

Student Teachers' and Teacher Educators' Views on Foreign Language Listening Anxiety¹

Öğretmen Adaylarının ve Öğretmen Eğitimcilerinin Yabancı Dilde Dinleme Endişesi Üzerine Görüşleri

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Abstract:

As listening influences other skills in language learning, there is always a need to analyze factors influencing and/or preventing success in listening. In this qualitative study, both student teachers' and teacher educators' views on foreign language listening anxiety were analyzed with semi-structured interviews. The analysis of the verbal data revealed a lot of similarities between the stated views of student teachers' and teacher educators' in terms of how they defined foreign language listening anxiety, the causes and effects of it and their ways of dealing with it. These similarities suggest that both student teachers and teacher educators know about the different dimensions of the problem, but this does not contribute to lowering the anxiety of the student teachers to a great extent. There is still a lot we can do to achieve lower levels of foreign language listening anxiety.

Keywords: Foreign language listening anxiety, extensive listening, student teachers, teacher educators, foreign language teacher education

Öz:

Dil öğrenmede dinleme becerisinin diğer beceriler üzerindeki yadsınamaz bir etkisi vardır ve bu sebeple dinleme becerisini etkileyen ve başarıyı engelleyen etmenleri incelemek gerekmektedir. Bu nitel çalışmada yarı yapılandırılmış görüşmeler yoluyla hem öğretmen adaylarının hem de öğretmen eğitimcilerinin yabancı dilde dinleme endişesi ile ilgili görüşleri incelenmiştir. Toplanan sözlü verinin analizi; öğretmen adaylarının ve öğretmen eğitimcilerinin yabancı dilde dinleme endişesi tanımı, bu endişenin sebepleri ve sonuçları ve de bununla baş etme yolları açısından benzer görüşler dile getirdiklerini ortaya koymuştur. Bu benzerlikler hem öğretmen adaylarının hem de öğretmen eğitimcilerinin problemin farklı boyutları ile ilgili bilgi sahibi olduklarını fakat bu bilginin öğretmen adaylarındaki endişe seviyesini indirmede çok etkili olmadığını göstermektedir. Daha düşük seviyelerde endişeyi sağlamak için yapılması gereken çok şey bulunmaktadır.

Anahtar Sözcükler: Yabancı dilde dinleme endişesi, yaygın dinleme, öğretmen adayları, öğretmen eğitimcileri, yabancı dil öğretmeni eğitimi

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Introduction

Listening comprehension plays an unarguably huge role in communication. Since listening comprehension is at the heart of language learning, the development of foreign language (FL) listening skills influences the development of other skills (Dunkel, 1991). In spite of the huge role that listening plays in communication and language learning, FL listening comprehension is “the least researched of all four language skills” (Vandergrift, 2007, p. 191). In order to provide an effective FL listening instruction, teachers and teacher educators must have a meticulous understanding of the different dimensions of listening skill. As we all know “[a] narrow focus on the right answer to comprehension questions (product) does little help students understand and control the process leading to comprehension” in listening (Vandergrift, 2007, p. 191).

Since the listening skill in FL learning is described as the most difficult language skill to be mastered (Hasan, 2000), students need different types of support while doing FL listening. Nation and Newton (2009) summarize these types of support as providing prior experience, providing guidance during listening and working in groups to support listening. The reasons for providing students with such support is to create a meaningful, interesting and stress-free environment for listening development, as the difficulty attached to the listening skill causes anxiety among some FL learners (Elkhafaifi, 2005). Also, the acts of looking at learning/teaching objectively and reflecting on experiences critically have certain benefits. Approaching listening skills and listening instruction with a reflective approach results in a better understanding of selves as learners or teachers and of how they develop themselves in their learning/teaching contexts (Yaylı, 2009; Zeichner & Liston, 1996).

Literature Review

The ubiquity of anxious learners in FL classes and potentially detrimental effects of anxiety on learners deserve a strong concern by teachers (Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1989; 1994). Language anxiety is described as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning” (MacIntyre & Gardner, 1994, p. 284). Teachers and students generally feel that anxiety is an obstacle to language learning. Therefore, some foreign language teaching methods like Community Language Learning and Suggestopedia provide ways to reduce learner anxiety in language classrooms (Kumaravadivelu, 2006; Richards & Rodgers, 2002; Rivers, 1981). According to MacIntyre and Gardner (1989), language anxiety develops if students experience negative emotions and attitudes in FL learning environments. When these negative experiences persist, students perform poorly, which causes a negative impact on students’ learning.

Horwitz *et al.* (1986) believe that a specific anxiety construct which they called FL anxiety is responsible for students’ uncomfortable experiences in FL classes and they developed an instrument, Foreign Language Classroom Anxiety Scale (FLCAS) to measure this anxiety. FL anxiety falls into three categories; communication apprehension, test anxiety, and fear of negative evaluation in their scale. As a result of their analysis they realized that significant foreign language anxiety is experienced by many

students. This implies that “anxious students are common in foreign language classrooms (at least in beginning classes on the university level” (p. 131). Two decades later, Kim (2005) designed another scale, Foreign Language Listening Anxiety Scale (FLLAS), to measure listening anxiety of foreign language learners. This scale is also a commonly used one and in some studies it accompanies FLCAS by Horwitz *et al.* (1986).

FLLA is “the most easily ignored because the goal of most classroom activities focuses on the speaking skill” (Vogely, 1998, p. 68) In spite of the importance attached to listening comprehension in communication, the studies on FLLA are scant and among the existing studies most are quantitative ones that employ questionnaires. In an early quantitative study, Elkhafaifi (2005), for instance, investigated the relationship between general FL learning anxiety and FLLA among 453 students enrolled in Arabic language programs in the US universities. With this purpose in mind, he developed a Foreign Language Listening Anxiety Scale (FLLAS) and used it together with FLCAS developed by Horwitz *et al.* (1986). The analysis of the quantitative data indicated that FL learning anxiety and listening anxiety were separate but related phenomena that both correlated negatively with achievement.

With a focus on the effects of test anxiety on listening test performance, Innami (2006) asked 79 Japanese first-year university students (50 males and 29 females) enrolled in three general English classes to do a test anxiety scale and a test influence inventory together with listening performance tests. The results indicated that among the three components of test anxiety (i.e., general test worry, test-irrelevant thinking, and emotion), none affected the listening test performance. Also, test anxiety was observed to work differently compared with communication apprehension and fear of negative evaluation. In another study, with 452 university level Japanese learners of English, Kimura (2008) investigated FLLA with a translated version of FLLAS and found that university major but not gender had a statistically significant effect on the level of emotionality, a dimension of FLLAS. In Turkish EFL context, Gönen (2009) focused on the relationship between FLLA and listening strategies in his study with 60 students at the intermediate English proficiency level as participants. Both quantitative and qualitative findings indicated a negative association between FLLA and strategy use.

While there are many quantitative and mixed method research studies that take FLLA as one of the main concerns, to the best of my knowledge, there is only one study with a qualitative/descriptive design on FL listening anxiety. Vogely (1998) examined the sources and solutions to FL listening anxiety with 140 participants registered for the first three semesters of university-level Spanish courses. The data were collected qualitatively through a questionnaire, while the descriptive analysis indicated several categories for both sources among which were nature of speech, level of difficulty, lack of visual support, lack of practice and etc., and for solutions among which were making input comprehensible, using strategies, linking listening with other skills, note-taking and etc. Furthermore, Vogely (1998) clearly put forward that one of the most ignored but still potentially one of the most debilitating type of anxiety was the anxiety accompanying listening comprehension.

Similarly, although listening in a foreign/second language is a crucial source of anxiety for learners (Elkhafaifi, 2005) that deserves attention by researchers, teachers and teacher educators, the studies which investigate teachers' or student teachers' views on FLLA are scant. In one of these few studies on anxiety and teachers' views, Ohata (2005) carried out in-depth interviews with seven experienced ESL/EFL teachers to trace their perspectives on student anxiety in L2 learning, and how they dealt with it in their teaching. He concluded that although teachers' efforts to sensitize themselves to students' anxiety might not produce the desired effect, these efforts could still "provide a basis for creating a comfortable, learning-conducive environment in the classroom" (p.152). In a further study, Bekleyen (2009) investigated the listening anxiety of a group of EFL student teachers (STs) who were preparing to teach English. She also collected the participants' perceptions of the causes and effects of FLLA along with their strategies for coping with anxiety. With that purpose in mind, she used the adapted versions of the two questionnaires (the FLCAS and the FLLAS), open-ended interviews and listening test scores. The results indicated that the participants had high FLLA levels, which mainly stemmed from their previous foreign language education and their failure to recognize the spoken form of some words.

Elkhafaifi's (2005) study, a cornerstone of FLLA studies, focused on FLLA, FLCA and student achievement; and thus, furthered our understanding of the relationship between FLLA and FL listening performance, but did not look into the perceptions of FL learners qualitatively. Vogely (1998), on the other hand, carried out a qualitative study with a questionnaire and the analysis was limited to 220 responses addressing both the sources of FLLA and 165 suggestions stated on the ways to alleviate it. The researcher, however, did not carry out interviews to investigate these stated causes and suggestions in a more detailed way. While Bekleyen's (2009) study was similar to the current study in terms of having a group of STs enrolled in an ELT program in a state university in Turkey, the researcher collected all her verbal data from STs without taking into account what teacher educators' (TEs) opinions are. The current study was conducted to address these gaps and investigate the views of both STs' and TEs' in a detailed way. That is, the present research intended to report on FLLA experienced (by STs) and observed (by TEs) in pre-service teacher education in the field of English language teaching (ELT). A group of STs and TEs participated in this study as the main purpose was two-fold: to collect and interpret both STs' and TEs' views on FLLA that is experienced in listening classes. With this purpose, in the semi-structures interviews I held with STs, I asked them to reflect on their FLLA. With TEs, my interview questions focused on their observations of their students' FL listening anxiety. In essence, the description of FLLA, causes and effects of it and ways of dealing with it formed the research questions and thus were focused in our semi-structured interviews. In sum, this qualitative study aimed to answer the following research questions:

1. How do the STs describe their FLLA?
2. How do the STs view the causes and effects of their FLLA?
3. What are their ways of dealing with FLLA?

4. How do the TEs describe their students' FLLA?
5. How do the TEs view the causes and effects of their students' FLLA?
6. What do the TEs advise their students to do to help them deal with their FLLA?

Research Methods

Participants

There were two groups of participants in this study: (a) 15 STs and (b) four TEs. The STs were among the first-year students studying in an ELT program in a state university in Turkey. High school graduates take the University Entrance Exam (UEE), which is highly competitive. Besides the Turkish language and social science components, this exam has an English language component with multiple-choice test items that mainly test reading comprehension, translation and grammar. Candidates' listening, speaking and writing skills are not tested at all. Since many English language teachers at high schools prepare their students for the UEE, they ignore students' communicative needs in a foreign language (Bekleyen, 2007). Therefore, many first-year STs enrolled in an ELT program have difficulty in listening and speaking classes.

In order to be a language teacher in Turkey, STs must have a university degree and the core institutions educating teacher candidates are four-year programs within faculties of education (Akyel, 2012). According to the latest ELT curriculum offered by the Council of Higher Education (YÖK -Yükseköğretim Kurulu, 2007) followed in teacher education institutes in Turkey, in their first year, STs take a three-hour listening class as a compulsory course along with some other courses such as oral communication skills, contextualized grammar, advanced reading and writing, Turkish language, computer science, effective communication and introduction to educational sciences. As a language instructor, I frequently observed anxious STs in my listening classes. This year, I have decided to interview the anxious ones and consulted the listening instructor for her opinion and consent. She also complained about how common anxiety was in her listening class and helped me with the design of my interview questions. The volunteering STs were chosen from the ones who were observed to be having in-class FLLA by the instructor. They were also the ones who complained of suffering from FLLA. 15 STs (11 females and four males) participated in interviews and shared their views with me in their free time after classes. In other words, convenient sampling was used. The STs' ages ranged from 18 to 36 and the average age was 20.6.

Since listening skills cause trouble for STs especially in their first year, I felt the need to ask the views and observations of instructors as well. With this purpose, I interviewed a group of my colleagues in the ELT program after I interviewed the STs. The TEs were either instructing or had instructed listening classes and I asked them to reflect their views on their students' FLLA (i.e., causes and effects of FLLA and their suggestions). One female (the one giving the listening classes this year-TE1) and three male instructors (TE2, TE3, and TE4) were interviewed at their convenience. Informed consent was obtained from the participants, and all interviews were audio-taped.

Data Collection and Instruments

This qualitative study employed two sets of interview questions (see Appendix A and B) that were asked to a group of STs and a group of TEs, respectively. The interview questions used in Bekleyen's study (2009) and the views of my colleagues helped me design the content of the interview questions. While the TEs preferred to have interviews in English, the STs were permitted to use their L1. The reason for this was that they might have difficulty expressing their real feelings and thoughts in English. Having interviewed the participating STs, I held my interviews with the four TEs. The semi-structured and face-to-face interviews took place in the fall semester of the 2014-2015 academic year. The interview data were used to provide further insights into the definition of FLLA, perceived causes and effects of anxiety about listening in English in class and ways of dealing with it.

Data Analysis

To ensure the validity of the interview questions, before the interviews, colleagues' views were consulted and some changes were made in the drafts. Later, the contradictions were negotiated. Data collection process was followed with transcription and translation. I translated the STs' answers into English. For the qualitative data analysis, a qualitative content analysis that "involves the counting of instances of words, phrases, or grammatical structures that fall into specific categories" (Dörnyei, 2007, p. 245) was carried out. For reliability, half of the content analysis (i.e., coding of the statements) was conducted by two experts including the researcher, and an agreement of 90% was reached.

Since there were 15 ST participants, data analysis took longer than the analysis of data gathered from four TEs. Although some of the participating STs were not so talkative about their FLLA, and although some of the statements uttered were very similar in nature, the data collected were enormous. Because of word count concerns, after I clearly specified the categories emerged from the statements made by the STs, I decided to present them in tables together with their frequencies. However, the TEs were observed to have a lot to say about their students and in some parts they shared different points from each other. Therefore, instead of presenting their statements in tables, I preferred to reflect some of their statements in the text with pseudonyms (i.e., TE1, TE2, TE3 and TE4).

Results and Discussion

Description of FLLA

To be able to answer the first research question, I asked the STs to define and describe the FLLA that they had in listening classes. After coding their statements as a part of qualitative content analysis, I summarized and presented the STs' main categories in tables. As reflected in Table 1, the results of the analysis shows that the STs most commonly defined FLLA as the increased level of stress, the fear of failure in listening comprehension (LC) and the loss of control/focus on the input. These are in line with the definition of anxiety in learning a foreign language as anxious FL lear-

ners “have difficulty concentrating, become forgetful, sweat and have palpitations” (Horwitz *et al.*, 1986, p. 126). As a related concept, FLLA emerges in situations that require LC. Increased stress and fears of LC failures as reflected by STs are highly reasonable definitions. In Vogely’s study (1998) on FLLA, also fear of failure in LC and nerves (i.e., feeling nervous) were among the stated sources.

Table 1. Stated Definitions of FLLA

No	Definition of FLLA	<i>f</i>
1	Increased level of stress	7
2	Fear of failure in listening comprehension	7
3	Loss of control/focus on the input	6
4	Inability to understand the whole while comprehending the parts	4
5	Exposure to different accents	3
6	Exposure to fast/unintelligible speech	2
7	Fear of missing the coming parts	2
8	Feeling that s/he is confusing words	1
9	Feeling unsure about whether to take notes of fully concentrate on listening	1

For the fourth research question, the TEs employed in an ELT program were also asked to define the FLLA that their students (STs) experience in listening classes. All the TEs emphasized that anxious learners in listening classes were common, and there was an increase each year mainly because of the STs’ previous education. In Turkey, similar to the students of other teacher education programs, English Language STs take the University Entrance Exam (UEE) which is highly competitive and which tests language teacher candidates’ reading skills and grammatical competence. Since listening, speaking and writing components are lacking in the UEE, FL teachers at high schools do not provide practice with these skills but prepare the students for test-taking. As a result, STs accepted to ELT programs are prone to suffer from anxiety in their first year as they are exposed to English in all classes and they are expected to do listening, speaking and writing tasks in their freshman year courses. The following are some of the statements TEs uttered to define the FLLA that their students had:

(R: How do you define the STs who have FLLA?) Well, they are *alarmed*. Especially the ones who did not receive prep year education are more anxious because they never had listening classes before this. They feel *tense*. They sit closer the speakers, shut their eyes and sometimes whisper. (R: Why?) I do not know. Maybe they are trying to fully concentrate or hiding that they cannot keep track. (TE1)

Anxious students stop in the middle of listening and complain that they could not catch it. They say *my balloon is empty*. (R: What do they mean with this exactly?) They are anxious because they could not carry out the task. What we do in class is not pleasure listening but task-based listening so when they cannot achieve the task, they fear they will not be able to do it, and they get anxious. (TE2)

When they do not understand the recorded speech, *they panic* and they lose interest because they cannot follow the conversation. I see them looking around. (R:

Distracted?) Yes *distracted* and behaving strangely. You can easily see that they do not understand. (TE3)

Anxiety to me is the situation when the student feels anxious about whether s/he is going to understand the teacher/the audio material or not. (R: What do you mean exactly?) I mean *their hesitations, misunderstandings or not understandings* form anxiety. But when they feel that the teacher will help them, they feel less anxious. (TE4)

As evident in the TEs' statements above, parallel to STs' statements, FLLA was equalled to stress, being alarmed and some certain fears (reflected in italics). Mostly the STs' hesitations, fears of failure in LC or in missing or misunderstanding some parts in the recorded material were seen as the bases of FLLA. As aptly emphasized by Vogely (1998), "[m]any students walk into a FL classroom feeling nervous and fearing failure or ostracism. This emotional state of mind might stem from a negative past experience or from the belief that they lack the prerequisites necessary to be a 'good' language learner" (p.72). This negative state of mind is true for most of the anxious STs who are willing to become English teachers since they do not receive any training in listening before the ELT program.

Causes of FLLA

For the second question of the interview (see Appendix A), I asked the participating STs to reflect on the causes of their FLLA. As evident in Table 2, the most frequently stated cause was their lack of practice in listening. The participating students in Vogely's study (1998), the learners in a university-level Spanish course, identified input (51%), process (30%), instructional factors (6%) and personal factors (13%) as the main causes of their FLLA. With input, they referred to fast speech, poor enunciation, different accents, difficult listening exercises and unfamiliar vocabulary. With process, they referred to the inappropriate strategies they used while listening, lack of enough time to process speech, their lack of chances to study LC or check their performance. With instructional factors, on the other hand, the participants "reported feeling anxious when little or no class time had been devoted specifically to LC practice, which left them 'feeling incompetent and unprepared'" (p.72). In line with these, the STs in this study complained that the time spent in listening classes was not enough to support their LC needs and they stated that they had not done any listening at all before starting the program.

Table 2. Stated Causes of FLLA

No	Causes of FLLA	<i>f</i>
1	Lack of enough practice in listening	10
2	Previous education	4
3	Lack of exposure to native speakers	4
4	Inability to recognize spoken form of words	3
5	Lack of confidence	2
6	Lack of a prep year education	2
7	Lack of a large vocabulary stock	2
8	Fear of failure in listening comprehension	2

In the third interview question (see Appendix B), I asked the TEs about the causes of their students' FLLA. For the TEs, the causes of FLLA that some of their students were suffering from were various. Some of the statements were as follows:

They are perplexed because they did not hear *native speakers* before but the audio material has native speakers' speech. (R: What does this cause?) Well, they are not used to hearing some of the *accents* as we know Australian accent is different from American accent. This causes anxiety, I guess. Another thing I think is their limited vocabulary. *Unknown words* are a mystery to them and this increases their anxiety. The speed of the material also matters. When they feel the *speech is fast*, they believe they will not catch it. And on top of everything, they feel they *have to understand every single word*. (R: This is another problem.) Absolutely. And I say it is not that important to miss some parts for instance the beginning. Do you listen to or comprehend every word you hear in Turkish? No you don't. You are anticipating but while listening in English, I guess they do not have enough background knowledge or training to anticipate. (TE1)

These students are *deaf and dumb* because of *their past education*. They do not study listening before the program. (R: What other causes of anxiety can you mention?) *Lack of background knowledge* is an obstacle. Maybe some *varieties of English* cause anxiety. The other problem is that there is a lot of *background noise* in the textbook materials in the market. They just want to create background noise but sometimes it exceeds or suppresses the speech. The level of students' English is another source, I mean *vocabulary limitation* and *structural limitation*. (TE2)

The sources are *poor input*, *poor ear training because of our education system*. They mostly come from state schools and they only listen to their teachers. Their only input is their teachers. ...So the main cause is poor listening education they get before they start the ELT program. From primary school to university, listening is the least focused skill. They are like *deaf people*, I can use this metaphor I think, and they learn how to improve their listening here. (TE3)

As I emphasized with italics, TEs' statements referred to similar issues raised by the STs, among which were previous education, lack of exposure to native speakers, inability to recognize spoken form of words and lack of a large vocabulary stock or of structural knowledge. Besides these, TEs used the metaphor *deaf and dumb* to put emphasis on their students' lack of practice in LC when they first started the program and to criticize the Turkish education system which was highly test-oriented. This

is in line with the results of Bekleyen’s study (2009) with similar participants in which 50% of all the STs identified their previous education as the main cause of their FLLA. In this study also, both TEs and STs emphasized lack of practice before starting the program and their previous education (mainly high school education) as causes for the FLLA which are highly co-related.

Effects of FLLA

Table3. Stated Effects of FLLA

No	Effects of FLLA	<i>f</i>
1	Reluctance/ low performance in listening	8
2	An increase in anxiety/stress	4
3	Inability to keep track	3
4	Reluctance to speak in class	2
5	Loss of concentration	2
6	Daydreaming	1
7	An increased confusion about the spoken form of words	1

It is a commonly held view that anxiety in FL learning negatively influences learners who in turn “exhibit avoidance behaviour” (Horwitz *et al.*, p. 126). As for the effects of FLLA, similarly, the STs complained that they sometimes preferred not to come to class. Their listening and speaking performance was badly influenced and they sometimes stopped concentrating all together as they did not find their performance and/or comprehension satisfactory. These results corroborate the results of the study by Bekleyen (2009) as the STs in her study also identified avoidance behaviour and physical symptoms as the main effects of FLLA.

When asked for the effects of FLLA on their students, the participating TEs referred to their students’ low performance in listening activities, daydreaming, and their losing concentration easily, and their low motivation not only for listening but also for speaking. These are some of the statements reflecting the TEs views on the effects of FLLA on students’ listening performances in class:

Some of them are easily *distracted*. I observe they *easily give up*. Some of them continue *daydreaming*. They catch some familiar words but when they are stuck on a couple of words they do not continue listening. This might be a hearing problem. (R: What do you mean?) I mean these are teenagers who listen to things through earphones all the time and obviously they do not do that kind of listening in class. (R: Hmm interesting. What other effects do you observe other than these?) Well, I guess it is also related to *motivation*. I do not know if it is a cause or an effect, it is like the chicken and egg problem. But I can say that if the motivation level is high, they do not suffer from anxiety a lot. If they feel confident they can accomplish the task, they are happier and motivated and more active in class. (TE1)

If they feel that they *cannot hear*, there might be problems. Sometimes they hear it but cannot give a meaning to it. *Task type* could be a problem. If they do not understand the task, they fail. (TE2)

They *panic* easily in the first days because they are not used to listening in English, they say they do not understand anything but as time passes they improve their listening in the program. I do not think our students have a problem understanding lectures after a certain time of practice. So in-class listening does not cause much anxiety but communication in real context may still cause anxiety and miscommunication. (TE3)

Listening anxiety affects their speaking mostly I guess. (R: How?) When they fear that they do not understand, they *hesitate to speak*. When they feel they are on track, they can speak freely. (TE4)

As relevant in the literature, listening anxiety causes avoidance behaviour (Horwitz, *et al.*, 1986; Vogely, 1998), which was also stated by most of the TEs. Another thing emphasized was that the more motivated the STs were or the more they comprehended the listening material and the task, the less FLLA they had. In sum, these observations of the effects of FLLA on learners were highly in parallel with the STs' statements. The STs also complained that their FLLA influenced their willingness to participate in activities, they felt more incapable to follow the task or the material, and they lost concentration easily, which increased their already existing FLLA.

Ways of dealing with FLLA

Table 4. Stated Ways of Dealing with FLLA

No	Dealing with FLLA	<i>f</i>
1	Watching films with subtitles	9
2	Listening to music	4
3	Listening to course material outside the class	4
4	Listening to online news channels	4
5	Listening to free audio books	2
6	Nothing	2
7	Reading things aloud	1
8	Reading to improve vocabulary	1

The last question I asked to the STs in our interviews (see Appendix A) was about how they dealt with their FLLA, and more than half of them stated that they watched films with subtitles. The commonly stated other ways were listening to songs by paying attention to lyrics, listening to the course material outside the class, listening to online news channels and listening to free audio books. These are in line with the statements by the participating FL learners in Vogely's study (1998) who mentioned using various input, creating out-of-class opportunities for listening and combining listening with other skills as some of their suggested ways for alleviating LC anxiety. In a similar way, the participating STs in Bekleyen's study (2009) identified practicing, asking for help, thinking positively and doing nothing as their ways of dealing with FLLA. Practicing covers all the ways of dealing with FLLA raised by the STs in this study except for doing nothing, which is also one of the common ways mentioned in the two studies.

In the last two questions of the interview (see Appendix B), I asked the TEs to reflect on the advice they give to STs to guide them to deal with their FLLA. Here are some of their statements:

First of all, I encourage them to *sit closer the speakers*. I also give online assignments from the book so they do listening outside the class on their own. Another advantage of this is that they *have some background information* about the listening of the day so it is a lot easier for them to do the activities in class. They do not feel left behind. I strongly advise them *not to use earphones*. Specifically they should listen in a crowded area, not alone. If they live with their family, I tell them to go to the living-room and listen to something while others are watching TV. When they have their earphones, it is a sterile kind of listening. (R: You mean listening in a safe environment?) Yes completely safe but what they need to do is the kind of listening they have to do in real life. Also, I advise them to *watch TV series* from some *websites*. (R: Can you mention some?) Dizist.com for instance and others. There are also *TV channels* like discovery or animal planet or national geographic. They need to *train their ears*. I also recommend VOA and BBC, they have different levels for English learners. LibriVox is another resource. It is a website dedicated for stories and novels in various languages but English mostly. (TE1)

I start with desuggestopedia. (R: What do you mean?) We start with a discussion about what difficulties they have in listening and what causes them to be anxious. We hold these *discussions in the mother tongue* and I suggest them some *strategies*. Anxiety is basically a problem of practice. The more you practice, the more you achieve and the less anxious you get. I advise them to do *extensive listening*. In the past, we used to copy the cassettes but nowadays it is a lot easier. I mean these students are lucky. When we were students, we did not have any listening material other than the textbook. They have *YouTube* and *Internet*. There are lots of websites. These create a lot of opportunities for them. I tell them to watch the same thing two or three times first with subtitles and then without subtitles. Then they can listen to the same thing two weeks later to check their comprehension again. (TE2)

I try to teach them some *strategies*. For example, I say *don't try to understand everything*, don't get stuck with individual sounds or words. Try to *get the general meaning* otherwise they will lose the main message. They can use *online dictionaries* to check how words are pronounced. Also, I ask them to listen to native speakers and imitate them because I believe they need native speaker input. (TE3)

Receptive skills require *practice* and I think they should listen to what they like. This can be *dialogues, movies, series, songs* and etc. They should start with subtitles and then try to imitate them. (TE4)

In terms of the advice the TEs provided the anxious learners with, there were both similarities and differences. In general, all of them advised extensive listening and gave tips about ways of doing so on their own. The TEs also stated that they did strategy training in their listening classes either by reminding them that they should do repeated listening, they did not need to understand every word or they needed to have some background knowledge to start listening. They gave some tips about web-based resources so that the STs would not be left behind. Not surprisingly, all these com-

monly stated pieces of advice given by TEs were in fact echoed by the STs who stated them as their ways of dealing with FLLA. Not using earphones to gain authentic listening experiences (TE1) or having discussions in Turkish in class to find out more about the sources of FLLA (TE2) were among the not commonly mentioned suggestions by TEs. In essence, “[a] discussion of how to study the language may be helpful, especially for freshmen and sophomores who may not have extensive language learning experience” (Elkhafaifi, 2005, p. 215).

To put it succinctly, corroborating the existing literature, both the STs and the TEs found practicing as the optimum way of dealing with FLLA. STs “who feel anxious generally try to improve their listening skills by spending a lot of time listening” (Bekleyen, 2009, p. 672). This also contributes to the commonly held view that the more learners practice, the less anxious they feel (Vogely, 1998). By its very nature, exposure to listening has positive effects in terms of alleviating FLLA. Regular engagement with listening practice both in and outside the class is consequential in terms of both improving LC skills and reducing stress level in listening.

Conclusion

The present study was based on the face-to-face semi-structured interviews with a group of both STs and TEs in an ELT program of a state university in Turkey. In the interviews, I asked the STs to reflect on their FLLA. In the interviews with TEs, I aimed to capture their observations of their students’ listening anxiety. In essence, the description of FLLA, causes and effects of it and ways of dealing with it formed the content of the semi-structured interviews. The qualitative content analysis of the verbal data was carried out to reveal a lot of similarities between the stated views of STs’ and TEs’ in terms of how they defined FLLA, the causes and effects of it and their ways of dealing with it. These similarities suggest that both STs and TEs know about the different dimensions of the problem but this does not contribute to lowering the FLLA of the STs to a great extent. This knowledge is essential but not enough on its own. I can conclude that there is still much to do to achieve lower levels of FLLA. For example, parallel to what TEs stated about the advice they gave in class, many STs stated watching films or TV channels and listening to songs as their ways of dealing with FLLA but we can never be sure that they actually perform these activities to combat their FLLA.

As mentioned earlier, more practice with real listening has huge impacts on both the progress of STs in listening and on the reduction of their anxiety levels. Especially, if extensive listening of STs cannot be guaranteed, we should design better intensive listening activities. Keeping in mind what Nation and Newton (2009) prefer, we should provide different types of support such as providing prior experience, providing guidance during listening and working in groups during FL listening activities. Also, listening activities with either participatory or non-participatory mode should be enriched with self-reporting or reflection activities so that STs can have the opportunity of sharing their anxiety with their teachers who then might have a better vision of their students’ emotions, attitudes and the reasons behind these. In other words, practice in class is fine but not enough on its own. It must be garnished with

encouragement and discussions to achieve sharing and reflection. As aptly put forward by Elkhafaifi (2005, p. 215) “[s]haring of common feelings of nervousness or frustration with the group may elicit creative ways to solve the problem for the whole class.” Creative ways and some solutions could be obtained as long as TEs are eager to learn more about their students’ anxieties and create ways of sharing and discussions.

In essence, reducing listening anxiety will be possible through sharing and reflecting (Hatton & Smith, 1995; Yaylı, 2009). If TEs can present awareness-raising attitudes toward their students, if they can create a positive atmosphere to encourage the STs to reflect on their anxieties, the benefits STs have will be versatile. By the same token, STs can take TEs as their models and experience learning to sensitize oneself to students’ anxiety issues before graduating. In sum, acting on how to deal with not only FLLA but all forms of anxiety in language classes requires both practice and encouragement in pre-service teacher education (Johnson, 2009). STs who frequently engage in extensive listening will improve their LC, and this will in turn help them alleviate their FLLA. Also, if STs can practice the ways of both reflecting and handling their anxiety in class, they will learn how to provide potentially better ways of solutions to their students in their future teaching careers.

There are certain limitations to this study. First, it is based on a small scale in terms of the number of the participants within a single institution. A larger sample might bring different results. Second, the scope focused on the description of FLLA, causes and effects of it and ways of dealing with it. With some other dimensions, FLLA could have been revealed in a more extensive way. Third, because of word count concerns, I could not reflect the actual statements of the STs but summarized the categories emerged from the analysis of their statements with the help of tables. Fourth, interviews with STs were carried out in Turkish and then translated into English by the researcher to gather more verbal data from the STs. This might have affected the validity of the instrument. Finally, data were collected with two sets of interview questions but triangulation of the data with other sources such as observations and document analysis would have contributed to internal validity.

The main focus of this study was the analysis of a group of STs’ and TEs’ stated views of the description of FLLA, causes and effects of it and ways of dealing with it. The study might be repeated to validate the present findings and reveal whether different study conditions or data gathering methods yield similar results. Another study, for instance, with STs and TEs from different EFL contexts might yield similar or different but still noteworthy results. It would also be useful to conduct a longitudinal study within a single institution to measure student achievement under fairly similar conditions, and determine its relationship to anxiety over time. Also, STs’ proficiency levels together with their anxiety levels in other skills such as speaking, writing and reading could be examined to be able to make comparisons among them.

Özet

Giriş

Dinlediğini anlama, iletişimde yadsınamaz bir büyüklükte rol oynar. Dinlediğini anlama dil öğrenmede merkezi bir role sahip olduğu için yabancı dilde dinleme bece-

risinin gelişimi diğer dil becerilerinin gelişimini etkilemektedir (Dunkel, 1991). İletişimde ve dil öğrenmede oynadığı büyük role rağmen, yabancı dilde dinleme “dört becerinin arasında en az araştırılmıştır” (Vandergrift, 2007, s. 191). Yabancı dilde etkili bir dinleme eğitimi sunmak için öğretmenlerin ve öğretmen eğitimcilerinin, dinleme becerisinin değişik boyutları ile ilgili bilgi sahibi olmaları gerekir. Herkesin bildiği üzere “sadece dar bir şekilde dinlediğini anlama sorusuna yani ürüne odaklanmak, öğrencileri anlamaya yönlendiren süreci anlamalarına ve kontrol etmelerine çok az katkı sağlar.” (Vandergrift, 2007, s. 191).

Yabancı dil eğitiminde dinleme becerisi, kazanılması en zor beceri olarak görüldüğü için (Hasan, 2000) öğrencilerin dinleme yaparken çeşitli desteklere ihtiyacı vardır. Nation ve Newton (2009) verilebilecek destekleri ön deneyimler sağlama, dinleme esnasında rehberlik yapma ve dinlemeyi desteklemek için gruplar halinde çalışma olarak sıralamışlardır. Bu tip destekler sağlamanın amacı; anlamlı, ilginç ve kaygıdan uzak ortamlar yaratarak dinlemenin gelişmesini sağlamaktır. Bu sayede dinleme becerisinin zorluğunun yabancı dil öğrencilerinde yoğun bir endişeye sebep olmasının (Elkhafafi, 2005) önüne geçmek de amaçlanmaktadır. Ayrıca, yansıtıcı yaklaşımlar da hem öğrencilerin hem öğretmen eğitimcilerinin dinleme becerisi derslerinde kendilerini daha iyi tanımalarına ve geliştirmelerine olanak sağlamaktadır (Yaylı, 2009; Zeichner & Liston, 1996)

Yabancı dil sınıflarındaki endişeli öğrencilerin çokluğu ve bu endişelerin öğrencilerin üzerindeki olumsuz etkileri öğretmenler tarafından öğrencilere yakın ilgi göstermeyi gerektirmektedir (Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1989; 1994). Yabancı dil endişesi “konuşma, dinleme ve öğrenmeyi içeren ve özellikle ikinci dil bağlamları ile özdeşleşen gerginlik ve korku duygusu” (MacIntyre & Gardner, 1994, s. 284) olarak tanımlanır. Öğretmen ve öğrencilerin yaygın bakışı endişenin dil öğrenmeyi engellediği yönündedir. Bu sebeple Danışmanlı Dil Öğretim Yöntemi ve Telkin Yöntemi gibi yabancı dildeki öğretim yöntemleri öğrencilerin yabancı dil sınıflarında duydukları endişeyi azaltmayı hedeflemiştir (Kumaravadivelu, 2006; Richards & Rodgers, 2002; Rivers, 1981). MacIntyre ve Gardner’a göre (1989) yabancı dil endişesi, öğrencilerin yabancı dil öğrenme ortamlarında olumsuz duygu ve davranışlar deneyimlemesiyle gelişir. Bu olumsuz duygular tekrar ettiğinde öğrencinin performansını düşürür ve sonuçta öğrencinin öğrenmesi bu durumdan olumsuz yönde etkilenir.

Horwitz ve diğerlerine göre (1986) yabancı dil endişesi denen belli bir endişe türü öğrencilerin olumsuz deneyimler yaşamasına sebep olur. Bu araştırmacılar yabancı dil sınıflarında ortaya çıkan endişeyi ölçebilmek için Yabancı Dil Öğrenme Endişesi Ölçeğini (YDÖEÖ) geliştirmişlerdir. Bu ölçek 3 alt boyuttan oluşur: (1) iletişim korkusu, (2) test endişesi ve (3) olumsuz değerlendirilme korkusu. Yaptıkları çalışma endişeli öğrencilerin çok yaygın olduğunu, “özellikle üniversite eğitiminin ilk yıllarındaki yabancı dil sınıflarında endişeli öğrencilerin yaygın olduğunu” göstermiştir (s. 131). Uzun süre sonra Kim (2005) Yabancı Dilde Dinleme Endişesi Ölçeğini (YD-DEÖ) geliştirmiş ve bu defa dinleme becerisinin ölçülmesini hedeflemiştir. Bu ölçek dinleme endişesi ile ilgilenen araştırmacılar tarafından çok sık kullanılmış ve birçok

çalışmada Horwitz ve diğerlerinin (1986) geliştirdiği öğrenme ölçeği bu ölçeğe eşlik etmiştir.

Dinlemenin öğrenmedeki önemine rağmen dinleme endişesi üzerine yapılan çalışmalar çok azdır ve var olan çalışmaların çoğu ölçeklere dayanan nicel çalışmalardır. Böyle bir nicel çalışmada örneğin Elkhafai (2005) Amerika Birleşik Devletleri'nde bir Arapça Dil Programı'nda kayıtlı 453 öğrencinin Yabancı Dil Öğrenme Endişesi (YDÖE) ile Yabancı Dilde Dinleme Endişesi'ni (YDDE) karşılaştırmıştır. Bu amaçla önce bir YDDEÖ geliştirmiş ve bunu Horwitz ve diğerlerinin (1986) geliştirdiği YDÖEÖ ile beraber kullanmıştır. Nicel bulguların analizi bu iki endişenin ayrı fakat birbiriyle ilişkili endişeler olduğunu ve ikisinin de akademik başarı ile ters orantılı olduğunu ortaya koymuştur.

Test endişesinin dinleme test performansına etkisini bulmak amacıyla Innami (2006) İngilizce öğrenen 79 Japon birinci sınıf üniversite öğrencisine bir test endişesi ölçeği, test etkisi ölçeği ve dinleme performansı testi vermiştir. Sonuçlara göre alt boyutların hiçbiri (yani genel test endişesi, testten bağımsız düşünme ve duygu) dinleme test performansını etkilememektedir. Ayrıca test endişesinin iletişim korkusu ve olumsuz değerlendirilme korkusundan farklı çalıştığı gözlenmiştir. Diğer bir çalışmada 452 İngilizce öğrenen Japon öğrencinin katılımı ile Kimura (2008) bir YDDEÖ kullanmış ve cinsiyetin değil ama üniversitede okunan branşın, bir alt boyut olan hassaslığı etkilediği bulgusuna ulaşmıştır. Türkiye'deki İngilizce eğitimi bağlamında ise Gönen (2009) YDDE ile dinleme taktiklerinin ilişkisi üzerine bir çalışma yürütmüştür. Orta düzey İngilizce bilen 60 öğrencinin katıldığı ve hem nitel hem nicel boyutu olan çalışma, YDDE ile dinleme taktiği kullanımı arasında olumsuz bir ilişkiye işaret etmektedir.

Dinleme endişesi ile ilgili nicel veya karma desenli çalışmaların sıklığına rağmen nitel çalışma yok denecek kadar azdır. Örneğin, sadece nitel olarak yürütülmüş nadir çalışmaların birinde Vogely (1998) YDDE'nin sebeplerini ve çözüm önerilerini araştırmıştır. İspanyolca kursuna devam eden 140 öğrenciden soru sorma yoluyla görüşler toplamıştır. Edinilen verilerin analizinden YDDE'nin sebepleri açısından konuşmanın doğası, zorluk seviyesi, görsel desteğin yokluğu ve deneyim eksikliği gibi sonuçlar elde edilmiştir. Önerilen çözüm önerileri ise dinleme metnini anlaşılabilir kılma, taktik kullanımı, dinlemeyi diğer becerilerle birleştirme ve not alma olarak sıralanabilir. Bu bulguların yanı sıra Vogely (1998) en çok ihmal edilen fakat aynı zamanda öğrenciyi en çok zorlayan endişe türünün dinleme endişesi olduğunu vurgulamıştır.

Nitel çalışmalarının azlığının yanı sıra öğretmen ve/veya öğretmen adaylarının dinleme endişesi ile ilgili görüşlerinin alındığı çalışmalar da çok azdır. Deneyimli yedi İngilizce öğretmeni ile yaptığı yoğun görüşmelerle Ohata (2005) öğrencilerin yabancı dildeki endişeleri ve bunlarla başa çıkma yollarıyla ilgili bilgi toplamıştır. Bu konuda çaba gösteren öğretmenlerin öğrenciler için rahat ve öğrenmeye elverişli ortam yaratmada başarılı olduğunu vurgulamıştır. Görüşlere başvurulmuş bir başka çalışmada ise Bekleyen (2009) tarafından gerçekleştirilmiş ve Bekleyen bir grup İngilizce öğretmen adayının (ÖA) YDDE'sini hem nitel (görüşmeler yardımıyla) hem nicel (2 ölçek yardımıyla) yollarla veri toplayarak ve dinleme test notlarını da dikkate alarak incelemiştir.

tir. Sonuçlar dinleme endişesinin özellikle öğretmen adaylarının geçmiş eğitimlerinin yetersiz olmasından ve kelimelerin okunuşlarını tanımamalarından kaynaklandığını göstermektedir.

Elkhafaifi'nin çalışması (2005) dinleme endişesi alanında bir köşe taşıdır ve YDDE ile YDÖE arasındaki ilişkiyi anlamamıza katkısı büyüktür fakat yabancı dil öğrencilerinin görüşlerine nitel yolla ulaşılmamıştır. Vogely (1998) nitel çalışmasını açık uçlu bir sormaca ile şekillendirmiş fakat YDDE'nin sebepleri ve çözüm önerilerine yönelik görüşmeler yoluyla veri toplamayı seçmemiştir. Eldeki çalışmaya benzer şekilde, Bekleyen (2009) bir devlet üniversitesinde İngiliz Dili Eğitimi programında kayıtlı bir grup öğretmen adayının görüşlerine yer vermiş fakat öğretmen eğitimcilerinin görüşleri alınmamıştır. Bu boşlukları kapatmak ve hem öğretmen adaylarının (ÖA) hem de öğretmen eğitimcilerinin (ÖE) dinleme endişesi ile ilgili görüşlerini almak amacıyla bu çalışma şekillendirilmiştir. Bu amaçla, ÖA ile yapılan yarı-yapılandırılmış ve yüz yüze görüşmelerde yaşadıkları YDDE ile ilgili, ÖE ile yapılan görüşmelerde ise öğrencilerinin yaşadığı YDDE ile ilgili paylaşımlarda bulunmaları istenmiştir. Özetle, YDDE'nin tanımı, sebepleri, etkileri ve bununla baş etme yolları araştırma sorularının ve görüşme sorularının temelini oluşturmaktadır.

Yöntem

Bu çalışmada iki grup katılımcı vardır: (1) 15 ÖA ve (2) dört ÖE. ÖA üniversite sınavının dil bölümü kısmında sadece okuma ve dil bilgisi becerisi ölçen bir dil sınavı ile bölümlere kabul edildikleri için bu öğrencilerin dinleme, yazma ve konuşma becerileri ilk sene zayıf olmaktadır. ÖA İngilizce öğretmeni olabilmek için eğitim fakültelerinde dört yıllık eğitim alırlar (Akyel, 2012) ve bölümlerde YÖK (2007) tarafından en son şekli verilmiş olan müfredat takip edilmektedir. Bu müfredata göre ÖA İngiliz Dili Eğitimi programı birinci senesinde dinleme, konuşma, yazma ve bağlamsal dil bilgisi gibi dersler almaktadırlar. Bu programda yıllarca görev almış bir öğretmen eğitimcisi olarak dinleme derslerinde sıklıkla endişeli öğrencileri gözlemledim. Bu seneki dinleme dersini veren meslektaşım da benzer gözlemlerinden bahsetti. Görüşme sorularını birlikte oluşturduk ve 15 ÖA, dinleme endişesinden yakınan ve görüşmeye katılmaya gönüllü öğrenciler arasından seçildi. Ayrıca programda çalışan dört meslektaşım da benimle öğrencilerinin dinleme endişesi ile ilgili paylaşımında bulunmayı kabul etti. ÖA ile Türkçe yaptığım görüşmeleri daha sonra İngilizceye çevirdim ve bütün görüşmeleri sesli kayda aldım. Nitel veri analizi içerik analizine dayanıyor; yani belli sınıflar oluşturuldu ve bu sınıflara ait cümleler gruplandırıldı (Dörnyei, 2007). Görüşme sorularının geçerliğini artırmak için meslektaşarımdan fikir alarak sorulara son şeklini verdim ve güvenilirlik için içerik analizinin yarısını bir meslektaşımın da yapmasını istedim ve bu konuda % 90 anlaşmaya vardık. Ayrıca ÖA'nın görüşleri tablolar halinde sunulurken ÖE'nin görüşlerinin bir kısmı doğrudan alıntılar yoluyla paylaşıldı.

Bulgular ve Tartışma

YDDE'nin Tanımı

Öncelikle ÖA'dan yaşadıkları YDDE'yi betimlemeleri istenmiştir. Yanıtlar özetle yüksek seviyede stres, dinlediğini anlamada başarısızlık korkusu ve odaklanma kaybı olarak özetlenebilir. Bu tanımlar alandaki YDDE tanımlarına paraleldir (Horwitz, et al., 1986; Vogely, 1998). Aynı soruyu ÖE'ye sorduğumda ise ÖE, bu tip öğrencilerin yaygın olduğunu, giderek arttığını ve Türkiye'deki üniversite giriş sınavının buna zemin hazırladığını belirttiler. YDDE'yi gergin, dinleme görevlerini yerine getiremeyen, kararsızlık ve yanlış anlamalar yaşayan, çok çabuk panikleyen ve ilgisini kaybeden öğrencilerde gördüklerini anlattılar. Bu tanımlar ÖA'nın yaptığı tanımlara benzer niteliktedir ve alanyazında da sıklıkla belirtildiği üzere YDDE stres, panik hali ve korkular yaşama ile özdeşleşmiştir.

YDDE'nin Sebepleri

Vogely'nin (1998) çalışmasında öğrenciler YDDE'nin sebepleri olarak girdiyi (% 51), süreci (% 30), öğretme faktörlerini (% 6) ve kişisel faktörleri (% 13) saymışlardır. Bu çalışmaya katılan ÖA'ya yaşadıkları YDDE'nin sebeplerini sorduğumda ise esas olarak dinleme dersinin süresinin yetersiz olduğundan ve bu programa başlamadan önce hiç dinleme dersi almamış olduklarından bahsettiler. Bekleyen'in (2009) çalışmasında da ÖA'lar yaşadıkları YDDE'nin en önemli sebebi olarak geçmiş eğitimlerini göstermişlerdir. Benzer bir biçimde, ÖE'ler de öğrencilerinin geçmiş eğitiminin yetersizliğini, İngilizceyi anadili olarak konuşanlarla iletişim kurulamamasını, kelimeleri tanıyamamalarını ve kelime-yapı bilgisi eksikliğini önemli sebepler olarak sıralamışlardır. ÖA'ları sağır ve dilsiz olarak tanımlamaları sıklıkla gözlenmiştir.

YDDE'nin Etkileri

Alanyazında en yaygın görüş yabancı dil sınıflarında yaşanan her türlü endişenin öğrenmeyi olumsuz etkilemesi ve bunun da kaçınma davranışı ile sonuçlanmasıdır (Horwitz ve diğerleri, 1986). Katılan ÖA'lar da derse bazen gelmek istemediklerini, dinleme ve konuşma performanslarının olumsuz etkilendiğini ve bazen tamamen konsantrasyonlarını kaybettiklerini vurguladılar. Bekleyen'in (2009) çalışmasına katılan ÖA'lar da kaçınma davranışını ve fiziksel semptomları esas etkiler olarak sıralamıştır. Bu çalışmaya katılan ÖE'ler ise öğrencilerinin dinleme etkinliklerinde düşük performansını, hayallere dalmalarını, kolaylıkla konsantrasyon kaybı yaşamalarını ve sadece dinleme için değil konuşma için de isteksiz olmalarını YDDE'nin sonuçları olarak vurgulamıştır.

YDDE ile Baş Etme Yolları

ÖA'ya YDDE ile nasıl baş ettiklerini sorduğumda ise bol bol altyazısız film izlediklerini, sözlerine dikkat ederek şarkı dinlediklerini, ders materyalini ders dışında da dinlediklerini, internetten haber kanallarını takip ettiklerini ve sesli kitap dinlediklerini söylediler. Vogely'nin (1998) çalışmasındaki katılımcılar da dinleme için ders dışı imkânlar yarattıklarından ve dinlemeyi diğer becerilerle birleştirerek çözüm üretmeye çalıştıklarından bahsetmişlerdir. Benzer şekilde, Bekleyen (2009) de çalışmasına

katılan ÖA'lar pratik yapma, yardım isteme ve pozitif düşünme şeklinde YDDE ile baş ettiğini belirtmektedir. ÖE'lere öğrencilerine YDDE ile baş etme yolları hakkında neler tavsiye ettiklerini sorduğumda ise yaygın dinleme yapmalarını tavsiye ettiklerini, ÖA'ların web tabanlı kaynaklara erişmeleri gerektiğini vurguladıklarını ve bu kaynakları nasıl verimli kullanacakları hakkında derste konuştuklarını söylediler. Dinlemede tekrarın önemi, dinlerken her şeyi anlamaları gerektiği ve geçmiş bilgisi sahibi olma gerektiği gibi dinleme taktiklerine de vurgu yaptıklarını belirttiler. Kısaca, hem alanyazında hem katılımcılar tarafından vurgulanan önde gelen baş etme yolunun sık sık pratik yapmak ve böylece dinleme becerisini geliştirmek olduğu söylenebilir.

Sonuç

Bu çalışmada yarı yapılandırılmış yüz yüze görüşme yoluyla İngiliz Dili Eğitimi alanında bulunan bir grup ÖA'dan ve ÖE'den YDDE ile ilgili görüşleri toplanmıştır. YDDE'nin tanımı, sebepleri, etkileri ve bununla baş etme yolları hem araştırma hem görüşme sorularının temelini oluşturmuştur. ÖA'ların ve ÖE'lerin görüşleri arasında büyük benzerlikler gözlenmiştir. YDDE'nin değişik boyutları ile ilgili bilgi sahibi olmanın, endişe yaşayan öğrencilerin endişe seviyelerini düşürmede fazla katkı sağlamadığı açıktır. Bu bilgiler elbette önemlidir fakat tek başına yeterli değildir. ÖA'ların YDDE seviyelerini azaltmak için yapılması gereken birçok şey vardır. Sınıf içinde dinleme yaparken çeşitli desteklerin sunulması (Nation & Newton, 2009), ders esnasında yaşanan dinleme endişelerinin paylaşılması (Elkhafaifi, 2005), pozitif bir ortamda yansıtma yapılarak endişelerle ilgili farkındalık yaratma (Hatton & Smith, 1995) ve ÖA'ların eğitimleri boyunca cesaretlendirilerek daha fazla pratik yapmalarının önünün açılması (Johnson, 2009) bunlardan en önemlileri olarak sıralanabilir.

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Appendix A

Interview Questions asked to the Student Teachers:

1. Could you describe the anxiety you have while doing in-class listening?
2. What are the causes of your nervousness or anxiety in listening classes?
3. How do you think your anxiety affects your listening in English?
4. How do you deal with this feeling?

Appendix B

Interview Questions asked to the Teacher Educators:

1. In listening classes, do you observe students suffering from listening anxiety?
2. Can you describe their listening anxiety?
3. What do you think are the sources of their listening anxiety?
4. How do you think this affects their performance in class?
5. What do you do to improve their confidence?
6. What do you advise them to do to help them deal with their FLLA?