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THE JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES

Editorial

Welcome to the new issue of ***The Journal of Language and Linguistic Studies.***

As the editor-in-chief, I once again would like to extend my personal gratitude to the members of both editorial and advisory boards without whose valuable help and support, it would become impossible to complete the issues so far.

In this issue, there are seven articles on language and linguistic studies. The first article written by *Aksu Ataç* is about foreign language teachers' attitude towards authentic assessment in language teaching. She tries to examine the ideas and opinions of English language instructors regarding the use of authentic assessment in foreign language teaching. In the second article entitled "Sexism in Language: Do Fiction Writers Assign Agentive and Patient Roles Equally to Male and Female Characters?", *Ochieng* argues that discrimination stems from speakers' minds; and hence performing gender neutral language alone does not confirm gender neutrality of the performer. The third article by *Solak* looks at needs analysis at Turkish Gendarmerie in Terms of English for Specific Purposes. The present study suggests that some steps need to be taken to improve the language proficiency of the gendarmerie personnel to meet the language requirements especially for joint missions. *Önem* offers a new model of instruction for anxiety and success in teaching grammar in ELT. The aim of the model is to decrease levels of anxiety while increasing success level in EFL contexts by presenting three basic components for study skills deficits, cognitive interference and information processing. *Kızıltan,* in the fifth article, presents some suggested teaching methods for Turkish proverbs and idioms through some semantically identical Italian proverbs and idioms in order to solve the comprehension problems of Italian learners of Turkish arisen from lack of grammatical, strategic, communicative and pragmatic competence. *Çelik, Arkın and Sabriler* attempt to enrich our understanding of language learners' self-initiated use of information and communication technologies (ICT) from language learning perspective. The last article written by *Kırkgöz and Ağçam* looks at the written assessment practices of young English language learners in Grades 4-5 in state Turkish primary schools with a focus on comparing the question types posed by the teachers prior to and following the 2005 curriculum innovation in English language teaching (ELT) in primary education in Turkey.

Finally, I am pleased to announce a 'call for papers' for Year 9 Issue 1 to be published in April 2013. Hope to hear from you.

Assoc. Prof. Dr. Arif SARIÇOBAN
Editor-in-chief

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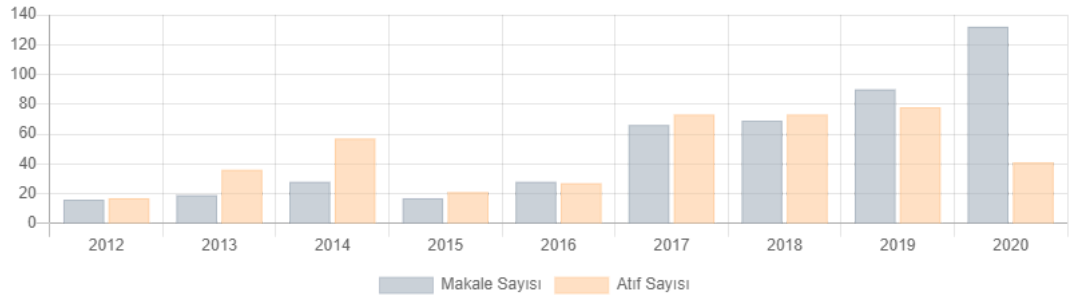
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A Model of Instruction for Anxiety and Success in ELT

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Abstract

Problem Statement: Much research has revealed that high levels of anxiety acts as an inhibitor in foreign language learning and leads to decrease in success level.

Purpose of Study: In this paper, a model of instruction for anxiety and success in teaching grammar in ELT is proposed. The aim of the model is to decrease levels of anxiety while increasing success level in EFL contexts by presenting three basic components for study skills deficits, cognitive interference and information processing, based on the assumptions of different and complementing anxiety models.

Method: Examples of activities for the components as well as suggestions for further research are presented in this paper.

Findings: The cognitive interferences and deficits in study skills combine and effect different stage of human information processing system such as input, processing and output.

Conclusion and Recommendations: Although limited amount of anxiety is useful, known as Yerkes-Dodson Law (Morgan, 2006), excessive level of anxiety inhibits learning and success. The relationship between anxiety and success has been studied in a great body of research and models to explain the relationship between anxiety and success, some of which complement each other, have been proposed.

Key Words: Anxiety, success, teaching grammar, an instruction model.

Introduction

Success is the criteria for learning but it can easily be affected by other factors and inhibitors such as socio-economic factors, education quality, individual factors, etc... Apart from all these inhibitors, one of the most common underlying factors to affect success directly is anxiety and there has been a wide body of research showing the negative effects of anxiety on learning (see Zeidner, 1998 for a review).

Although anxiety helps individuals to stay alive in situations appraised as threat in ancient times, in modern world, the definition of "threat" has gained a new and more social meaning. Tests and exams have become new sources of threats. For example, when an individual is asked to take a test, one of the first responses seen is anxiety. In fact, even if one knows the answers to a test by heart, the same responses are seen in case of an exam or a test, signaling how deeply survival and anxiety is wired in the brain. Though exams are not survival situations in the literal sense, they trigger the same survival mechanisms controlled by anxiety and the "deeply coded survival mechanisms" (Zeidner and Matthews, 2005) cannot only be turned off, but also make things worse. For instance although the somatic reactions such as dilated pupils or increased heart rate are the mechanisms to help the body to deal with the "threat", they do not help during tests or exams.

Referring to anxiety and test anxiety interchangeably, anxiety has found a strong place for itself especially in EFL contexts. For example in Turkey, where English is intensely taught with a special focus on grammar throughout the education system, learners still have problems in English grammar exams and they cannot achieve the level they are expected to. Even though there may be several reasons for such shortcomings in ELT, as mentioned above, the role of the relationship between anxiety and success cannot be underestimated.

Much research has proved that anxiety has a negative effect on learning (see Aydın, 2009 for a review). Since anxiety has a profound effect on learning and success, models to explain the relationship between test anxiety and success have been various. However, although these models are strong in their assumptions, when combined, these models present a better and clearer way why and how anxiety can affect learners and why does it act as an inhibitor in success in ELT. Therefore, among other models,

Cognitive Interference Model (Sarason, 1984), Study Skills Deficit Model by Culler and Holahan (1980) and Information Processing Model of Test Anxiety (Tobias, 1985) are the ones this paper focuses on since they can be thought to complement each other.

In this paper, first the anxiety models and their assumptions for the relationship between anxiety and success are summarized. Then, based on the combination and adaptation of the assumptions of the models mentioned above, a model of instruction for anxiety and success (hereafter MIAS) for ELT is presented. After that, three basic components of the model to affect both anxiety and success during teaching with some examples for MIAS are given. Implications of the model for future research are presented at the end of this paper.

Models for Anxiety and Success

Cognitive Interference Model

Anxiety is thought to have two components; worry and emotionality (Liebert and Morris, 1967). Worry refers to worrisome and self-related negative thoughts as well as negative expectancies while emotionality refers to bodily symptoms or reactions towards anxiety (Zeidner and Matthews, 2005). Cognitive interference can be resembled with looking at another car or something else on the other lane and being distracted while driving and having an accident in the end. According to the Cognitive Interference Model, during learning or testing situations, worry and emotionality interfere with the necessary cognitive processes related with the task at hand and lead to failure (Sarason, 1984). In other words, in an exam situation, an individual's negative self-centered thoughts as well as irrelevant environmental signs such as how fast other students are doing the exam or how fast one's heart beats interfere with the attention and this interference leads to failure in learning and exams (Lee, 1999; MacLeod, 1996; Richards et al., 2000; Sarason, 1984; Sarason et al., 1991, 1996; Spielberger and Vaag, 1995; Wine, 1971,1980; Zeidner and Matthews, 2005).

Study Skills Deficit Model

According to Study Skills Deficit Model, there are two basic reasons for high levels of anxiety and failure in exams. The first one is the weak study and exam skills. As it can be guessed, most successful learners employ a group of strategies consciously

or unconsciously (Oxford, 2002). Yet, students who do not take full advantage of the time spent in classes, do not take notes effectively or organize, elaborate or relate them to each other efficiently and have a tendency to procrastinate studying or exams usually face anxiety and failure (Carrier et al., 1984; Culler and Holahan, 1980; Covington, 1992,1998; Zeidner, 1991, 1998). The second reason is that although some students have good study skills, yet, they cannot utilize them in exams because of their high anxiety levels (Naveh-Benjamin et. al., 1981). It is plausible to state that anxiety can be both cause and effect and along with cognitive interference, lack of study skills may have another role resulting in anxiety, failure to learn and being unsuccessful.

Information Processing Model of Test Anxiety

As for the Information Processing Model of Test Anxiety, the cognitive interferences and deficits in study skills combine and effect different stages of human information processing system such as input, processing and output (Beck and Clark, 1997; Tobias, 1985, 1986). For example because of anxiety, individuals have a tendency to divert their attention towards anxiety provoking stimulus rather than the necessary information sources. Therefore, shadowing the required information leads to limited coding and processing. Another point related with anxiety is the handicaps in processing and output. According to Tobias (1985), as working memory has a limited capacity, using it to search for potential threats or anxiety provoking stimulus lead to misuse and waste of capacity and ending up inadequate capacity to work on the task at hand and producing an unsuccessful output. In other words, filling up the capacity of working memory with unrelated load because of anxiety can cause failure.

The Instruction Model

Learning depends on coding and connecting as well as making new connections and being successful depends on recalling the coded information efficiently. As mentioned in the anxiety literature, there is a negative relationship between anxiety and success in most cases of learning. The model of instruction for anxiety and success (MIAS) depends on the assumption that as a result of study skills deficits or worrisome, self-related negative thoughts as well as negative expectancies, anxiety leads to cognitive interference, which in turn leads to an overflow in the limited capacity of working memory and negative effects on learning as well as success in the end. For

example, a highly anxious learner can easily be distracted in an exam or a learning context by internal and external factors such as negative expectations from the exam or other learners' possible ideas about him/her. Another effect of anxiety can result in feeling insecure because of poor study habits or panicking and confusing everything during an exam. As a result, such cognitive interferences or deficits in study skills affect individuals' exam success by limiting the amount of cognitive capacity to be used for learning and being successful.

The model proposed in this paper focuses especially on teaching grammar and success evaluated by grammar tests. It aims to decrease learners' level of anxiety and increase level of success by proposing some components and activities for teaching based on the assumptions related with anxiety and success. The components proposed in the model are all interrelated and should be considered together as a whole although they can be grouped as separate components for study skills deficit, cognitive interference and information processing. The activities suggested in this paper are representative in terms of exemplifying the basic ideas of the components. However, as long as the basic ideas of the model and the components are reflected, such activities are only limited with the imagination and expertise of language teachers.

Components for study skills deficit

Raising awareness for differences in affective learning styles. As known, every learner has a different affective learner style. Although there are various types of learner styles, the most basic ones can be considered as visual, auditory or kinesthetic. By raising awareness of different styles, a learner can decide his/her dominant affective learning style and organize his/her studies accordingly. Therefore, learners should be informed about differences in affective learner styles, be helped to find out which one/ones would help them more. For instance, explaining the basics of the styles can help learners and then giving questionnaires to determine learning styles of students before the course can be helpful. Even leading students to Internet to check for such questionnaires and/or get some new study ideas can help learners to become more effective while learning a language. Explaining and giving examples about the learning styles are only limited with the expertise of the teacher. Yet, study skills for related affective learning styles by Frender (1990: 26) offer a concise list.

Teaching study strategies. After helping learners deciding about their learning style, teaching some general study strategies such as re-organizing, grouping, summarizing, guessing, detailing, elaborating etc. can be of great use. Activities including games to employ strategies which have just been taught can help learners to put some theory into practice. Even asking learners to talk about the strategies they use and asking them to combine with other strategies if possible is very helpful. This way, learners can adapt new strategies and overcome their anxiety in time. Such speaking activities can lead to another way to connect the affective learner styles with study strategies. For instance after speaking about the strategies such as grouping ideas by spider-graphs or highlighting important/new words and making summaries, forming a list of activities together with the class can connect learner styles and study strategies. Presenting a wider variety of strategies and elaborating on them to help learners to choose themselves is a good idea.

Teaching note taking strategies. Taking better notes leads to better coding and thus, learning and recalling as proposed by the depth of processing theory by Craik and Lockhart (1972). Therefore in order to code new information better, learners should also be taught some note taking strategies such as coming to class prepared, elaborating the relationship among subjects or paying attention to the points repeated. Showing some not taking strategies in action can also be helpful. For example first, teacher gives learners a reading text and asks them to focus on only the dates, subjects and verbs in sentences and write them on a separate piece of paper as they read. Later, students can be asked to summarize the text by their own words by looking at only the notes they have just created.

Components for cognitive interference

Desensitization for exams. Desensitization can be described as an individual's facing a stimulus of anxiety or fright in a safe and controlled environment to condition new behavior towards the stimulus (Morgan, 2006). So, in this way, desensitization can help learners to overcome their anxiety towards tests. There should be two different kinds of tests; tests for grading and tests for practice. Tests for grading refer to the "classic testing notion", which refers to testing only to grade or to see which learners pass or fail. Tests for practice should be considered similar to vaccines carrying weak

viruses for immunity. They are the tests given as a means of autonomy and preparation for the exam of grading while helping learners to overcome their anxiety for the presence of tests. However, they should be different from the "classical practice tests" given in the classrooms. First of all, like classical practice tests, their results should not be included in the grading and the answers should be given right after the test. Then the answers should be discussed by the whole class and students should be included in the evaluation of the results. For example they can be asked to grade their or their friends' papers without revealing the final score. When the whole evaluation process is finished, then they can return the papers to their friends with discretion. Being exposed to such tests and exams as much as possible can help learners overcome their anxiety while re-teaching them.

Promoting a positive attitude. As known, affective filter-the "mental barrier", may lead learners to leave out necessary information. Therefore, it is a better idea for teachers to promote a positive attitude towards the language, the class and learners' themselves. As the name suggests, English is a "foreign language" in many countries, which signals that it has a quite different system of meaning. As the language itself creates an obscurity, learners' ideas about the language's being difficult or easy may define their attitude towards the language. Therefore, before teaching a new grammar topic, encouraging learners and making them feel more comfortable by saying and repeating that the new topic is quite easy and is similar to one of the topics they have learnt can be helpful. Such encouragement can help creating a friendly and "safe" atmosphere. This way, learners can avoid negative thoughts and ideas from the beginning and can have a more positive attitude towards the language. Otherwise, if learners believe that the new topic is difficult, they can turn off the filter in the beginning without letting the teacher reach them.

Friendly classroom environment is very important in promoting a positive attitude. When students feel tense, anxious or bored, they get distracted or create a negative impression of the teaching/learning setting. Music can be very helpful to create such settings. There are several different ways to promote a positive attitude by using music in the class. For instance students can listen to their favorite music when they are working on exercises or reading without disturbing anyone. Or, the teacher can play some music in the background during exercises. The teacher can even let students to

make a playlist or ask some random students to make a choice. Another factor which may help to create a fun and friendly classroom environment can be achieved by using sound effects. For example the teacher can use sound effects when s/he asks questions and/or s/he gets an answer. Similarly, code switching is also a very easy and clever way to promote a positive attitude. Both the teacher changing dialects or accents during teaching or asking a learner to switch between different accents or dialects does not only make classes fun but also helps learners to or re-adjust their attention and/or stay focused.

For most teenagers as well as other learners, classes are social environments where nobody wants to be embarrassed or humiliated by making mistakes. However, being laughed at in a social environment is a huge inhibitor for learning since learning cannot be separated from making mistakes. Therefore, a special care should be given to error correction. Learners should be told quite frequently that errors are bound to happen and they are also signs of progress because they signal a struggle to use the new language and information. Parallel with this, error correction should be done by asking students instead of teacher's giving the answers. For example teacher can write incorrect sentences along with correct sentences and ask students to identify and correct the error.

As mentioned above, when learners have negative thoughts about themselves, they have a tendency to generalize them and disengage from the task at hand. Helping learners to build higher self-esteem and confidence is important. As part of promoting a positive attitude and self-esteem, watching films or documentaries can help. For example the movie, *What the bleep do we know!?* is an interesting example of this kind. Although that movie/documentary is about quantum physics, it also tells about how positive feelings and attitude can help personal development. Watching or assigning such a movie and making a discussion afterwards can be a good step to help learners to create better views of themselves and discarding negative views. Another activity can be asking students to prepare tests for following weeks to be administered to the class. By this way, learners can create a positive attitude for themselves and form a model for the class as well as creating a test to be used for desensitization as mentioned above. Asking students to a volunteer to re-teach the topics to the class after the teacher can also help learners to build a higher self-esteem. However, especially before

administering the test prepared by the student and during re-teaching, the teacher should give feedback and monitor to avoid mistakes which can make the student to feel humiliated.

Breath and relaxation exercises. Research show focusing attention on single stimuli like breathing or doing breathing exercises help individuals to overcome the fluctuations in emotions as well as bodily symptoms which appear during exams because of anxiety (Semple et. al., 2005). Therefore teaching some breathing and relaxation exercises can help learners to benefit from a positive effect on both anxiety and success. For example like the exercises mentioned by Semple et. al. (2005), students can be asked to close their eyes, inhale for two seconds through their nose, hold for two seconds, exhale through their nose again in two seconds, hold still for another two seconds and start again. They can be told that doing simple breath and relaxation exercises to re-focus their attention during exams or when they feel distracted can be of great help. They can be advised to think of activities in respect with their learner styles which can help them relaxed. For example auditory learners can listen to smooth jazz or pieces of easy listening while kinesthetic learners can prefer going for a short walk in the sun.

Components for information processing

Transfer of syntactical structures between native and target language. In EFL contexts where the language is only taught at formal institutions, teaching grammar maintains an important place. Although communicative language teaching offers considerable development in speaking and listening skills, in EFL contexts, it lacks the need for native language and grammar teaching. As mentioned above, the system of meaning is different in all languages. It is even believed that anxiety in foreign language learning has deeper roots in the "loss of meaning" (Lazarus, 1991). Therefore, it may be a good idea to use native language during teaching grammar. This does not mean using native language all the time but especially pointing out to the similarities between native and target language can contribute a lot to the understanding of the new grammar topic. For example, in order to point out to the similarities, teachers should pay attention to the linguistic features of the target and native language. For instance, Turkish suffix "-ler" is the counterpart of plural suffix"-s" in English. Like "-s" changes into "-es" or "-ies",

"-ler" changes into "-lar" depending on the pronunciation of the last syllable (e.g. ev-ler/araba-lar). Another example is simple past suffix "-ed", which is similar to "-dı" in Turkish. As both of these suffixes change according to the last syllabus, pointing to such similarities and helping learners to make positive transfers between languages can lead to better coding, less interference and better recalling clues.

Connecting new and old syntactic structures. Showing similarities and making positive transfers between target and native language may not always be possible or easy to point. While the previous component involved intra-relations between languages, this component involves inter-relations in the target language. As learning simply means making connections among what has been learnt and is being learnt, teachers should highlight similarities and connections in related topics. Taking advantage of the spiral design of most teaching English syllabuses, teachers should help learners to build a bridge between syntactic structures learnt before and structures newly introduced. For example during teaching past perfect continuous, when the parallelism between verb in present participle pointed, it may help learners to connect the "-ing" structure to a continuing action, meaning an action in progress in most cases. Similarly, as past participles generally refer to a finished action, this can also give a clue for learners about deducing the meaning by enabling learners to have stronger schemata and recalling clues.

Conclusion

Although limited amount of anxiety is useful, known as Yerkes-Dodson Law (Morgan, 2006), excessive level of anxiety inhibits learning and success. The relationship between anxiety and success has been studied in a great body of research and models to explain the relationship between anxiety and success, some of which complement each other, have been proposed. For example Sarason (1984) with Cognitive Interference Model focuses on the effects of negative thoughts on success and Culler and Holahan (1980) proposed Study Skills Deficit Model which focuses on the effects of poor study and exam skills as well as effects of anxiety on success (Naveh-Benjamin et. al., 1981). In addition to these models, Information Processing Model of Test Anxiety (Beck and Clark, 1997; Tobias, 1985, 1986) suggests some possible effects of anxiety on working memory leading to failure in exams. In fact, anxiety and

success is like a vicious circle; the more anxious one is the more failures s/he faces, leading to more anxiety and so on.

Especially in contexts of ELT, where English is taught as a foreign language, a special focus on teaching grammar and evaluating success with grammar tests are common. As a result, negative effects of anxiety are widely seen both during teaching, learning and test taking. MIAS proposed in this paper is a reflection of the models focusing on anxiety and success in ELT contexts like Turkey where the main focus is mostly on teaching grammar and success is decided by grammar tests. The components suggested in this paper can be the key factors to cope with anxiety as well as increasing success. Even though some activities related with the components are presented in this paper, as long as the components are kept in mind, new activities and strategies can be employed and are only limited with the imagination, expertise and needs of the teachers. With basic components, MIAS suggests some stepping stones to decrease anxiety and promote success in exams for teaching English.

MIAS has been designed for contexts of teaching English where English is taught only as a foreign language at schools, practice opportunities are rare and the focus is mostly on grammar, just like ELT in Turkey. However, although MIAS appears to be proposed for Turkey, it can be valid for other EFL contexts while teaching grammar. Also, some components can be adapted for teaching other language skills as well as tests. For example desensitization exercises can be changed into teaching reading or listening by exposing learners to a variety of tests. Therefore, in future research, teaching approaches based on reflections of MIAS can be developed, applied and tested to see the extent of the effects of MIAS. By this way, application and results of MIAS can reveal new data helping teachers share their experience, improve their teaching and help their learners.

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İngilizcenin Yabancı Dil Olarak Öğretiminde Kaygı ve Başarı için Bir Öğretim Modeli

Özet

Araştırma Konusu: Yapılan birçok araştırma yüksek sınav kaygısı seviyesinin yabancı dil öğreniminde bir engelleyici olarak etkinlik gösterdiğini ve başarı seviyesinde düşüşe neden olduğunu ortaya koymuştur.

Araştırmanın Amacı: Bu çalışmada yabancı dil olarak İngilizce öğretiminde dilbilgisi öğretimine yönelik kaygı ve başarı için bir öğretim modeli ortaya atılmaktadır.

Araştırma Yöntemi: Modelin amacı çalışma becerileri eksikliğine, bilişsel karışıma ve bilgi işlemeye yönelik üç bileşen sunarak yabancı dil olarak İngilizce öğretiminde kaygı seviyesinde düşüş ve başarı düzeyinde artış sağlamaktır.

Bulgular: Bu bileşenler farklı ve birbirlerini tamamlayıcı kaygı modelleri temel alınarak ortaya atılmıştır.

Sonuç ve Öneriler: Bileşenler için örnek etkinlikler ile ileriki araştırmalar için öneriler çalışmanın sonunda sunulmuştur.

Anahtar Kelimeler: Kaygı, Başarı, Dilbilgisi öğretimi, Bir öğretim modeli