inductive reasoning. In this session, main point was to understand self and others' emotions and how to express them accurately.

A video, prepared specifically for intermediate language learners was shown. Krashen (1981b) suggests that in an effective pedagogical programme, the classroom input must be comprehensible and the programme must consist of communicative activities because only communication attempts in a second language make the input relevant and interesting (Ellis, 1989). The participants liked it and they wanted more. In fact, they were watching video at school, but because its level was very high for the participants, they could not understand it. The video was "Lost- a famous TV series". One of the comments about watching "Lost" was "one of the men is a doctor, and his name is Jack. That is all I got." After watching the video, the participants seemed happy. The common comment was "We can understand. We realize that when we understand English, we like learning English." The aim of watching the video was to make the participants understand that the problem was not their learning but inappropriate materials and their unwanted side effects. They need to know the importance of understanding the real source of negative emotions. Then, they can focus on solutions instead of avoidance and giving up.

5th session:

The aim of the 5th session: to collect the participants' reflections, to finish the sessions, to determine a date for the survey.

The contents of the sessions were reviewed and documentation on emotional intelligence (Appendices 9, 10) was given to the participants as a reminder of the sessions and its basic principles. Reflections about the study were collected. The participants said that their perspectives of learning English had changed. One of the participant said "before the sessions, I didn't want to speak. Now even at home, I speak English all the time." The final survey administration date was determined. The researcher thanked all

participants for their efforts and contributions to her study. Then, the group was dismissed.

CHAPTER 4
PRESENTATION OF THE DATA

4.1. Data analysis

In this study both qualitative and quantitative analysis techniques were used. Qualitative content analysis was used in order to interpret the data in diaries and homework papers. Content analysis comes from a quantitative analysis technique which involves counting of words, phrases, grammatical structures in a written text in terms of certain categories. However, because qualitative research is mainly based on texts, this technique has become a part of qualitative analysis. The main goal in qualitative content analysis is derived certain categories from the data. For triangulation, the representative statements of the themes were used to develop a final survey which consists of two parts as before the sessions and after the sessions. In this way, the difference between the situation before the sessions and the situation after the sessions could be compared statistically.

Horwitz's FLCAS and final survey were analysed by using SPSS software. The frequencies and the percentages were calculated. Then, they put into conceptual tables with the related items.

The purpose of this study was to reduce speaking class language anxiety through emotional intelligence implications and rational-emotive technique. Since language learning has certain emotional happenings in its nature, the new paradigm of psychology sounded problem-solving. As mentioned in the previous chapter, FLCAS was used in order to see how anxious the participants were. In order to draw a clear picture in readers' mind about the anxiety level of the participants, FLCAS items were put under descriptive concepts. These are shown in the tables below:

Table 3

Lack of self confidence

	Percentage				
	Never	**Rarely**	**Sometimes**	**Often**	**Always**
I never feel quite sure of myself when I am speaking in English classes.	0	7.4	22.2	40.7	29.6
It embarrasses me to volunteer answers in English classes.	14.8	18.5	18.5	33.3	14.8
Even if I am well prepared for English classes, I feel anxious about them.	11.1	22.2	18.5	18.5	29.6
I don' feel confident when I speak in English classes.	7.4	7.4	29.6	33.3	22.2
I feel very self-conscious about speaking English in front of other students.	14.8	14.8	7.4	37.0	25.9
I am afraid that the other students will laugh at me when I speak English.	29.6	11.1	29.6	14.8	14.8

As it can be seen in the Table 3, almost all participants show a certain degree of lack of self-confidence. Unwillingness to volunteer answers, being anxious in spite of being prepared for English classes, feeling unconfident and showing a high distribution of feeling self-consciousness about speaking English are indicators of lack of self-confidence. While 45% of participants are not afraid of being laughed in speaking classes, the rest of them show a certain degree of fear of being laughed.

Table 4

Fear of failure

	Percentage				
	Never	Rarely	Sometimes	Often	Always
I am afraid of making mistakes in English class.	3.7	11.1	14.8	44.4	25.9
It frightens me when I don't understand what the teacher is saying in English.	7.4	7.4	29.6	22.2	33.3
I worry about the consequences of failing English classes.	3.7	3.7	11.1	33.3	48.1
I get upset when I don't understand what the teacher is correcting.	0	14.8	29.6	29.6	25.9
The more I study for English tests, the more confused I get.	22.2	33.3	14.8	22.2	7.4
English classes move so quickly I worry abut getting left behind.	18.5	29.6	14.8	14.8	22.2
I feel overwhelmed by the numbers of rules you have to learn to speak English.	3.7	18.5	25.9	7.4	44.4

Table 4 deals with the reasons of fear of failure. It is remarkable to note that 85% of participants fear of making mistakes. Failing English classes appears to be the main reason of the participant's fear. Related to this, a number of rules in English grammar, not understanding teachers' speech and correction showed a high distribution. On the other hand, 55.5% of the participants consider studying and getting confused as negatively correlated.

Table 5

Competitiveness and self-rating

	Percentage				
	Never	**Rarely**	**Sometimes**	**Often**	**Always**
I keep thinking that the other students are better at English than I am.	0	18.5	25.9	22.2	33.3
I always feel that the other students speak English better than I do.	7.4	11.1	33.3	22.2	25.9

Table 5 deals with the participants' competition and self-rating tendencies. The findings suggest that every participant rates themselves to some degree as worse than the other student in classes.

Table 6

Perfectionism

	Percentage				
	Never	**Rarely**	**Sometimes**	**Often**	**Always**
I start to panic when I have to speak without preparation in English classes.	0	3.7	0	25.9	70.4
I feel pressure to prepare very well for English classes.	7.4	7.4	14.8	37.0	33.3
I get nervous when I don't understand every word my English teacher says.	7.4	22.2	22.2	29.6	18.5
I get nervous when the English teacher asks questions which I haven't prepared in advance.	7.4	11.1	22.2	22.2	37.0

Table 6 presents the distribution of the participants' tendencies for perfectionism. The participants evaluate themselves with the degree of excellence. Most of the participants believe that achieving a task without any mistakes makes them good learners. That is why almost every participant experiences anxiety if they are called on unexpectedly. This situation causes the pressure to be prepared.

Table 7

Physical and mental appearance of language anxiety

	Percentage				
	Never	Rarely	Sometimes	Often	Always
I tremble when I know that I am going to be called on in English classes.	3.7	11.1	14.8	40.7	29.6
When I am on my way to English classes, I feel very tense and nervous.	18.5	22.2	22.2	18.5	18.5
I usually feel anxious during tests in English classes.	7.4	11.1	11.1	33.3	37.0
In English classes, I get so nervous I forget things I know.	11.1	7.4	14.8	25.9	40.7
I can feel my heart pounding when I am going to be called on in English classes.	3.7	7.4	22.2	37.0	29.6
I get nervous and confused when I am speaking in English classes.	25.9	33.3	14.8	18.5	7.4

Table 7 presents physical and mental indicators of anxiety in English classes. Tremble and higher pulse are the physical symptoms of state anxiety, and it is seen that nearly 90% of the participants experience it with various frequencies. Feeling tense and nervousness are psychological symptoms of anxiety and a great deal of the participants experiences it in one way or another. However, nearly 60% of the participants state that they don't feel nervous while speaking English. Also, test anxiety is a common problem among the participants.

Table 8

Lack of motivation

	Percentage				
	Never	Rarely	Sometimes	Often	Always
During English classes, I find myself thinking about things that have nothing to do with the course.	14.8	29.6	37.0	14.8	3.7
I often feel like not going to English classes.	37.0	29.6	25.9	3.7	3.7

Table 8 shows the level of motivation of the participants. Although they experience anxiety in one way or another, they keep their motivation at a high level.

There are another 3 items in FLCAS. These items represent different concepts:

Item 5: *"It wouldn't bother me at all to take more English classes."* It is about attitude towards English. 33.3% of the participants say never, 11.1% of the participants say rarely, 18.5% of the participants say sometimes, 22.2% of the participants say often, and 14.8% of the participants say always. Most of the students do not want to take more English classes.

Item 11: *"I can understand why some people get so upset over English classes."* It is about perception of own feelings and empathy. 11.1% of the participants say never, 0% of the participants say rarely, 22.2% of the participants say sometimes, 25.9% of the participants say often, and 40.7% of the participants say always. Nearly all participants state that they can understand why the others feel anxious in classes. It indicates that they have a certain degree of empathy.

Item 19: *"I am afraid that my English teacher is ready to correct every mistake I make."* It is about teacher correction. 11.1% of the participants say never, 33.3% of the participants say rarely, 25.9% of the participants say sometimes, 18.5% of the participants say often, and 11.1% of the participants say always. It seems that teacher correction is not a big deal.

Based on Horwitz's FLACS results, it is clear that the participants have a tendency for language anxiety. 85% of participants agree that they do not feel confident about speaking English in classes. 92.5% of the participants experience fear of failure. 81.4% of the participants think the others are better than they are. 96.3% of the participants experience panic in case of speaking English without preparation. 88.8% of the participants experience higher pulse rate in case of being called on in classes.

4.2. Survey Tables

Horwitz's scale, as applied at the beginning, shows that the experiment group consists of moderate and highly anxious students. After 5 weeks, the researcher developed and conducted a questionnaire, named as the final survey, whose items were developed based on the data from emotional diaries and homework papers. The survey consists of two parts as before the sessions and after the sessions. For both parts, the themes and the representative statements from the diaries and emotional analysis papers were used in order to draw a picture of the anxiety, which the participants experienced, mathematically. In this way, the difference between before and after the sessions could be measured with percentages. The items were put under descriptive concepts in order to make things organized and easy to compare. Thus, a descriptive analysis was used and 5-point Likert scale was reduced to 3-point Likert scale by combining agree with strongly agree and disagree with strongly disagree. Following tables present the items and their distribution.

PART A: Before the sessions

This part of the survey shows the emotional situation and the perspectives of the participants.

Table 9

Lack of self-confidence and negative self-esteem

	Percentage		
	Agree	No idea	Disagree
I couldn't be sure about myself in speaking classes.	77.7	11.1	11.1
When I saw the others laughing at me, my self-confidence finished.	44.4	18.5	37.0
Being in a situation of listening without any understanding dropped my self-confidence to zero level.	55.5	14.8	29.6
Thoughts like kind of "I have no ability for English" started to appear.	33.3	7.4	59.2
Unsuccessfulness created "worthless, useless" feelings in me.	33.3	25.9	40.7

Lack of self-confidence appears remarkably in Table 9. Speaking and listening require spontaneous action. To be unable to understand anything affects self-confidence negatively. That is why they are ego-threatening skills, especially for intermediate learners. In addition, social aspects of foreign language classes make it worse for nearly half of the students. However, more than the half of the participants do not think negatively about learning English.

Table 10

Competitiveness and self-rating

	Percentage		
	Agree	**No idea**	**Disagree**
I thought the other students were more successful than me.	74.0	7.4	18.5
I felt that I was in a competition with the other students.	40.7	25.9	33.3
I was planning what I was going to say, but I didn't say a word until I felt I was very good.	81.4	14.8	3.7
Attending the same classroom with the students who had preparation class before created some negative feelings like fear, anger, "it's not fair" in me.	74.0	11.1	14.8
I found myself listening the superb speech of the students had prep without any understanding.	70.3	11.1	18.5
To be unable to put my bits and pieces understanding together made me feel down.	70.3	14.8	14.8

As can be seen in Table 10, 74.0% of the participants rate themselves through comparison with the others. The concept of perfectionism causes competitiveness and self-rating. It is remarkable that 81.4% of the participants state that they don't say a word until feeling very good. Listening and understanding problems make 70.3% of the participants feel negatively about themselves. It is very clear that the majority of the participants carry negative thoughts and emotions because of unfair competition.

Table 11

Fear of failure and indicators of apprehension

	Percentage		
	Agree	**No idea**	**Disagree**
I got nervous about speaking in the classroom.	74.0	11.1	14.8
Pronunciation mistakes were a nightmare for me.	62.9	7.4	29.6
I felt frozen even in the situation of being misunderstood by the teacher.	40.7	29.6	29.6
To be called on in unexpected moments caused higher pulse.	81.4	7.4	11.1
Seeing my classmates laughing at me made me unable to speak.	29.6	18.5	51.8
The thought of mispronunciation caused me feel anxious constantly.	59.2	11.1	29.6
The thought of failing the class created a great fear in me.	88.8	0	11.1
The thought of being embarrassed in front of the teacher and the classmates was locking me and my words were just flying away from my mind.	51.8	25.9	22.2

Table 11 presents the indicators of failure and apprehension. Speaking classes and mispronunciation are highly anxiety-provoking factors for the majority of the participants. Half of the participants fear the possibility of being embarrassed in the class, and this negative feeling interrupts their cognitive proceeding. Fear of failing the class is a serious emotional problem with a distribution of 88.8%. To our surprise, the thought of being laughed does not create any interruption. This indicates that there is a friendly atmosphere among students in classes.

Table 12

Avoidance

	Percentage		
	Agree	**No idea**	**Disagree**
I preferred to be silent for the fear of getting nervous and finding myself in a difficult situation.	77.7	7.4	14.8
To be sent away from the classroom made me feel really angry and caused me not to attend classes.	18.5	29.6	51.8
I was avoiding my eyes in order not to be called on.	62.9	7.4	29.6

Most of the participants show avoidance behaviours in order not to be in trouble. Avoidance behaviours indicate possible earlier negative experiences and lack of self-confidence.

Table 13

Lack of motivation

	Percentage		
	Agree	**No idea**	**Disagree**
I got terribly bored; I fell even asleep during classes.	51.8	7.4	40.7
I felt cold about learning English.	40.7	22.2	37.0
Although I studied hard, I got low marks and this made me lose my motivation.	59.2	18.5	22.2
Learning English was not fun but a boring obligation.	51.8	7.4	40.7
The thought of getting punished orally and feeling humiliated finished my willingness to participate in classes.	33.3	33.3	33.3

Table 13 deals with motivation. Although over the half of the participants seem to lose motivation to a degree, the level of motivation is not very low.

Table 14

Negative attitudes of teachers

	Percentage		
	Agree	**No idea**	**Disagree**
Lack of good communication with the teacher caused me not to attend classes.	55.5	14.8	29.6
I found humiliating the teacher's attitude towards mistakes and lacks.	40.7	11.1	48.1
While giving marks, teachers saw the beginners and the others had prep class equal, and this created anger and lost hope in me.	70.3	14.8	14.8
The teacher's discouraging behaviours made me feel stressed.	48.1	33.3	28.5
In earlier classes, I encountered the teacher's honour hurting reaction when I wanted to speak but I couldn't explain what I wanted to say.	29.6	11.1	59.2
The teacher sent us out of the classroom if we didn't bring jokes when the teacher said we would.	26.9	11.1	58.2

Table 14 deals with teacher and student communication. Lack of good communication has a negative effect on attendance. Heterogeneous classrooms seem problematic when the teachers evaluate the students equally. On the one hand, there are students with prep school backgrounds; on the other hand, there are beginners. They are asked to perform equally in order to get the same marks. Evaluation is vital because it is the key for passing classes. Thus, it is quite natural to feel anxious or angry under these circumstances.

To the researcher's surprise, to be sent away seems not a big problem although it was the top topic in the first two sessions. The possible reason is that the teachers of those who complained about the negative teacher attitudes and the teachers of those who did not agree with the complaints were different.

Table 15

Impact of positive things

	Percentage		
	Agree	**No idea**	**Disagree**
If my communication with the teacher was OK, I liked the class; if not, I didn't.	81.4	7.4	11.1
I got incredibly motivated if I said even one correct sentence.	81.4	7.4	11.1

Table 15 presents the remarkable effect of positive things. Nearly all participants agree with the positive effect of good communication and achievement.

The first part of the survey is similar to Horwitz's items. The items in the survey were developed through the content analysis of emotional diaries, analyzing emotional happenings papers, and research journal notes. This way is very similar to the way Horwitz followed for developing FLCAS. In this research, FLACS was used to determine if language anxiety exist or not and to what extent. However, the final survey was used to measure the effect of the sessions. On the other hand, doing a cross-cultural study in a foreign language environment by using FLCAS, gave the researcher the chance of comparing the results of Horwitz's scale and her final survey. Similar items in before the sessions part in the survey had very close percentages to Horwitz's scale. Therefore, this study gives support to reliability of FLCAS. The following examples show the similarities and percentages between Horwitz's FLCAS and part A of the final survey.

Lack of self confidence

92.5% I never feel quite sure of myself when I am speaking in English classes. (Horwitz)

88% I couldn't be sure about myself in speaking classes. (final survey)

Fear of failure

92%   I worry about the consequences of failing English classes. (Horwitz)

85.3% I am afraid of making mistakes in English classes. (Horwitz)

88% The thought of failing the class created a great fear in me. (Final survey)

62.9% Pronunciation mistakes were a nightmare for me. (Final survey)

Competitiveness and self-rating

80.4% I keep thinking that the other students are better at English than I am. (Horwitz)

74%   I thought the other students were more successful than me. (Final survey)

Physical appearance

85.8 %   I can feel my heart pounding when I am going to be called on in English classes.(Horwitz)

81.4 % To be called on in unexpected moments caused higher pulse. (Final survey)

Lack of motivation

85.5% During English classes, I find myself thinking about things that have nothing to do with the course. (Horwitz)

51.8 %   I got terribly bored; I fell even asleep during classes. (Final survey)

Although, most participants seemed more unmotivated in Horwitz's scale, only half of them stated their boredom in classes in the final survey.

As a conclusion, the results in the first part of the survey show that the participants tented to be anxious as Horwitz's scale shows. Half of them lost their motivation. Speaking English, pronunciation mistakes, to be called upon unexpectedly, fear of failing the classes, and the thought of unfair competition, lack of good communication with the teachers were the main sources of language anxiety.

Part B: After the sessions

The second part of the final survey shows the effects of the sessions. Thoughts, behaviours, and attitudes towards learning English have changed significantly.

Table 16

Perception of their own feelings

	Percentage		
	Agree	**No idea**	**Disagree**
I can tell the reasons of my anxiety in classes.	70.3	18.5	11.1
I am happier and more peaceful while learning English.	66.6	29.6	3.7
I've got rid of negative feelings like anger, anxiety and fear.	48.1	37.0	14.8
Learning English is not a torture any more; I enjoy it.	51.8	33.3	14.8

After sessions, the level of negative feelings in the participants has decreased. They know the reasons of their tension; they are happier and more positive towards learning English. The most important improvement is to be able to understand and express the reasons of language anxiety in classes. Although, only half of the participants stated that they did not feel negative feelings any more, most of them know what causes anxiety. Increased happiness might be a reflection of this situation.

Table 17

Turning negative thoughts into positive ones

	Percentage		
	Agree	**No idea**	**Disagree**
I have realized that approaching the problems I encounter while learning English negatively makes them worse.	66.6	29.6	3.7
I've started thinking of learning English as not a short-term activity like passing the exams but as a long term, life-long, necessary thing.	85.2	11.1	3.7
I've realized that even I don't have a basis from the high school, I can learn English over time.	81.4	18.5	0
I've realized that thoughts like "I wonder if I pass; what if I don't" have made my success decrease.	62.9	22.2	7.4
I've realized that focusing on the thought of how the teacher and the classmates evaluate me has created anxiety and lowered my success.	77.8	7.4	14.8
I've started seeing my failures and mistakes as a natural part of my progress.	81.4	11.1	7.4
I've realized that nobody can make progress without any failure.	96.3	0	3.7
I've internalized the idea of "how can I handle this" instead of giving up in difficult situations like getting low marks, failing the class.	88.9	3.7	7.4

Table 17 presents the main aims of this study: firstly to determine negative feelings and thoughts, secondly to understand their reasons, and finally to exchange them with positive thoughts and feelings through which the participants can handle affective difficulties in language learning. A very great deal of the participants shows a positive change. For example, 23 participants stated that English is a necessary thing in their life now; 22 participants stated that negative approach makes things worse; 22 participants stated that English can be learn any time even without a high school background;17 participants stated that bad scenarios decrease their success. However, decreasing the fear of failure from the exams was the most difficult thing in this research. Although, the participants wanted to be relaxed about the exams, the possible consequences such as wasting a year, wasting money, feeling embarrassed to their family could make them feel

uncomfortable. On the other hand, 25 participants stated that they accept their failure as a part of progress, which indicates that perfectionist tendencies decreased.

Table 18

Motivation

	Percentage		
	Agree	**No idea**	**Disagree**
I feel happy and my motivation increases as long as I explain myself step by step.	96.3	0	3.7
I feel happy; my motivation increases if I have a positive communication even with one teacher.	92.6	7.4	0

Table 18 shows the positive effects of good communication and achievement even it comes bit by bit, which proves the idea of seeing failures as a natural part of the progress has been internalized.

Table 19

Perception of others' feelings and empathy

	Percentage		
	Agree	**No idea**	**Disagree**
To observe that the others live similar anxiety, fear and stress have made me relieved.	69.9	29.6	7.4
I try to think from different aspects in order to understand the others.	77.8	18.5	3.7
Instead of blaming the teachers, I try to understand them.	77.4	14.8	7.4

Table 19 presents empathy development in the participants. Before the sessions, the participants tended to blame the teachers. After the sessions, their attitudes towards the teachers and the others have changed and problem-solving orientated perspectives have been gained.

Table 20

Gaining self-confidence

	Percentage		
	Agree	**No idea**	**Disagree**
Wrong pronunciation and wrong grammar don't frighten me anymore.	81.4	3.7	14.8
I've seen that I can speak English when I don't feel anxious, and this made my self-confidence increase.	96.3	0	3.7
I've seen that pushing the things I couldn't do or I frightened to do has helped me beat my fear.	85.2	14.8	0
I've realized that some emotional factors like lack of self-confidence lie at the root of being unable to speak.	85.2	11.1	3.7

Table 20 presents the increasing level of self-confidence. During the sessions, the researcher explained them what communicative approach is and why it is natural to make mistake, especially when it comes to pronunciation. She told them to practice as much as they can, and eventually they got their personal breakthrough. As a result, 22 participants stated that mispronunciation is not a problem any ore; 25 participants stated that without feeling anxious they could speak English; 23 participants stated that techniques like shame-attacking works; 23 participants stated that emotional factors affect their success.

Table 21

Handling with negative feelings

	Percentage		
	Agree	**No idea**	**Disagree**
I still am stressful in classes but I can handle it.	85.2	7.4	7.4
I don't avoid the classes anymore.	74.0	11.1	14.8
I have quitted comparing myself with others.	44.4	37.0	18.5

Table 21 shows high percentages as to handling with negative emotions. The participants still experience stress and anxiety; however, they have learned how to deal with. At least, they know why they feel in this way, and knowing means have power to control. This situation gives support to the principle of "if you know something, you can control and cope with it." During the sessions, this principle was tried to be taught. However, quitting comparing behaviour shows relatively low percentage. Only 12 participants show quitting behaviour. This might stem from the competitive education system.

Table 22

Creating a solution through positive experiences and thoughts

	Percentage		
	Agree	No idea	Disagree
I think in order to solve teacher-student issues we should come together and build a positive atmosphere.	88.9	7.4	3.7
In my opinion in order to solve the problems in language learning, a similar study should be done with the teachers.	81.5	11.1	7.4
I've seen that I am more successful in an atmosphere without any pressure and stress.	88.8	7.4	3.7
I've realized that if the teacher shows my mistakes in a positive and constructive manner, I am happier and more successful.	88.9	7.4	3.7
Telling the problems in the system of passing courses has made me feel as a part of the solution.	88.9	7.4	3.7

Table 22 presents those 24 participants out of 27 agree that thinking, feeling, and behaving positively lead to solutions. For example, the idea of emotional intelligence workshop with language teachers in order to build an ideal social classroom environment was produced during the sessions. Besides, they have realized the importance of an environment without pressure and anxiety, and supportive teaching style for their success.

The survey results strongly suggest that language anxiety among the participants has decreased significantly. They reported this change in the conversations during sessions and also in the reflections about the sessions. In order to gain a better understanding towards the survey results, the qualitative data from the diaries, analyzing emotional happenings papers is presented in the following section. Using both percentages and the participants own words help the reader have deep insights about the reality.

4.3. The sources of language anxiety

In order to understand the sources of language anxiety, one should study the social environment and its elements within the foreign language context. After the sessions, the sources of anxiety were determined through the content analysis of session notes and emotional diaries. The basic themes were extracted. Some of the representative statements are following.

4.3.1. The lack of positive communication with the teacher

Young (1994) stated that one of the main reasons of language anxiety is "teacher as a drill sergeant." The participants wrote their perceptions of classroom interaction in diaries. Unfortunately, the classroom environment was perceived as threatening and anxiety provoking. Here some samples from diaries:

"The teacher doesn't correct my mistakes, but shouts at me instead, give my turn to somebody else. The class is so boring."(S1)

"The teacher wanted our comments about a question. I raised my hand but I couldn't say what I wanted to say, I mean, I couldn't make sentences. The teacher told me to sit down. I wish the teacher had helped me instead of saying sit down. I need some courage. Only in this way I can have some pleasure. Now, my heart is pounding when the turn is mine. I carry the stress of not building a sentence."(S2)

"The teacher wants me to speak. Of course, I get nervous and I can't speak. I don't want to be ashamed in front of the teacher."(S3)

"We were talking about something in the class and the teacher was asking questions. I didn't want to take my turn because I know, the teacher wanted us to do something after a few months, but I felt locked. I felt embarrassed. This makes me feel cold about learning English."(S4)

"The teacher gives us 5-6 pages homework, but he/she teaches only a small topic. He/she asks questions suddenly. If we don't bring stories or jokes he/she sends us out of the classroom. I wish the teacher behaved more softly. A class shouldn't be taught like this."(S5)

"Who do the teachers think they are? They are only lecturers not educators. Because of them I started to think that I have no talent for English. We came here by passing a very difficult university exam, and we are not stupid. But they think we are incapable. That's why I am not interested in classes any more."(S6)

"The teacher said" you can't pass the class if you are talking back to me all the time. Then I stopped to attend. I just wanted to study by myself and give her a lesson. I studied hard but I couldn't get a good mark." (S7)

"I think, our speaking teacher discriminate the girls with head scarf and the girls without head scarf. One day, she argued with a student who stays in a religious group house (cemaat evi). She said "They are washing your brains there!" The student went out, and since then he hasn't attended her classes. Our teacher doesn't like the girls with head scarf. Whatever I do is useless for her." (S12)

"Last week, we had a guest student. He was a stammerer. He was asking questions about grammar and our teacher had difficulty to understand him. She said "You are wasting our time with unnecessary questions; there is no need for too much details." Then, another student said "Yes, the teacher is right. We don't understand, you are making us confused." Then, a third student said "He can ask what h wants. Nobody has the right to interfere." Then, the teacher got angry. She said "Are you lawyers? You are defending each other. I will not bring additional exercises any more. If I do, I am an honourless person!" Of course, the class got messed up. Since then she has been

reminding us her word. No body has the right to interfere anymore. I am a reticent person. I am afraid of asking questions now." (S8)

4.3.2. Comparison oneself with others and low self-rating

The participants tended to compare themselves with the other students, especially those who had preparatory class in high school. This comparison made them feel inferior and caused low self-rating.

"I have never had proper English before. But the teachers want me to compete with the Anatolian High School graduates. This is not fair! There is a mountain size gap between me and them, but the exams are the same. They speak superb! There is no time for us when they start to speak. I don't understand what the teachers try to do. They want me to do the same, this is a torture."(S8)

"The teacher speaks to the same students all the time. I always think that no interest for me again. But sometimes, the teacher points at me; then I confuse and forget what to say."(S9)

"The teacher teaches very fast, because some students are from Anatolian High Schools. They understand, but I don't. The teacher doesn't care if we learn or not. I feel stupid and angry."(S10)

"We don't have enough vocabulary but the students who had prep class know better than us."(S11)

4.3.3. Fear of Failure

The participants admitted that their biggest fear was to fail. They said if they couldn't make it, they could not attend their subject classes in their departments, and they would lose the whole year.

"My father didn't want me to study in university at all. If I fail, I can't tell this to my parents. I would just keep it as a secret, try to find a job, and stay here. This possibility frightens me a lot."(S12)

"A whole year for nothing. We are the unluckiest, because the system has just changed. I wanted to participate in this study because we are the victims. I am just trying to do something useful for the newcomers. I wish they changed the system for our good. Under these circumstances, learning English is just a torture."(S13)

"You said English is fun but no matter how hard I try I just can't see it that way. I need to pass this prep class. You said, try to communicate with you teachers positively, but what if I can't? I just want this to finish without harm. CPG is their power. If I have any argument with the teachers, I know, my CPG (Class Performance Grade) will get lower."(S14)

"I don't get what the costumes and accessorize and the other stuff for theatre work have got to do with my speaking level. I have to waste my time to find them instead of real study. If the teacher likes my stuff, I will pass. I have to find it somehow. And it's expensive. I wish there was another way to practice speaking. I am not an actor. I can stammer; my pronunciation is terrible. The only way to pass the speaking class is to find eye-catching stuff."(S15)

"The teacher wants us to make a presentation. We are a four people group. Each of us has to speak fifteen minutes. It is a very long time. I don't even know how and where to find the materials."(S16)

4.3.4. Fear of being laughed

The participants wrote in their diaries that mispronunciation, to be unable to make proper sentences; the teachers' discouraging behaviours towards their mistakes, public speaking apprehension make them unwilling to participate.

"I couldn't answer the question. The teacher said "sit down". I wish he/she used some supportive words like" you can do it, just try." The others laughed at me. My failure made them feel satisfied."(S18)

"Pronunciation is my nightmare. One day, a student said something wrong, and the class laughed. The teacher said "Why are you laughing? His mistake was stupid, not funny."(S19)

"I don't understand why we have to speak like American or English. It is very difficult for me to pronounce some words. Every time I open my mouth I tremble" (S20)

4.4. The participants' comments for the sessions

At the 5th session, the reflections of the participants were taken. Since the effect of the sessions could be determined accurately by the participants themselves, their reflections have their place in this study. The following part explains this study through the eyes of the participants.

4.4.1. The positive effects of the sessions on understanding and explaining the problem

"In my opinion the most important problem is heterogeneous classrooms. Also, this study should cover all areas in English, not only speaking. The level gap between the students affected me so badly that I phoned my father and told him that I wanted to come home. I decided to freeze my registration. Then I found out that I couldn't. I had to keep going, the first weeks was a nightmare. The teachers were talking to high leveled students; making jokes while we were only keep looking at our watches.

Now the things have changed. There is still a difference between Anatolian graduates and us. But I have changed my perspective. Now I think that this situation is our advantage, because we are not so different any more. This means I have gone a long way. I have gained this new point of view thanks to you. I wish this study had been done in the first term." (SO)

4.4.2. Wishes for broadening the sessions

"This study was helpful. Please do something for listening classes. We need qualified materials and effective activities. For example, after the sessions we did some listening practices with transcripts. We heard the conversations without looking at the text, then we listened to them again, and at the same time we read the transcripts. That's when I realized how easy the conversations were. I felt confident. "(SE)

4.4.3. Gaining the skill for dealing with negative emotions

"Thank you very much for this study. Although there has been no difference since we started to study, because our teacher is the same, I have learned not to be upset about it any more. Now, I am trying to study to learn, not tor pass the classes. I hope we speak English to each other one day."(SA)

4.4.4. Happiness and various wishes

"Thank you for everything. Could you please inform the school management about the problems of class passing system?" (SO)

"The survey is well-prepared. At last, somebody listened what we said. It is nice to feel being cared."(SY)

"In winter, the heating system didn't work efficiently. We were cold. I couldn't concentrate under these conditions. Please, do something."(SY)

With the light of these reflections, further studies and important changes can be made. The main aim of the participants was to be heard and to be cared by the teachers and the school administration. They said "We are doing this because we want newcomers will not have the same problems." I hope this study makes their voices be heard.

CHAPTER 5

CONCLUSION

5.1. Overview of the study

> Applied linguistics is a hybrid discipline, constituted not only of linguistics but also of psychology and sociology. In assessing the relevance of any 'pure' linguistics statement, must assess not only its linguistics validity, but its psychological and/or its sociological validity….: all supplement linguistic theories with insights from these two disciplines (James, p.15, 1980).

In this psycho-educational study, language anxiety in speaking classes was tried to be reduced through Rational Emotive Behavioural Therapy Techniques and Emotional Intelligence implications. It was a mixed-method research since the nature of language anxiety requires having insights about its sources and the experimental part of the study requires to be measured. The research design was a combination of quasi-experimental and pre-experimental study. Both qualitative and quantitative data collection and data analysis techniques were used. The experimental intervention was in the form of "language therapy sessions". It was implemented at KTU School of Foreign Languages. The experimental group consisted of 27 students, varying from pre-intermediate level to intermediate level. The sessions were weekly and lasted 5 weeks. Each session was 90 minutes. The participants filled emotional diaries and analyzing emotional happenings homework papers before each session. During the sessions, the sources of language anxiety were determined through discussions and qualitative content analysis of emotional diaries and analyzing emotional happenings papers. The participants' negative/self-defeating thoughts and negative emotions converted into problem-solving oriented thoughts and encouraging emotions. The researcher taught them how our emotions affect our behaviours and achievements in the context of emotional intelligence.

5.2. Discussion of the findings

The results of this study are consistent with the language anxiety literature. This situation gives reliability to the study.

The aim of this study is to answer following research questions:

Major question: "Is it possible to reduce language anxiety in speaking classes through Rational-emotive techniques and Emotional Intelligence implications?"

After the last session, a questionnaire with two parts as before the sessions and after the sessions was developed and conducted. The results show that the participants made progress in terms of evaluating themselves, gaining self-confidence, empathy, problem- solving orientation, and handling with negative emotions. Since language anxiety is a result of repeated negative experiences during language learning, understanding, analyzing, and coping with self-defeating thoughts, expectations, evaluations and related unhealthy emotions reduced language anxiety remarkably.

Minor question 1:" Is there a relation between the level of anxiety in speaking classes and learners' negative thoughts or beliefs?"

The study shows that self-rating through competition with others, demanding - perfectionist tendencies are the main internal sources of language anxiety. Most participants perceived the course unfairly competitive. They tended to evaluate themselves by comparing themselves with the others. With these self-defeating thoughts, they experienced stress and anxiety through learning process.

Minor question 2:" Is turning irrational beliefs into rational positive ones related with EI?"

Since both beliefs and emotions are mental states, they are closely intertwined and share similar characteristics. However emotions appear as short-term physiological changes and expressive behaviours, while beliefs are considered to be true and shape

the holder's attitudes towards its object (Frijda, Manstead, Bem, 2000). In this study, Epstein's "Constructive Thinking" and Mayer & Salovey's "Ability Model" were used as framework. Although Epstein claims that "thoughts determine emotions", while Mayer and Salovey claim that "emotions determine thoughts", the two models were considered sequentially related in an analyze-create emotions cycle. First, understand our own emotion, then analyze it "Why do I feel it?", then determine the related thought, change it, and create encouraging emotions. This is how the sessions worked. Thus, in this way, it can be suggested that turning irrational beliefs into rational positive ones is related with EI.

Minor question 3: "If there is language anxiety in general regardless of tasks in speaking classes, what are the sources?"

The qualitative data from the emotional diaries show that lack of good communication with the teachers, competitiveness and self-rating, fear of failure, public speaking apprehension and fear of being laughed are the sources of language anxiety.

Research Hypothesis:" Rational-emotive behavioural techniques are used to reconstruct individuals' thought system. Emotional Intelligence is a problem-solving ability with understanding, analyzing, and using emotions. A combination of two can reduce the level of anxiety and facilitate language learning. "

The answers of above-mentioned research questions can verify the research hypothesis. REBT techniques are discriminating between rational and irrational thoughts and related healthy and unhealthy emotions through disputes and some actions such as shame-attacking, risk-taking. EI abilities are understanding one's own and others' emotions, expressing emotions and related needs accurately, discriminating between accurate and inaccurate expressing of feelings, analyzing emotions and directing attention to important information through encouraging emotions. Analyzing emotions through related events and thoughts is one of the key points in this study. "What is going on? What do I feel? What do I need? What kind of thoughts are there on my mind?" These questions help us gain new perspectives which can enhance one's

ability to understand emotions in the context. For example, the participants were not happy about the video activities. However, after watching an appropriate video for their level, they felt happy, successful, and were willing to watch more videos in English. Here, the message was "Do not get upset immediately. Analyze the situation and express your needs, feelings, and thoughts accurately. Focus on solving the problem." The results of the questionnaire show that the message has been conveyed. The participants stated that they felt happier and peaceful in English classes; their negative attitudes towards learning English changed; they can understand and express the reasons of uncomfortable feelings; they felt more confident; they understood that solutions could be produced through mutual and accurate emotional communication.

5.3. Pedagogical Implications

Although language anxiety is becoming more and more important in language teaching, the ways of reducing language anxiety are not certain. This study suggests new perspectives towards teacher training. The study shows that the degree of anxiety in language learning affects both teachers' and students' achievements. Students are deeply affected by their learning environment. Teachers, materials, exams, classmates, activities, communication between teachers and students are parts of it. Therefore, students develop various thoughts, beliefs, and emotions towards the parts of learning environment. This study is a good example of how student achievement is determined by emotions and thoughts to a certain degree. Some results of the study prove the relation between achievement and emotions and thoughts. For example, the participants stated that their negative feelings towards learning English, which were caused by uncomfortable classroom atmosphere and ego-threatening situations, and their level of anxiety decreased considerably. Also, the participants gained a positive attitude towards their failure, and giving-up or giving-in behaviours have been left. Moreover, they gained self-confidence and higher self-esteem. In parallel with this progress, irrational beliefs such as "I have no capability for learning English." were replaced with rational ones such as "I know, I can learn English and it's enjoyable."

EI is a new paradigm of intelligence research. Since intelligence is defined as the ability to solve problems and language learning is affected by affective factors,

teaching language with the help of EI seems to be promising. In this study, the participants realized the importance of their emotions on their success. They felt happy and relieved to express their problem related emotions in their learning process. Consequently, self-confidence, self-esteem, and motivation have increased with encouraging emotions. This result gives support to Mayer & Salovey's (1997)EI model. The second branch of Ability Model is "Emotional Facilitation of Thinking". One of the characteristics of this branch is "Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity." (cited in Neubauer & Freudenthaler, 2005) In fact, the participants came up with the idea of "teacher-student language therapy sessions".

This research proves that reducing language anxiety is possible through a combination of REBT techniques and EI due to the fact that both approaches comprise understanding emotions and related thoughts, analyzing them, and exchanging negative/self-defeating thoughts and feelings with problem-solving oriented ones.

Since language anxiety is an affective factor, it can be assumed that anxiety and learners' thoughts are related. This research proves that thinking and feeling negatively trigger anxiety.

5.4. Further suggestions

The suggestion of the study is to redesign teacher training programmes and curriculum on the ground that the affective factors can be shaped effectively by learning environment, particularly by teachers. The aim of curriculum should not only get students to speak fluently, but also speak with self-confidence. The study shows that lack of good communication is one of the sources of language anxiety. The key is to create a peaceful and happy classroom environment. Of course, teachers cannot be happy all the time but empathy or inter-personal and intra-personal abilities help both teachers and students cope with stressful situations. Language teaching is a very demanding job. For teachers, it's time to start acting as language therapists to achieve their potential. However, it is not an easy task to act as a teacher-language therapist. This is the main recommendation of the study: further studies could be on teacher

training sessions with EI and REBT techniques in terms of making difference with insightful teachers.

5.5. The limitation of the study

This study has two limitations in terms of time and accessibility. Although REBT requires minimum 8 weeks therapy sessions, there are five sessions in this study. The participants stated that they couldn't take part in the sessions since they need time to study for their final exams at the fourth session, that is why the fifth session was a closing session. However, as this study is a psycho-educational study, and the participants are not real clients for therapeutic sessions, the issue does not seem to be a problem. A long-term observation would be good in terms of the long-lasting effects of the sessions on the participants; but thanks to mutual respect and trust, most participants informed the researcher that they passed the exams.

The other limitation was to be unable to access the teachers. Because of confidentiality and mutual trust issues, the researcher did not contact with the teachers. On the other hand, the participants wanted the teachers to know about the problems. During the sessions, the idea of teacher-student sessions was produced. This idea was and is still considered as a future extension of the study.

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APPENDICES

APPENDIX 1: HORWITZ'S FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

1.Never   2. Rarely   3.Sometimes   4. Often   5. Always

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

23. I always feel that he other students speak English better than I do.

24. I feel very self-conscious about speaking English in front of other students.

25. English classes move so quickly I worry about getting left behind.

26. I get nervous and confused when I am speaking in English classes.

27. When I am on my way to English classes, I feel very tense and nervous.

28. I get nervous when I don't understand every word my English teacher says.

29. I feel overwhelmed by the number of rules you have to learn to speak English.

30. I am afraid that the other students will laugh at me when I speak English.

31. I feel anxious around native speakers of English.

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

APPENDIX 2: THE TURKISH VERSION OF HORTWITZ'S FLCAS

Sayın katılımcı,
Bu çalışmanın amacı yabancı dil konuşma kaygısını ölçebilmektir. Lütfen aşağıdaki her bir ifadeyi okuduktan sonra şu seçeneklerden birisini size verilen kâğıda işaretleyiniz. **Hiçbir ifadeyi boş bırakmayınız.**

1. Hiçbir zaman   2. Nadiren   3. Bazen   4. Sıklıkla   5. Her zaman

İşbirliğiniz için teşekkür ederiz.

Özlem Avcı
Uygulamalı Dilbilim Yüksek Lisans
Öğrencisi

Yabancı Dil Sınıfı Kaygı Ölçeği (FLCAS)

1. İngilizce derslerinde konuşurken kendimden emin olamıyorum.   **(1)   (2)   (3)   (4)   (5)**

2. İngilizce derslerinde hata yapmaktan korkuyorum.   **(1)   (2)   (3)   (4)   (5)**

3. İngilizce derslerinde sıranın bana geldiğini bildiğim zaman heyecandan ölüyorum.   **(1)   (2)   (3)   (4)   (5)**

4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.   **(1)   (2)   (3)   (4)   (5)**

5. Haftada daha fazla İngilizce ders saatimin olmasını isterdim.   **(1)   (2)   (3)   (4)   (5)**

6. İngilizce dersi sırasında kendimi dersle hiç ilgisi olmayan şeyleri düşünürken buluyorum.   **(1)   (2)   (3)   (4)   (5)**

7. Diğer öğrencilerin İngilizce derslerinde benden daha başarılı olduklarını düşünüyorum.   **(1)   (2)   (3)   (4)   (5)**

8. İngilizce derslerinin sınavlarında kendimi endişeli hissediyorum.   **(1)   (2)   (3)   (4)   (5)**

9. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda **(1)   (2)   (3)   (4)   (5)**
   paniğe kapılıyorum.

10. İngilizce derslerinde başarısız olmak beni endişelendiriyor. **(1)   (2)   (3)   (4)   (5)**

11. Yabancı dil dersleri konusunda bazılarının niye endişe
    duyduklarını anlayabiliyorum. **(1)   (2)   (3)   (4)   (5)**

12. İngilizce derslerinde bazen öyle heyecanlanıyorum ki bildiklerimi
    bile unutuyorum. **(1)   (2)   (3)   (4)   (5)**

13. İngilizce dersinde sorulan sorulara gönüllü olarak cevap vermekten
    sıkılıyorum. **(1)   (2)   (3)   (4)   (5)**

14. İngilizceyi, ana dili İngilizce olan insanlarla konuşmak beni
    heyecanlandırıyor. **(1)   (2)   (3)   (4)   (5)**

15. Öğretmenin hangi hataları düzelttiğini anlamamak beni
    endişelendiriyor. **(1)   (2)   (3)   (4)   (5)**

16. İngilizce derslerinde, önceden çok iyi hazırlanmış olsam bile
    derste heyecanlanıyorum. **(1)   (2)   (3)   (4)   (5)**

17. İngilizce derslerine girmek istemiyorum. **(1)   (2)   (3)   (4)   (5)**

18. İngilizce derslerinde konuştuğum zaman kendime
    güvenmiyorum. **(1)   (2)   (3)   (4)   (5)**

19. İngilizce öğretmenim yaptığım her hatayı düzeltmeye kalkışıyor. **(1)   (2)   (3)   (4)   (5)**

20. İngilizce dersinde sıranın bana geldiği zaman kalbimin hızlı hızlı
    attığını hissediyorum. **(1)   (2)   (3)   (4)   (5)**

21. İngilizce sınavlarına ne kadar çok çalışırsam kafam o kadar çok
karışıyor.　　　　　　　　　　　　　　　　(1)　(2)　(3)　(4)　(5)

22. Kendimi İngilizce derslerine çok iyi hazırlanıp gitmek zorunda
hissediyorum.　　　　　　　　　　　　　　(1)　(2)　(3)　(4)　(5)

23. Her zaman diğer öğrencilerin benden daha iyi İngilizce
konuştuklarını düşünüyorum.　　　　　　　(1)　(2)　(3)　(4)　(5)

24. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok
tedirgin hissediyorum.　　　　　　　　　　(1)　(2)　(3)　(4)　(5)

25. İngilizce dersleri o kadar hızlı akıp gidiyor ki sınıfa ayak
uyduramamaktan korkuyorum.　　　　　　　(1)　(2)　(3)　(4)　(5)

26. İngilizce derslerinde konuştuğum zaman hem sıkılıyorum
hem de kafam karışıyor.　　　　　　　　　(1)　(2)　(3)　(4)　(5)

27. İngilizce derlerine girerken kendimi çok rahatsız ve güvensiz
hissediyorum.　　　　　　　　　　　　　　(1)　(2)　(3)　(4)　(5)

28. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım
zaman paniğe kapılıyorum.　　　　　　　　(1)　(2)　(3)　(4)　(5)

29. İngilizce konuşabilmek için öğrenmek zorunda olduğum kuralların
sayısının çok fazla olması beni kaygılandırıyor.　(1)　(2)　(3)　(4)　(5)

30. İngilizce konuştuğum zaman diğer öğrencilerin bana güleceğinden
endişeleniyorum.　　　　　　　　　　　　(1)　(2)　(3)　(4)　(5)

31. İngilizceyi, ana dili İngilizce olan insanların yanında kullanırken
    rahatsız oluyorum.   **(1) (2) (3) (4) (5)**

32. İngilizce öğretmenim cevabını önceden hazırlamadığım sorular
    sorduğunda heyecanlanıyorum.   **(1) (2) (3) (4) (5)**

APPENDIX 3: THE TURKISH VERSION OF FINAL SURVEY

Adı ve soyadı: Sınıf:

Sayın katılımcı,
Bu anketin amacı Yabancı Dil Hazırlık Okulu'nda yapılan dil kaygısını azaltma
çalışmasının amacına ulaşıp ulaşmadığını saptamaktır.
Lütfen aşağıdaki her bir ifadeyi okuduktan sonra sizce uygun olan seçeneği işaretleyiniz.
Hiçbir ifadeyi boş bırakmayınız.
Çalışmaya katıldığınız ve zaman ayırdığınız için teşekkür ederim.
Özlem Avcı
Uygulamalı Dilbilim Yüksek Lisans Öğrencisi

1. Tamamen katılıyorum
2. Katılıyorum
3. Bir fikrim yok
4. Katılmıyorum
5. Tamamen katılmıyorum

Dil kaygısı çalışmasından önce

1. Konuşma derslerinde kendimden emin oluyordum.   (1)   (2)   (3)   (4)   (5)

2. Diğer öğrencilerin benden daha başarılı olduklarını düşünüyordum (1)   (2)   (3)   (4)   (5)

3. Diğer öğrencilerle rekabet içinde olduğumu hissediyordum.   (1)   (2)   (3)   (4)   (5)

4.Söyleyeceklerimi planlıyor ama çok iyi olana kadar ağzımı   (1)   (2)   (3)   (4)   (5)
 açmıyordum.

5.Kendime olan güvenim, diğer öğrencilerin güldüğünü gördüğümde
 bitiyordu.   (1)   (2)   (3)   (4)   (5)

6.Sınıf içinde konuşmaktan çok heyecanlanıyordum.   (1)   (2)   (3)   (4)   (5)

7.Heyecanlanıp, zor duruma düşmemek için susmayı tercih
 ediyordum.   (1)   (2)   (3)   (4)   (5)

8.Telaffuz hataları benim için bir kabustu.   (1)   (2)   (3)   (4)   (5)

9.Derste çok sıkılıyordum, hatta uyuyordum.   (1)   (2)   (3)   (4)   (5)

10.Öğretmenle iyi bir iletişimin olmaması derse girmememe sebep
 oluyordu.   (1)   (2)   (3)   (4)   (5)

11.Öğretmenin hatalar, eksiklikler karşısındaki tavrını aşağılayıcı
buluyordum.   (1)   (2)   (3)   (4)   (5)

12.İngilizce öğrenmekten soğumuştum.   (1)   (2)   (3)   (4)   (5)

13.Çalışmama rağmen sınavlardan düşük almak motivasyonumu
düşürmüştü.   (1)   (2)   (3)   (4)   (5)

14.İngilizce öğrenmek bir zevk değil, can sıkıcı bir zorunluluktu.   (1)   (2)   (3)   (4)   (5)

15.Daha önce hazırlık görmüş öğrencilerle aynı sınıfta olmak ve
onlarla yarıştığımı düşünmek bende korku, öfke ve"bu haksızlık"
tarzı olumsuz duygular yaratmıştı.   (1)   (2)   (3)   (4)   (5)

16.Öğretmenlerin not verirken hazırlık görmüş olanlarla yeni başlayanları
eşit kabul etmeleri bende öfke ve ümitsizlik yarattı.   (1)   (2)   (3)   (4)   (5)

17.Öğretmenin cesaretlendirici davranmaması bende stres
oluşturuyordu.   (1)   (2)   (3)   (4)
(5)

18.Önceki derslerde konuşmak isteyip de, demek istediğimi anlatamayınca
öğretmenin onur kırıcı ve olumsuz tepkisiyle karşılaşmıştım.   (1)   (2)   (3)   (4)   (5)

19.Konuşamayınca azarlanacağım ve aşağılanacağım düşüncesi bende
derse katılma isteğini bitirmişti.   (1)   (2)   (3)   (4)   (5)

20.Derste öğretmenin beni yanlış anlaması durumunda bile cevap veremiyor
donup kalıyordum.   (1)   (2)   (3)   (4)   (5)

21.Hazırlık görmüş öğrencilerle öğretmenin süper konuşması karşısında
kendimi aval aval dinliyor buluyordum.   (1)   (2)   (3)   (4)   (5)

22.Aval aval dinleme durumunda olmak kendime güvenimi neredeyse
sıfırlamıştı.   (1)   (2)   (3)   (4)   (5)

23."İngilizceye yatkınlığım yok" tarzı düşünceler oluşmaya
başlamıştı.   (1)   (2)   (3)   (4)   (5)

24.Beklemediğim bir anda soru sorulması bende kalp çarpıntısına neden
oluyordu.   (1)   (2)   (3)   (4)   (5)

25.Öğretmen "hikaye ve fıkra getirin" dediğinde getirmezsek veya yanlış
konuşursak sınıftan atıyordu.   (1)   (2)   (3)   (4)   (5)

26.Sınıftan atılınca çok sinirlenmiş hissediyor ve derslere
girmiyordum.   (1)   (2)   (3)   (4)   (5)

27.Sınıfta arkadaşların bana güldüğünü görmek heyecandan dilimin

tutulmasına sebep oluyordu. (1) (2) (3) (4) (5)

28.”Yanlış telaffuz ederim, yanlış söylerim” düşüncesi bende derste sürekli
endişelenmeye sebep olmuştu. (1) (2) (3) (4) (5)

29.Dinleme dersinde bölük pörçük anladıklarımı birleştirememek moralimi
bozuyordu. (1) (2) (3) (4) (5)

30.Öğretmen bana bir şey sormasın diye gözlerimi kaçırıyordum. (1) (2) (3) (4)
(5)

31.Başarısızlık bende "değersizlik, işe yaramazlık" duygusu
yaratmıştı. (1) (2) (3) (4) (5)

32.Öğretmenle iletişimim iyi olursa dersi seviyor, olmazsa dersten
soğuyordum. (1) (2) (3) (4)
(5)

33.”Dersten kalacağım, bir yıl boşta kalacağım” düşüncesi bende büyük
bir korku yaratmıştı. (1) (2) (3) (4)
(5)

34.”Öğretmene ve arkadaşlara mahcup olacağım” düşüncesi beni kilitliyor,
söyleyeceklerim uçup gidiyordu. (1) (2) (3) (4)
(5)

35.Derste soru yöneltilen öğrencinin durumunu, arkadaşların ve öğretmenin
tutumu beni tedirgin ediyordu. (1) (2) (3) (4)
(5)

36.Derste bir cümle bile doğru söylesem inanılmaz motive oluyordum. (1) (2) (3) (4)
(5)

Dil kaygısı çalımasından sonra

1.Derslerdeki endişemin nenlerini anlayıp, dile getirebiliyorum. (1) (2) (3) (4) (5)

2.Yabancı dil öğrenirken karşılaştığım sorunlara olumsuz yaklaşmanın
sorunu daha da arttırdığını fark ettim. (1) (2) (3) (4) (5)

3.Derslerde halen stresli olabiliyorum ama başa çıkabiliyorum. (1) (2) (3) (4) (5)

4.İngilizce öğrenirken daha mutlu ve huzurluyum. (1) (2) (3) (4) (5)

5.Korku, kaygı, öfke gibi olumsuz duygulardan kurtuldum. (1) (2) (3) (4) (5)

6.İngilizce öğrenmek işkenceden çıktı, keyif almaya başladım. (1) (2) (3) (4) (5)

7.İngilizce öğrenmeyi ders geçmek gibi kısa vadeli değil, hayat boyu lazım
   olacak gibi uzun vadeli düşünmeye başladım.   (1)   (2)   (3)   (4)   (5)

8.Yanlış telaffuz, yanlış gramer artık beni çok korkutmuyor.   (1)   (2)   (3)   (4)   (5)

9.Adım adım kendimi ifade ettikçe mutlu oluyorum,
   motivasyonum artıyor.   (1)   (2)   (3)   (4)   (5)

10.Öğretmen-öğrenci sorunlarını çözmek için bir araya gelip, olumlu,
    çözüm getiren bir ortam oluşturulması gerektiğini düşünüyorum. (1)   (2)   (3)   (4)   (5)

11.”İngilizceyi öğrenebilirim” düşüncesi bende oluştu.   (1)   (2)   (3)   (4)   (5)

12.Bir öğretmenle bile olumlu iletişim kursam mutlu oluyorum,
    motivasyonum artıyor.   (1)   (2)   (3)   (4)   (5)

13.Endişe etmediğim zaman konuşabildiğimi gördüm, bu da öz-güvenimi
    arttırdı.   (1)   (2)   (3)   (4)   (5)

14.Yapamadığım, yapmaktan korktuğum şeylerin üzerine gitmenin korkumu
    yenmede yardımcı olduğunu gördüm.   (1)   (2)   (3)   (4)   (5)

15.Başkalarının da benimkilere benzer endişe, korku ve stres yaşadığını
    gözlemlemek beni rahatlattı.   (1)   (2)   (3)   (4)   (5)

16.Başkalarını anlamak için farklı açılardan düşünmeye çalışıyorum. (1)   (2)   (3)   (4)   (5)

17.Öğretmenleri sürekli suçlamak yerine anlamaya çalışıyorum.   (1)   (2)   (3)   (4)   (5)

18.Dil öğretimindeki problemleri çözmek için benzer bir çalışmanın
    öğretmenlerle de yapılması gerektiğini düşünüyorum.   (1)   (2)   (3)   (4)   (5)

19.Artık derslerden kaçmıyorum.   (1)   (2)   (3)   (4)   (5)

20.Lisede edindiğim bir alt yapım olmasa da İngilizceyi zamanla
    öğreneceğimi anladım.   (1)   (2)   (3)   (4)   (5)

21.Konuşamamamın temelinde öz-güven eksikliği gibi duygusal faktörler
    olduğunu fark ettim.   (1)   (2)   (3)   (4)   (5)

22.Baskıcı olmayan, neşeli ve stressiz bir sınıf ortamında daha başarılı
    olduğumu gördüm.   (1)   (2)   (3)   (4)   (5)

23.”Acaba geçebilecek miyim?”, “Ya geçemezsem” tarzı düşüncelerin
    başarımı azalttığını fark ettim.   (1)   (2)   (3)   (4)   (5)

24.Öğretmenin ve arkadaşların beni nasıl değerlendirecekleri düşüncesine
    odaklanmanın endişe yaratıp, başarımı azalttığını fark ettim.   (1)   (2)   (3)   (4)   (5)

25.Kendimi başkalarıyla kıyaslamayı bıraktım.   (1)   (2)   (3)   (4)   (5)

26.Hatalarımı ve başarısızlıklarımı gelişmenin doğal bir parçası olarak
   görmeye başladım.   (1)   (2)   (3)   (4)   (5)

27.Kimsenin hata yapmadan ilerleyemeyeceğini anladım.   (1)   (2)   (3)   (4)   (5)

28.Dersten kalmak, zayıf almak gibi zor durumlarda pes edeceğime,
   "Bu durumla nasıl başa çıkabilirim?" düşüncesini benimsedim.   (1)   (2)   (3)   (4)   (5)

29.Öğretmen hatamı olumlu ve yapıcı bir tutumla gösterirse daha mutlu
   ve başarılı olduğumu anladım.   (1)   (2)   (3)   (4)   (5)

30.Sınıf geçme sistemindeki sorunları dile getirmek bana kendimi çözümün
   bir parçası olarak hissettirdi.   (1)   (2)   (3)   (4)   (5)

İlave etmek istediğiniz varsa lütfen aşağıya yazınız

APPENDIX 4: THE FINAL SURVEY

Name and Surname:

Dear Participant,

The aim of this survey is to determine if the study of reducing language anxiety, which take place at KTU School of Foreign Languages, has achieved its goal or not.

Please choose one of the options after reading every statement below.

Don't skip any statements.

Thank you very much for your time and participation.

Özlem Avcı
M.A. in Applied Linguistics

1. Completely agree
2. Agree
3. No idea
4. Disagree
5. Completely disagree

Before the study of reducing language anxiety

1. I couldn't be sure about myself in speaking classes

2. I thought the other students were more successful than me

3. I felt that I was in a competition with the other students

4. I was planning to say, but I didn't say a word until I felt I was very good.

5. When I saw others laughing at me, my self-confidence finished.

6. I got nervous about speaking in the classroom.

7. I preferred be silent for the fear of getting nervous and finding myself in a difficult situation.

8. Pronunciation mistakes were a nightmare for me.

9. I got terribly bored, I even fell asleep during classes.

10. Lack of good communication with the teacher caused me not to attend classes.

11. I found humiliating the teacher's attitude towards mistakes and lacks.

12. I felt cold about learning English.

13. Although I studied hard, I got low marks and this made me lose my motivation.

14. Learning English was not fun but boring obligation.

15. Attending the same classroom with the students, who had prep class before, created some negative feelings like fear, anger, "It's not fair" in me.

16. While giving marks, teachers saw the beginners and others had prep class equal, and this created anger and losing hope in me.

17. The teacher's discouraging behaviours made me feel stressed.

18. In earlier classes, I encountered the teacher's honour hurting reaction when I wanted to speak but I couldn't explain what I wanted to say.

19. The thought of getting punished orally and humiliated finished my willingness to participate in classes.

20. I felt frozen even the teacher misunderstood me.

21. I found myself listening the superb speech of the students had prep class without any understanding.

22. Being in a situation of listening without any understanding dropped my self-confidence to zero level.

23. Thoughts like kind of "I have no ability for English" started to appear.

24. To be called upon in unexpected moments caused higher pulse.

25. The teacher sent us out of the classroom if we didn't bring jokes and stories when the teacher said we would.

26. To be sent away from the classroom made me feel really angry and caused me not to attend classes.

27. Seeing my classmates laughing at me made me unable to speak.

28. The thought of mispronunciation caused me feel anxious constantly.

29. To be unable to put my bits and pieces understandings together made me feel down.

30. I was avoiding my eyes in order not to be asked.

31. Unsuccessfulness created "worthless, useless" feelings in me.

32. If my communication with the teacher was OK, I liked the class; if not, I didn't.

33. The thought of failing the class created a great fear in me.

34. The thought of getting embarrassed in front of the teacher and the classmates locked me and my words were just flying away from my mind.

35. The situation of the student who was being asked and the attitudes of the teacher and the classmates made me nervous.

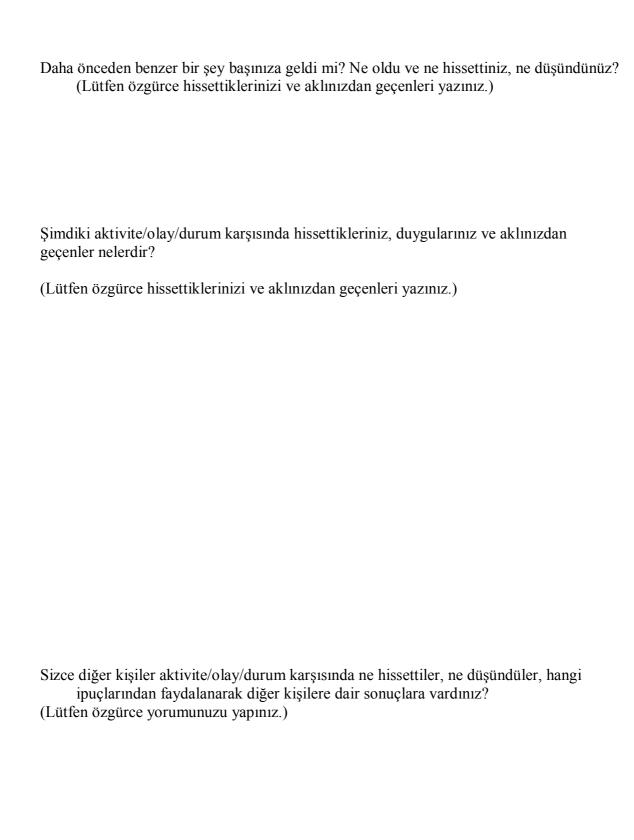36. I got incredibly motivated if I said even one correct sentence.

After the study of reducing language anxiety

1. I can tell the reasons of my anxiety in classes

2. I have realized that approaching negatively towards the problems I encounter while learning a foreign language makes them worse

3. I still am stressful in classes but I can handle it.

4. I am happier and more peaceful while learning English.

5. I have got rid of negative feelings like anger, anxiety and fear

6. Learning English is not a torture any more, I enjoy it.

7. I've started thinking of learning English as not a short-term activity like passing the exams but as a long-term, life-long, necessary thing.

8. Wrong pronunciation and wrong grammar don't frighten me anymore.

9. I feel happy and my motivation increases as long as I explain myself step by step.

10. I think that in order to solve teacher-student issues we should come together and build a positive atmosphere.

11. The thought of "I can learn English" has been established in my mind.

12. I feel happy; my motivation increases if I have a positive communication even with one teacher.

13. I've seen that I could speak English when I didn't feel anxious, and this has made my self-confidence increase.

14. I've seen that pushing the things I couldn't do or I frightened to do has helped me beat my fear.

15. To observe that other people live similar anxiety, fear and stress have made me feel relieved.

16. I try to think from different aspects in order to understand others.

17. Instead of blaming the teachers, I try to understand them.

18. In my opinion in order to solve the problems in language learning a similar study should be done with the teachers.

19. I don't avoid the classes anymore.

20. I've realized that even I don't have a basis from the high school; I can learn English over time.

21. I've realized that some emotional factors like lack of self -confidence lies in the basis of being unable to speak

22. I've seen that I am more successful in an atmosphere without any pressure and stress.

23. I've realized that the thoughts like "I wonder if I pass, what if I don't" have made my success decrease

24. I've realized that focusing on the thought of how the teacher and the classmates evaluate me has created anxiety and lowered my success

25. I have quitted comparing myself with others.

26. I've started seeing my failures and mistakes as a natural part of my progress.

27. I've realized that nobody can make progress without any failure.

28. I've internalized the idea of "how can I handle this" instead of giving up in difficult situations like getting low marks, failing the class.

29. I've realized that if the teacher shows my mistakes in a positive and constructive manner, I am happier and more successful.

30. Telling the problems in the system of passing courses has made me feel as a part of the solution.

APPENDIX 5: TURKISH VERSION OF EMOTIONAL DIARY – ANALYZING EMOTIONAL HAPPENINGS PAPER

Yabancı dil konuşma kaygısı duygusal günlüğü

Tarih, yer ve kaçıncı ders:

Olaya/ derse katılan kişiler:

Derste gerçekleşen hoş/ hoş olmayan aktivite/durumun/olayın tarafsız olduğu gibi anlatımı:

Olaya/aktiviteye/duruma ait sizin şahsi yorumunuz/düşünceleriniz/aklınızdan geçenler (Lütfen özgürce hissettiklerinizi ve aklınızdan geçenleri yazınız.)

Daha önceden benzer bir şey başınıza geldi mi? Ne oldu ve ne hissettiniz, ne düşündünüz?
(Lütfen özgürce hissettiklerinizi ve aklınızdan geçenleri yazınız.)

Şimdiki aktivite/olay/durum karşısında hissettikleriniz, duygularınız ve aklınızdan geçenler nelerdir?

(Lütfen özgürce hissettiklerinizi ve aklınızdan geçenleri yazınız.)

Sizce diğer kişiler aktivite/olay/durum karşısında ne hissettiler, ne düşündüler, hangi ipuçlarından faydalanarak diğer kişilere dair sonuçlara vardınız?
(Lütfen özgürce yorumunuzu yapınız.)

DUYGUSAL OLUŞUMLARIN ANALİZİ

Sizi strese sokan bir durumu ele alın. Bu durumu A (Ne oldu?), B (Bunun hakkında ne düşündünüz?) ve C (Nasıl hissettiniz ve davrandınız?) modeliyle analiz edin.

Önce C' yi yazın çünkü <u>hissettiğiniz rahatsızlık</u> bir problem olduğuna dair <u>ilk farkındalıktır.</u>

C – sonuç → Nasıl hissettiniz ve ne yaptınız / nasıl davrandınız?

A – tetikleyen olay → Ne oldu?

B – düşünceler ve değerlendirmeler → Bu olay olurken aklınızdan ne geçiyordu?

A ----- tetikler----> **B** -----sebep olur ----> **C**

A: Meydana gelen/ gerçekleşen durum/olay/aktivite v.b.
B: Olaya/duruma yönelik değerlendirmelere dair inançlar, düşünceler
C: Sonuç→ Duygusal tepki ve davranışsal cevap

APPENDIX 6: ENGLISH VERSION OF EMOTIONAL DIARY – ANALYZING EMOTIONAL HAPPENINGS PAPER

Emotional Diary for Foreign Language Speaking Anxiety

Date, Place, Class

People involved in the event/ class

Objective Expression of the nice /not nice activity / event / situation

Your personal interpretation about the event / activity / situation (Please write freely.)

Have you ever experienced similar things before? What did you feel? What did you think?

What do you think about this event / situation / activity?

What do you think the others feel, think about it? What clues do you think help you understand? Please write freely.

ANALYZING EMOTIONAL HAPPENINGS

Take a situation that distressed you. Try to think in our terms analyze it according to A (what happened?), B (How you thought about it?), C (How you felt and acted?)

Do C first because the disturbance you feel is often your first awareness that there is a problem.

C. Consequences: How did you feel and what did you do?

A. Activating Event: What happened?

B. Thoughts and evaluations: What went through your mind when this event happened?

A-------------→ triggers off--- → B ---- → which causes --- →C

Activating event   Beliefs about event   Consequence: Emotion & Behaviour

(adopted from Woods, p. 88, 1991)

APPENDIX 7: ANNOUNCEMENT OF THE STUDY

- İngilizce konuşmak sizin için zor mu?

- Derslerde İngilizce konuşma düşüncesi bile sizi sıkıyor, geriyor, heyecanlandırıyor mu?
- Heyecanınız ve endişeniz notlarınızı etkiliyor mu?
- "Bu İngilizceyi hiç konuşamayacak mıyım?" endişesini yaşıyor musunuz?

Eğer bu sorulara cevabınız "evet" ise, çözüm oluşturabilmek için yapacağımız çalışmayı destekleyin. Tek yapmanız gereken, yabancı dil konuşma kaygısına yönelik seanslara <u>ücretsiz</u> katılmak.

Bakış açınız değişsin, öz güveniniz artsın.

APPENDIX 8: ENGLISH VERSION OF THE ANNOUNCEMENT OF THE SESSIONS

Is speaking English difficult for you?

Even the thought of speaking English makes you feel nervous and anxious?

Your nervousness and anxiety affect your grades?

Do you experience anxiety because you think "I wonder if I ever speak English?"

If you say "yes" to these questions, please support our study to produce solution. All you need is to take part in the sessions for foreign language speaking anxiety. (It's free.)

Change your perspective, increase your self-confidence.

APPENDIX 9: THE TURKISH VERSION OF EXPLANATIONS AND EXAMPLES ABOUT EI

Duygusal zekâya dair örnekler ve açıklamalar

Amerika'da bir kupa finali Pazar akşamıydı. Bu akşamda çoğu Amerikalı erkek televizyon başında bu final maçını seyrederdi. Ancak New York'tan Detroit'e giden uçak iki saat rötar yapmıştı ve yolcuların çoğu bu maçı seyretmek isteyen işadamlarından oluşuyordu. Yolcuların gerginliği fark edilebiliyordu. Nihayet Detroit'e varıldığında uçağın terminale 100 m kala yolcu merdivenindeki bir sorun sebebiyle durması gerginliği iyice arttırmıştı. Yolcular iyice geç kalma korkusuyla panik ve kızgınlıkla ayağa kalkmışlar, harekete geçmeye başlamışlardı.

Hosteslerden biri yolcuların sakinleştirilmesi ve daha da gerginlik çıkmadan yerlerine oturmalarını sağlamalıydı ama bu gergin durumla en etkili biçimde nasıl başa çıkabilirdi ?Anonsunu yaparken soğuk bir ses tonuyla "Federal kurallar hemen yerinize oturmanızı gerektirir." yerine küçük bir çocuğun yaramaz ama affedilebilir bir şey yaptığı zamanki halini takınarak sevimli bir ses tonuyla" Ama ayaktasınıız!" dedi. O an herkes gülmeye başladı ve koşullar düşünüldüğünde hiç kimsenin ummayacağı bir ruh hali ile yolcular uçaktan indiler.

Hostesin becerikli müdahalesi aslında insan zihni ve kalbi veya daha teknik söyleyecek olursak biliş ve duygu arasındaki büyük ayrımı açıklar. Bazı beceriler tamamen bilişseldir, IQ veya tenik uzmanlık gibi diğer beceriler düşünce ve duyguyu birleştirirler ve performansta duygunun hayati rolünü vurgulayan Duygusal Zekâ alanına girerler. (Goleman, 1998)

Duyusal zekâ Goleman'ın akıcı ve ilgi çekici "Duygusal Zekâ" ve Duygusal Zekâ ile Çalışma" adlı eserleriyle "gündemimize girdi ve büyük yankı uyandırdı. İnsanlar yıllardır IQ yani standart zekâ dediğimiz terimin vurgulanmasından ve başarının salt buna bağlı olması görüşünden bıkmışlardı ki bu yeni yaklaşım dünya çapında popülerlik kazandı. Aslında bu yeni zekâ alanı savunmasında haksız da değildi. Batı'da yapılan araştırmalar üniversitede yüksek derece yapan kişilerin, sonraki yaşamlarında aynı başarıyı gösteremediklerini ortaya çıkarmıştı. Demek ki başarıyı belirleyen IQ harici birtakım başka faktörler de vardı.bunun verdiği coşkuyla duygusal zekaya dair birçok yayın,

seminer ve toplantılar yapıldı. Bu yeni alan popüler ve bilimsel olmak üzere ikiye ayrıldı. Goleman, bu bağlamda, popüler alanı temsil eder.

Öte yandan Mayer, Salovey, Caruso ve Epstein bu alanın bilimsel yanını temsil ederler. İlk üçü bir model, dördüncüsü ise bir teori geliştirmiştir. Önce Mayer ve diğerlerinin duygusal zekâ modeli ayrıntılarına bir göz atalım:

1. İnsanları okuma: *duyguları tanımlama.* Duygular veri içerir. Bunlar bize etrafımızda olup biten önemli olayları anlatan sinyallerdir. Bu sinyaller iç dünyamızdan veya dış dünyadan, sosyal çevremizden ve bu çevredeki diğer insanlardan gelirler. Verimli bir iletişim sağlamak amacıyla bu sinyalleri doğru tanımlamalı ve kendi duygularımızı karşı tarafa doğru iletmeliyiz.

2. Doğru ruh haline girme: *duyguları kullanma.* Nasıl hissettiğimiz düşüncemizi ve düşüncemizin nesnesine bakışımızı etkiler. Duygular dikkatimizin önemli olaylara toplanmasını sağlar. Harekete geçmemiz için bizi hazır hale getirirler, problem çözerken düşünme sürecinde bize rehberlik ederler.

3. Duygusal geleceği tahmin etme: *duyguları anlama.* Duygular rastgele olaylar değillerdir. Belirleyici sebepleri vardır, birtakım kurallara göre değişirler ve anlaşılabilirler. Duygusal kelime dağarımız ve "Ya böyle olursa…." tarzı duygusal irdeleme becerimiz aracılığıyla duygusal bilgi yansıtılır.

4. Hislerimizle başarma: *duyguları yönetme.* Duyguların bilgi içerdiği için, bunları akıl yürütme, problem çözme, karar verme ve davranışa geçirme sistemimizin içine akıllıca dahil etmeliyiz. Bu da, hoşlanalım veya hoşlanmayalım, duygulara açık olmayı ve duyguların sağduyu ile kullanılmasını içeren stratejilerin seçilmesini gerektirir.

Öte yandan Epstein "Yapıcı Düşünme: Duygusal zekâya bir anahtar" adlı çalışmasında insanoğlunun iki zihinle çalıştığını savunmuştur: Rasyonel zihin ve Deneyimsel zihin. Birincisi tamamen mantıkla, eldeki verilerden sonuç çıkarma dediğimiz akıl yürütme ilkeleriyle çalışır. İkincisi ise deneyimlere dayalı sonuç çıkarır. Aslında bu hayatta kalmamızın bir şartıdır: Karanlık ve ıssız bir yerde bir yabancıyla karşılaşan kişi, kendisine saldırılma olasılığını matematiksel olarak hesaplamaz. Kendi deneyimlerine veya duymuş olduğu başkalarının deneyimlerine dayanarak otomatik düşünce oluşturur :"

Bu durum tehlikeli, önlem almam lazım." İşte Epstein, düşünceyi kabaca yapıcı ve yıkıcı düşünce olarak ayırmış ve duygularımızın bizim düşünce tipimize göre şekillendiğini savunmuştur. Ona göre yıkıcı düşüncelerin ve oluşturdukları negatif duyguların farkına varırsak, bizi başarıya götüren zor durumlarla başa çıkma becerisini kazanırız.

Epstein yarı-zamanlı çalışan üniversite öğrencileri üzerine yaptığı araştırmada, öğrencilerin iş başarısının yapıcı düşünmeye, notlarındaki yüksekliğin ise IQ ye bağlı olduğunu bulmuştur. Ancak, yapıcı düşünme becerisi düşük olan öğrencilerin, notlarını belirleyen yazılı, sözlü, proje tarzı performanslarında zihinsel potansiyellerini gerçekleştiremediğini tespit etmiştir. Bu da yapıcı düşünmenin performans ve başarı üzerinde çok önemli bir dolaylı etkisi olduğunu gösterir. Elbette ki, öğretmenini ve sınıf arkadaşlarını gıcık eden, aşırı güvenli ve kimse beni geçemez tarzı veya tam tersi, başarılı olacağına inanmaz bir tutumu olan veya duygusal olarak çok gerilip, endişelenen ve stresten fiziksel olarak hasta olan öğrencilerin hiçbir halde avantajlı olmadıkları açıktır.

Öyleyse yapıcı düşünmenin özellikleri nelerdir? Kabaca söyleyecek olursak:

1. Problem çözmeye yönelik bir tutum sürdürme: Araştırmalar bir işi ne kadar iyi yaptıklarına ve diğer insanların onlar hakkında ne düşündüklerine odaklanan kişilerin, yapılacak işe odaklanan kişilerden daha aza başarılı olduklarını ortaya koymuştur. Önemli olan bir işi yapmada mevcut problemleri çözmeye yönelik düşünme ve çaba sarf etmedir, diğer insanları etkilemek, imaj korumak veya diğerlerinin sizin hakkınızda ne düşündüğüne dair endişelenmek değildir.

2. Esnek bir düşünme tarzına sahip olun: bir iş ne gerektiriyorsa ona öncelik verin. İşe göre isteklilik veya tedbirlilik veya planlılık gerekebilir. Kararlarınızda güvenli olun ve diğerlerinin onaylamamasından endişelenmeyin. Ayrıca geçmişte olan talihsizliklerin üzerine sürekli düşünüp, bugüne taşımayın ama analizini yapıp, oradaki hatanın bugüne yol gösterici bir tedbir olarak gelmesini sağlayın.

3. Birlikte olduğunuz insanlarla ilişkilerinize dikkat verin. Kimse suratsız, kaba ve anlayışsız birisiyle beraber çalışmak istemez.

APPENDIX 10: THE ENGLISH VERSION OF THE EXPLANATIONS AND EXAMPLES OF EI

The following extract has been taken from "*Working with Emotional Intelligence"* by Daniel Goleman. It is easy to notice its lively and attractive style. With his very popular book "Emotional Intelligence", Goleman introduced the concept of Emotional Intelligence and managed to get world wide publicity.

> *"It was Super Bowl Sunday, that sacrosanct day when most American men are to be found watching the biggest football game of the year. The flight from New York to Detroit was delayed two hours in departing, and the tension among passengers- almost entirely businessman- was palpable. As they finally arrived at Detroit, a mysterious glitch with the boarding ramp made the plane stop some one hundred feet from the gate. Frantic about arriving late, people on the plane leapt to their feet anyway.*
> *One of the flight attendants went to the intercom. How could she most effectively get all the passengers to comply with federal regulations requiring they all be seated before the plane could finish taxiing to the gate?*
> *She did not announce in a stern voice, "Federal regulations require that you be seated before we can move to the gate."*
> *Instead, she warbled in a singsong tone, suggestive of a playful warning to an adorable small child who has done something naughty but forgivable, "You're staaanding!"*
> *At that, everyone laughed and sat back down until the plane had finished taxiing to the gate. And given the circumstances, the passengers got off the plane in a surprisingly good mood.*
> *The flight attendant's adept intervention speaks to the great divide in human abilities that lies between the mind and heart, or more technically, between cognition and emotion. Some abilities are purely cognitive, like IQ or technical expertise. Other abilities integrate thought and feeling and fall within the domain of emotional intelligence, a term that highlights the crucial role of emotion in their performance." (Goleman, 1998b)*

This new approach gained success since people were sick of the idea of "success is related to IQ". In fact, studies in Western societies showed that some people with high IQ could not make it in their later lives. Thus, there were some factors rather than IQ. With this enthusiasm, a lot of seminars, meetings, publishing were done. This new area divided in two as popular side of EI and scientific side of EI.

Goleman represents popular EI and Mayer, Salovey, Caruso and Epstein represent scientific EI. The first three have developed a model; Epstein has developed a theory of EI.

First take a look at Mayer and the others' "ability model":

Read People: *Identifying Emotions.* Emotions contain data. They are signals to us about important events going on in our world, whether it's our internal world, social world, or the natural environment. We must accurately identify emotions in others and be able to convey and express emotions accurately to others in order to communicate effectively.

2. Get in the Mood: *Using Emotions.* How we feel influences how we think and what we think about. Emotions direct our attention to important events; they ready us for a certain action, and they help guide our thought processes as we solve problems.

3. Predict the Emotional Future: *Understanding Emotions.* Emotions are not random events. They have underlying causes; they change according to a set of rules, and they can be understood. Knowledge of emotions is reflected by our emotion vocabulary and our ability to conduct emotional what-if analyses.

4. Do It with Feeling: *Managing Emotions.* Because emotions contain information and influence thinking, we need to incorporate emotions intelligently into our reasoning, problem solving, judging, and behaving. This requires us to stay open to emotions, whether they are welcome or not, and to choose strategies that include the wisdom of our feelings (taken from Caruso & Salovey, 2004)

Epstein has defended hat humans are operated by two minds in his theory "Constructive Thinking": rational mind and experiential mind. The former works with logic, while the latter works with experiences. A person, meeting with a stranger in a dark and deserted place do not think mathematical possibility of an attack. Rather, he/she produces automatic thoughts based on experience such as "This situation is dangerous. I need precaution." According to Epstein, our emotions are formed by our thoughts which are either destructive or constructive. If we realize the existence of our destructive thoughts and related negative emotions, we gain coping skills which lead us to success.

Epstein has found that success at work depends on constructive thinking, while high grades depend on IQ in a study with part-time students. However, the students with low constructive thinking could not realize their mental potential. Thus, constructive thinking

has a heavy impact on performance and success. Of course, over-confident, haughty students and anxious, stressful students with no self-confidence have certain disadvantages.

So, what are the characteristics of constructive thinking?

1. Problem-oriented attitudes: studies show that focusing on what others think instead of the task lowers success. The important thing is to solve problem, not to impress others.

2. Flexible thinking: give priority to what a task needs. It might need to be enthusiastic, determined, or planned. Be confident about your decisions. Do not wait others' approval. Do not be hang up on a past failure, but learn your lesson and use it as a precaution.

3. Pay your attention to the relationships with the people you live, work, study with. No body likes rude, insensitive people.

CURRICULUM VITAE

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