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**The Effects of Affective Factors on the Mastery of Prep Students  
Studying English at Boğaziçi University**

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**ABSTRACT**

Theories about how individual variables may result in success in foreign language learning have been a matter for debate for decades. Some learners are more successful than others although they study English in the same learning setting as they bring a variety of personality attributes to language learning. This study aims to explore what effect personality traits can have on learners' language achievement at the university level and to what extent emotional factors can contribute to student success. A questionnaire in which 34 preparatory students at pre-intermediate level at Bogazici University participated was conducted with a view to determining which factors can influence their learning positively or negatively. In the light of the findings discovered, feeling good about learning called positive affect can enhance and contribute to the mastery of foreign language learning while negative affect will be a psychological barrier to success. To increase learners' willingness to communicate in a foreign language, instructors should consider affective variables carefully.

**Key Words:** Affect, willingness, personality traits, language achievement, barrier.

## **1. Introduction**

It is a key principle in humanistic approach that teaching should focus on both thinking and feeling. Therefore, the learner's affective side related to feeling and cognitive side related to thinking need to be explored to produce better learning outcomes. Both of them are estimated to have a pivotal impact on how learners learn a foreign language, how fast they learn and how successful they are.

Personality variables can have a powerful effect on foreign language learning in tertiary education. Therefore, this article aims at exploring the learner's positive and negative affect involving emotions and feelings. Such affective factors as motivation, attitude, self-confidence, belief, anxiety, risk-taking, willingness and inhibition are all assumed to positively or negatively influence foreign language learning. This is highly supported by Long and Larsen-Freeman (1991): "Personality is thought to be a significant factor in language learning." When affective variables are carefully considered, better learning outcomes might be produced as a result of the learning process.

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### 1.1 Motivation

Brown (1994) defines affect as the "emotional side of human behaviour". Therefore, student achievement can be influenced directly or indirectly by a variety of emotional factors. To start with, motivation is usually viewed as a major individual difference because student motivation is a long and challenging process to sustain. Gardner (2003: 4) defines second language motivation as "a combination of the learner's effort, willingness, attitude and desire to achieve the goal of learning a foreign language." Without a high level of motivation Dörnyei finds it almost impossible to achieve a language goal. He claims "The smartest learners cannot succeed in learning unless their motivation is high" (1998: 117). Gardner agrees on the role of motivation in language learning. "Motivation can predict successful language learning" (Gardner, 2003). People have many different motives for studying a foreign language. Some instrumentally motivated students want to learn a foreign language to meet a university language requirement as they have an instrumental motive to learn it. However, integratively motivated learners wish to learn English through a desire to learn about a culture, its language and people to be able to integrate more within the target language society. Another difference which can be drawn is between intrinsic and extrinsic motivation. Intrinsic motivation is something personally rewarding. For instance, some people prefer to learn English because they find it enjoyable. Yet, extrinsic motivation arises outside of the individual like people who aim to acquire a language skill. Additionally, a recent approach to motivation is called "possible selves" which has been developed by Dörnyei (2009). A possible self, which is seen as an imagined view of the person they would like to become, can motivate learners to master English.

### 1.2. Attitude

Attitude towards foreign language learning (FLL) is defined by Crystal (1992: p. 215) as "the feelings which learners hold about English" while Chambers (1999: 27) regards attitude in FLL as "the set of values which a pupil brings to the FLL experiences". Attitude can be seen as the way how learners perceive, view and react to language learning. Learners' view of overall factors can play a major role in their success. Learners might have positive or negative attitudes towards language learning, language, culture and the context. These attitudes are significant in determining their ultimate goals. Attitude toward success which is called need achievement is the degree to which a learner does his best to fulfil goals in life. While high achievers try to do well at learning languages, low achievers usually have a negative attitude toward learning. Attitude towards the teacher will also influence student learning because the teacher can be an important motivator or de-motivator. The teacher plays a very important part in student achievement as he or she is in the centre of language learning. Whereas high achievers usually tend to acquire positive attitudes towards both language learning and the target language community, relatively low achievers may have negative attitudes. A good example of this is their unwillingness to communicate in English.

### 1.3 Belief

Learners' beliefs are a major kind of individual learner difference. Learner belief systems are described as ideas, perceptions and opinions learners have concerning different aspects of language, language learning and language teaching that can affect their attitudes and motivations in learning and have an effect on their learning strategies and learning outcomes (Richards, 2014). Beliefs can either hinder or enhance the learning process or clash with the teacher's beliefs or the culture of a particular classroom.

Foreign language learners bring their own beliefs about language and language learning to class. These beliefs based on previous learning experiences and assumptions can show what expectations the learners have and what actions in their language learning they will take. They have some presumptions about what language learning is and how a second language should be learned (Horwitz, 1988). Horwitz investigated the language learning beliefs of American university students taking foreign language classes as a requisite course. One finding of this study is that preconceived notions the students held could negatively affect the way they viewed the language learning experience. Horwitz (1988) has emphasized the importance of beliefs for any learning experience as they seem to be so influential in the learning process! Negative beliefs can even cause students to feel unhappy and not to make an effort to learn English. Their beliefs can have an important impact on their performance in class. Learners' belief systems are relatively stable sets of ideas and attitudes about such things as how to learn languages, effective teaching strategies, appropriate classroom behaviour, their own abilities, and their goals in language learning. For instance, if a student feels that she has no language aptitude for language learning, she will not make much effort to learn the language.

#### **1.4 Anxiety**

Anxiety is viewed as a barrier to learning by Harmer (2014). Foreign language anxiety (FLA) is a specific anxiety experienced by learners when they use a language. For example, when learners often feel worried, they react to FLL negatively because their performance is badly affected by their anxiety. Although all aspects of FLL can cause anxiety, listening and speaking are often regarded as the most anxiety-producing language skills of all. Research done into FLA by Woodrow (2006) has shown that it has a negative impact on L2 learners' performance especially when they speak. A common anxiety is communication apprehension which learners experience when they communicate in English. In addition, fear of negative evaluation is another common anxiety which is related to the learner's perception of how others evaluate their language ability as they are afraid of looking stupid. FLA is seen as a situation-specific anxiety which is aroused by a particular type of situation. It can have a positive or negative effect on FLL. Once the anxiety becomes a trait one, it will hinder language learning because it is permanent and it is difficult to get rid of. State or situational anxiety usually occurs because learners are exposed to a particular situation or event which is stressful to them. According to Scovel (1978), FLA can be either facilitative or debilitating. Facilitative anxiety can be a helpful one and is a tension keeping the learner alert and benefits the learning process to some extent. For this reason, a little amount of anxiety might have a positive effect and facilitate learning. However, debilitating anxiety can be harmful, so it is a tension that hinders the learning process. What is surprising about FLA is that studies have indicated that nearly one third of language students experience some foreign language anxiety (Horwitz, Tallon, & Luo, 2009).

#### **1.5 Inhibition**

Foreign language inhibition is a feeling of embarrassment or worry which prevents learners from expressing themselves. When students get inhibited, worried or embarrassed, they generally have difficulty communicating well. Therefore, inhibition is a significant barrier to speaking English like anxiety. Inhibited learners cannot speak comfortably in public and find it impossible to express themselves orally because they usually have problems with self-confidence and fluency in English

which can go hand in hand. In addition to speaking skill, inhibition is a negative force for foreign language pronunciation performance. Learners who feel inhibited may not make themselves understood because of their poor pronunciation. Thus, inhibited learners might not be intelligible enough. There are some factors that cause inhibition in foreign language learning: perfectionism, low self-concept, anxiety and competition. Inhibition discourages risk-taking which is necessary for progress in language learning. For this reason, learners wishing have a perfect pronunciation can have problems speaking English with a good pronunciation.

### **1.6 Extroversion / Introversion**

While some researchers think of extroversion as one of the qualities of a good language learner, a few experts disagree with them. For instance, Hokanson (2000) maintains that extroverts are better language learners. Likewise, Dewaele and Furnham (2000) claim that extroverts can be more fluent than introverts in FLL. A further related insight into the fluency of extroverts is provided by a study by Dewaele (2004) in which he argues that extraverted foreign language learners tend to use colloquial or slang words freely whereas introverts have a tendency to avoid them. Hassan also points out that extroverts are more fluent and accurate in the foreign language class because they are more sociable than introverts, who are afraid of starting a conversation in the class (Hassan: 2001: 20). Ellis (1994) states that extroverts are more successful language learners as they are better at communication skills. It is reasonable to say that extrovert language learners are likely to do better than introvert learners as language learning usually takes place in a social setting. However, this may not be true for receptive skills which provide learners with a lot of input and exposure.

### **1.7 Risk-Taking**

A further factor influencing language learning is risk-taking, which can be closely connected with successful language learning outcomes. Therefore, Brown (2007) regards risk-taking as essential to effective language learning. Risk-taking is indeed a vital part of language learning. Risk-taking behaviours in language learning are considered to be willingness to guess, appear foolish to communicate and willingness to produce good English with the existing knowledge, which are usually seen as the characteristics of good learners. Risk-taking can be defined as an ability of being willing to try out new information intelligently regardless of embarrassment in language learning. Risk-takers usually have the power to experience new information enthusiastically and ambitiously without thinking about its consequences in language learning (Beebe, 1983). Learners make a lot of progress and reach proficiency in a foreign language if they enjoy participating in class. A good example is that in a study of university students, Ely (1988) supports this view on the role of risk-taking behaviours in oral correctness in classroom participation. Risk-taking should be viewed as a suitable language learning strategy for successful language learners (Gass and Selinker, 2000). Moderate and intelligent risk-taking is likely to lead to greater success. Although some experts like Ely (1988) assume that good learners are high risk-takers, Beebe (1983) finds that highly-motivated learners are often moderate risk-takers, preferring to make intelligent guesses. It is widely assumed that learners with a high global self-esteem take more risks (Brown, 2007).

## 1.8 Willingness to Communicate

Willingness to communicate (WTC) is defined as the extent to which a learner is willing to call upon his or her language knowledge and actively participate in communicate (Richards, 2015). Those who are eager to communicate in a foreign language are able to develop their speaking skills because they can practise their English whenever they can. However, reluctant learners cannot do as well as willing volunteers. Their motivation and attitude as well as self-confidence will influence their fluency in a foreign language. In his article about willingness to communicate, Yashima (2002) states that “the more one communicates, the more practice one has in talking and the more one learns” (p. 55). If risk takers seek more opportunities to use the target language, it can be argued that they will learn more and improve their language proficiency significantly.

## 1.9 Self-Confidence

Self-confidence can also be thought of as the most important factor in language learning. Atsuta (2003) feels that at the heart of all learning is a person’s belief in his or her ability to accomplish the task. It provides learners with motivation and energy to become positive about their own learning. It also creates the drive in them to learn the target language, enjoy the learning process and experience real communication. Brown (2007:155) states that ‘no successful cognitive or affective activity can be carried out without some degree of self-confidence’ in oneself – the belief in one’s ‘own capabilities to successfully perform an activity. Self-confidence means an individual’s self-assessment and self-esteem (Timirli, 2013). Mutluer claims that self-confidence is a sense that has been present in every individual since their childhood and self-confidence involves two main components such as lovability and competence (Mutluer, 2006, p. 8). Based on these definitions, self-confidence can be considered to be a cognitive human perception which plays a significant role in meeting basic human requirements such as happiness and success. Self-confidence can play an important role both in school life and in personal and social lives. It is clear that self-confident students are enthusiastic, study harder, have higher motivations and never give up when they face difficulties (Zimmerman and Schunk, 2011). This can be seen as a positive effect of self-confidence on students’ achievements. Therefore, they need fluency and confidence which usually complement one another.

## 1.10 Self-Esteem

Self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may cause different emotional states, and which becomes developmentally stable, but is still open to variation depending on personal circumstances (Rubio, 2007). Low self-esteem can be identified as the source of language anxiety, which is detrimental to learning (Avila, 2007). Rubio (2007) feels that there is a correlation between low self-esteem and high level of communication apprehension. Low self-esteem can decrease a student's desire to learn, her ability to focus on her studies and her willingness to take a risk. On the other hand, positive self-esteem is one of the building blocks of school achievement; it supplies a firm foundation for learning. Richard and Amato (2007) emphasize what part self-esteem plays in language learning. In general, successful language learners appear to have higher self-esteem than those who are unsuccessful. Lack of belief in one’s ability discourages him or her from achieving the task. When learners gain confidence, their self-esteem usually gets bigger as they become successful and satisfied with their studies. There are three levels of self-esteem: global, specific and task self-esteem. Specific

self-esteem may be related to foreign language learning. Task self-esteem may be related to a particular class in a second language such as speaking or writing. In second language context, it may relate to an individual's self-evaluation of a particular aspect of the process: speaking, writing, or even a special kind of classroom exercise. Through task self-esteem, specific self-esteem can be achieved. People usually obtain their sense of self-esteem from past experiences with others and the exterior world. Self-esteem or self-confidence which is related to a language learning experience may be regarded as specific self-esteem which encompasses the acquisition of the language in general or task self-esteem when considering one particular aspect of the process. Learners with a weak self-esteem will feel more inhibition to perform and will put up barriers to protect themselves against failure.

## **2. RESEARCH METHOD**

### **2.1 Problem**

The quality of foreign language learning in Turkish tertiary education is a subject of considerable debate. While some students reach a high level of proficiency in English at English-medium universities, others cannot succeed in mastering it due to some attitudinal, motivational and personality factors. Unlike some successful learners who manage to learn English on account of their positive attitude, high motivation, growing interest and enthusiasm for learning English, lots of students doing an intensive English course at universities can usually have problems learning English and therefore, the number of slow achievers is growing higher and higher. This leads experts to question and evaluate the quality of English language instruction provided at language schools at universities. Research undertaken into foreign language learning indicates that personality can be the key factor in learning English, so it can influence the level of language achievement considerably.

### **2.2 Problem Statement**

Personality variables can have a powerful effect on foreign language learning in tertiary education.

### **2.3 Hypotheses**

Positive affect can positively influence language learning while negative affect can have a negative impact on language learning.

Turkish students can experience a high level of anxiety, so they do not feel comfortable speaking English.

Learners' willingness to communicate can be low.

Turkish students do not like risk-taking while learning English.

Students can feel inhibited or embarrassed in class.

Students usually have a negative attitude towards language learning.

Students' beliefs in their abilities are not quite high.

Students are getting more and more fluent in English because they are self-confident.

Students would not spend a year studying English if it was not compulsory.

## 2.4. Importance of the study

The learner who is in the very heart of the learning process needs to be explored so that educationalists can learn all about the role personality plays in language learning. The psychology of the learner assumed to influence foreign language learning is usually ignored by instructors and specialists, so there is a slight chance that learners will do well at school. EFL instructors should be aware of the internal and external factors which might affect foreign language learning significantly. For example, if the learner's motivation is low, has a negative attitude towards language learning, has no self-confidence, experiences a high level of anxiety and feels uncomfortable speaking English, all these negative psychological factors will probably lead him or her to failure. The learner's personality traits can be the key to success, so all these variables should be carefully considered so that learners can produce better learning outcomes. This study confirms that personality traits are well worth considering for the sake of a successful language instruction.

## 2.5 Purpose of the study

The psychology of the learner seems to be unexplored despite a lot of research which has been conducted to date. Thus, psychological factors are estimated to play a crucial role in the achievement of a language course designed to meet learners' needs. This research aims at exploring learners' personality traits assumed to influence foreign language learning. The findings which will be discovered will be examined and analysed in more detail, helping academics evaluate the part the psychology of the learner plays in foreign language learning. The future seems to be promising, so this research will help instructors think about their attitudes towards their students and language learning. Hopefully the research will be particularly illuminating for experts in this field, helping instructors to change their attitude and gaining a new insight into teaching English.

## 2.6 Research Instrument

A questionnaire on personality factors which is a kind of quantitative research and analysis has been employed as a research method. The questionnaire is used to determine participants' attitudes towards foreign language learning by asking the extent to which they agree or disagree with an opinion. Made up of twenty questions, the questionnaire aims to gather information about the impact of personality factors on foreign language learning. The categorization of questions concerning personality factors is shown in Table 1.

**Table 1:** Categorization of personality factors influencing foreign language learning

Personality factors influencing foreign language learning in the questionnaire	Number of questions concerning personality factors
Motivation	2
Attitude	3
Anxiety	3
Self-confidence	3
Inhibition	2
Risk-taking	2
Belief	1
Interest	2
Extroversion	2

The arithmetic mean or average and rating level of each survey question can be seen in Table 2.

**Table 2:** The arithmetic mean of each item in the questionnaire.

Question	Arithmetic Mean	Rating of Level
1 Studying English is important because I need it for my future career. (Instrumental motivation)	4.09	High
2 Being fluent in English can lead me to more success or achievements in my life. (Instrumental motivation)	4.00	High
3 People in my country feel that it is important to speak English well. (Attitude)	3.33	Moderate
4 I think I am a pretty good language learner. (Attitude)	2.91	Moderate
5 My parents encourage me to study English at university. (Attitude)	3.85	High
6 I don't feel comfortable when I'm speaking in my English class. (Anxiety)	2.97	Moderate
7 I never feel shy when conversing with my teacher and classmates. (Anxiety)	3.21	Moderate
8 I am afraid that the other students will laugh at me when I start to speak English. (Anxiety)	2.45	Moderate
9 Knowledge of English would make me a better educated person. (Belief)	3.82	High
10 Speaking English increases my confidence. (Self-confidence)	3.97	High
11 I worry about making mistakes. (Self-confidence)	3.21	Moderate
12 I don't think I will succeed in learning English. (Self-confidence)	2.39	Moderate
13 I look forward to studying more English in the future. (Interest)	3.45	Moderate
14 I think I would study a foreign language even if it weren't compulsory. (Interest)	3.09	Moderate
15 I like to take a risk with my English when I'm attending my class. (Risk-taking)	3.21	Moderate
16 I like to participate in my class voluntarily. (Risk-taking)	3.45	Moderate
17 I don't find the class atmosphere positive. (Inhibition)	2.73	Moderate
18 I feel relaxed when I express myself. (Inhibition)	3.48	Moderate
19 I participate in group or class discussion actively. (Extroversion)	3.12	Moderate
20 I am a better listener than conversationalist. (Extroversion)	3.58	Moderate

## 2.7 Participants

A total of 34 preparatory students studying English at Bogazici University, an English-medium university, participated in this study. The participants were the students taking an intensive English course at pre-intermediate level and were required to pass the proficiency test designed at upper intermediate level at the end of the academic year. Most of the students who participated in this project were all randomly selected and asked to complete this survey. Most of the students were in their late teens and there was an equal distribution of gender. While 17 of the students were male, the rest was female. They all volunteered to fill in this survey and contributed a lot to this study.



### 3. FINDINGS

NO	ITEM	SD %	D %	N %	A %	SA %
1.	Studying English is important because I need it for my future career. (Instrumental motivation)	9	6	9	18	58
2.	Being fluent in English can lead me to more success or achievements in my life. (Instrumental motivation)	1	6	24	33	36
3.	People in my country feel that it is important to speak English well. (Attitude)	9	12	33	27	18
4.	I think I am a pretty good language learner. (Attitude)	6	24	52	18	3
5.	My parents encourage me to study English at university. (Attitude)	6	6	18	36	33
6.	I don't feel comfortable when I'm speaking in my English class. (Anxiety)	21	12	33	15	18
7.	I never feel shy when conversing with my teacher and classmates. (Anxiety)	9	15	36	24	15
8.	I am afraid that the other students will laugh at me when I start to speak English. (Anxiety)	27	33	12	21	6
9.	Knowledge of English would make me a better educated person. (Belief)	3	6	33	21	36
10.	Speaking English increases my confidence. (Self-confidence)	6	3	21	27	42
11.	I worry about making mistakes. (Self-confidence)	3	15	45	30	6
12.	I don't think I will succeed in learning English. (Self-confidence)	27	24	33	12	3
13.	I look forward to studying more English in the future. (Interest)	6	15	27	30	21
14.	I think I would study a foreign language even if it weren't compulsory. (Interest)	12	18	36	15	18
15.	I like to take a risk with my English when I'm attending my class. (Risk-taking)	9	6	45	33	6
16.	I like to participate in my class voluntarily. (Risk-taking)	6	3	45	30	15
17.	I don't find the class atmosphere positive. (Inhibition)	12	30	39	9	9
18.	I feel relaxed when I express myself. (Inhibition)	0	9	42	39	9
19.	I participate in group or class discussion actively. (Extroversion)	6	21	36	27	9
20.	I am a better listener than conversationalist. (Extroversion)	6	15	24	24	30

#### 3.1 Motivation

Nearly seventy-five percent of those surveyed replied that they needed to learn English so as to find a good job after graduating from university. This indicates that they choose to study at an English-medium university for career prospects. As English has become an international language, it will create lots of employment opportunities. Although the majority of students questioned said that fluency in English would possibly make them more successful, twenty-four percent of them seemed to remain neutral which is shown by the fact that most students would like to be fluent in English so that they can succeed in their business lives. On the whole, this fact indicates that learning English is a must in the global world since it is seen as one of the most important job requirements. They might

feel that their future expectations and plans motivate them to have a good command of English in the fierce competitive business world and that their knowledge of English will probably help them achieve success. Motivation is a strong predictor of successful language learning and can be said to be the key to success.

### **3.2 Attitude**

Nearly half the students answered that people in Turkey were aware of the significance of learning a foreign language, which implies that there is a growing awareness of foreign language learning. Although people usually have a positive attitude towards it, the level of achievement seems to be low. One third of students do not think they have the qualities of good language learners and they are very good at learning languages, which is shown by the fact that around thirty percent of learners said that they were not good language learners. A large proportion of people who were interviewed reported that they were encouraged to study English by their parents. It is generally felt that parents are usually supportive and conscious of what is going on in the world. In general terms, if students want to learn English well, they had better not have any attitudinal problems. Learners who have considerable difficulty in learning English seem to have an attitude problem. Without overcoming it, it seems that learners will not be able to learn English well.

### **3.3 Anxiety**

Although one third of learners experienced some foreign language anxiety, a significant percentage of those replied that they could overcome it while speaking in class, feeling relaxed and comfortable. Even though nearly one fourth of students expressed their approval of feeling nervous or embarrassed while having a conversation with their teacher or classmates, around forty percent of students were of the opinion that they did not feel shy of expressing themselves in class. Generally speaking, if students experience a high level of anxiety, it will be difficult for them to improve their communication skills. However, a low level of anxiety can even help them succeed in learning English. Most students do not seem to be anxious about the relationship with their classmates. This is illustrated by the fact that around sixty percent of students surveyed stated that their friends would not laugh at them when they start to speak English; in contrast with twenty-seven percent of students who were afraid of looking stupid in class.

### **3.4 Belief**

Of the 34 students who were asked, 19 students felt that their knowledge of English would make them a better educated person. On the whole, there is a general belief that English will benefit them a lot. Not only will their knowledge of English broaden their horizons, but it will also help them get a high standard of education. On the other hand, over thirty percent of students questioned implied that they did not support the idea that English would make a big difference to their lives. This implies that the difficulties they are facing in process of learning English usually make them feel pessimistic about the future. It is interesting to note that a small number of students surveyed said that learning English would have no long-term career prospects which implies that a few students do not see the point of spending a year studying English. Students who have passionate beliefs in what they are doing are more likely to succeed in English than those who see language learning as a waste of time.

### 3.5 Self-Confidence

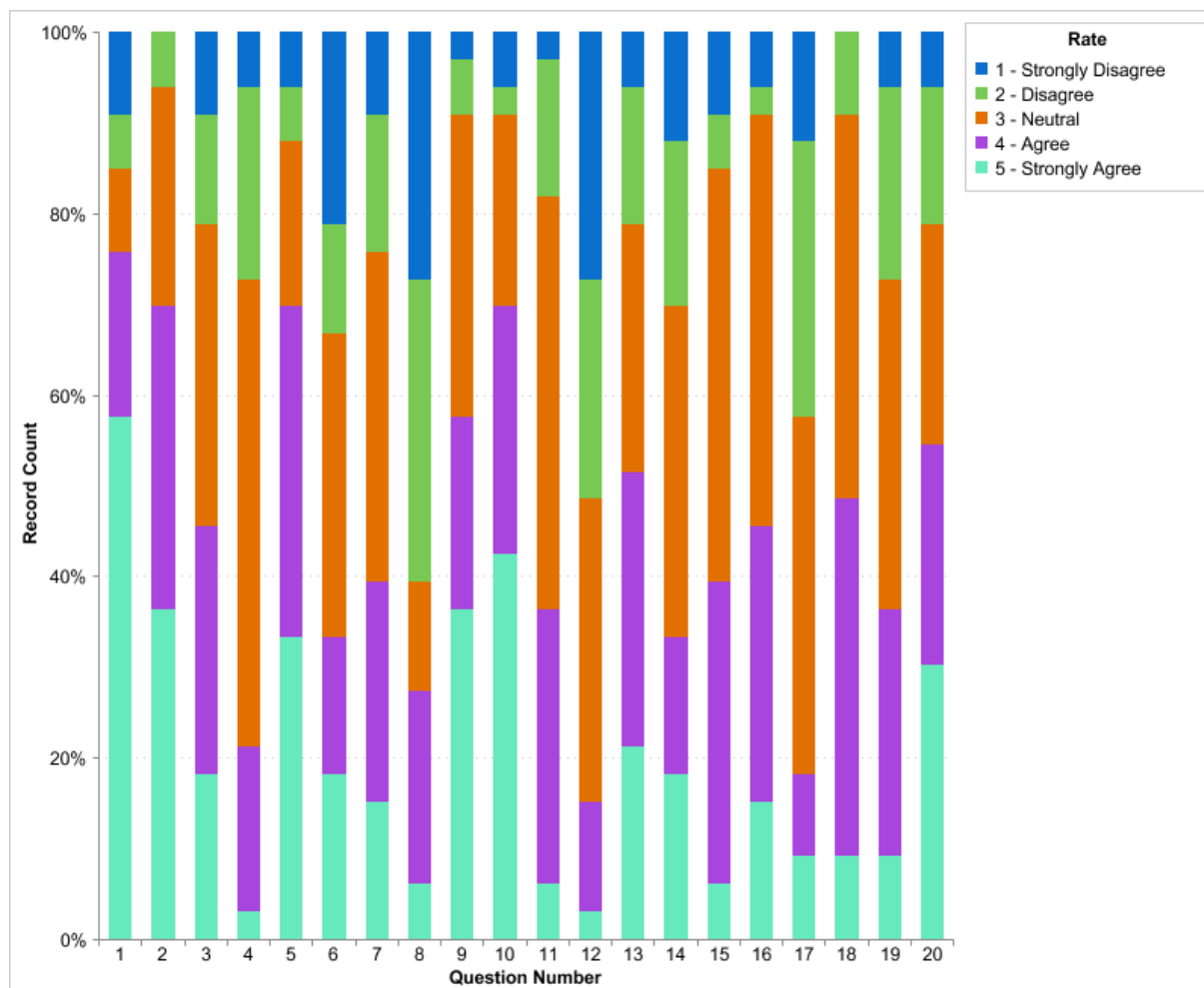
Learning English will make them feel more self-confident which is implied by the fact that around two-third of students who were surveyed believed that speaking English could increase their self-confidence. However, a small proportion of them expressed their disapproval. Fear of making mistakes especially in process of speaking can lead them not to participate in the learning process actively by keeping a low profile as proved although eighteen percent of students said they did not worry about making mistakes, over one third of students thought that the threat of making mistakes was a constant source of worry to them. Although half of the participants who were questioned said they would manage to learn English, fifteen percent of them thought they had problems with this process. This suggests that while some students are pessimistic about their chances of learning English, most of them are taking a more optimistic view.

### 3.6 Interest

The majority of students felt that they were looking forward to studying more English in the future. This indicates that they show a growing interest in learning English and also they are aware that if their English is very good, there will probably be lots of job opportunities. Surprisingly, thirty percent of students did not think they would study English if it was not a compulsory school subject, which indicates that many students do not enjoy learning English and have problems with it. However, students are aware of how important it is to learn English, which is indicated by the fact that one third of them said they would be keen to learn English if it was not mandatory.

### 3.7 Risk-Taking

Many students are courageous enough to take risks with their English, which is the key to success. This is indicated by the fact that around forty percent of students said they liked to take risks with their English whereas fifteen percent of them reported they did not enjoy doing it. Nearly half the students seem to remain neutral. This indicates that many average and unsuccessful students still hesitate about risk-taking because they are not confident that they will master English. Most students are actively involved in the learning process on the course because they must meet the requirements. This is shown by the fact that a large number of students said they liked to participate in English classes on a voluntary basis; however, nine percent of participants felt they did not voluntarily participate in the classes which implies that they lack risk-taking skills. A striking result reached is that forty-five percent of students did not take any sides. This indicates that they would rather study in a learner- centred class in which they can personalise to their needs.



### 3.8 Inhibition

Teachers usually offer a positive atmosphere in which students are emotionally safe which is shown by the fact that although the majority of students who were asked said they found the atmosphere positive, eighteen percent of them disagreed with them. The most striking feature of these results is that a large number of students did not agree on the atmosphere of the class. Forty-eight percent of students claimed they felt relaxed while expressing themselves whereas a small proportion of students complained about their fears. This demonstrates that students do not feel inhibited about speaking in class and that the atmosphere does not make them feel embarrassed and nervous. Feeling inhibited, these learners of English will never be very fluent in English and they will not make themselves understood because of their unintelligible pronunciation which is shown by the fact that one tenth of students said they did not feel relaxed when speaking in class.

### 3.9 Extroversion / Introversion

Many students are not communicative learners who like to learn in groups, which is indicated by the fact that approximately one-fourth of students said they never participated in class discussion. Many students seem to be social learners which is indicated by the fact that over one-third of students who were asked about their extroverted personality answered that they liked to discuss a current topic in class. What is surprising about these results is that the majority of students said they were better

listeners than conversationalists, which indicates that most students do not tend to converse with one another in English. This finding also keeps us informed about the type of learning styles. While twenty-one percent of learners said they liked to learn best by listening, over fifty percent of learners said they learned best by socializing or communicating. If learners act as passive recipients of knowledge, they are unlikely to be fluent in English.

#### 4. CONCLUSION

Teachers need to consider the issue of affect - that is, how the students feel about the learning process. Students studying English in Turkey are instrumentally motivated because they feel that they need to study it in order that they will find a good job after graduation. Learning English is an important job requirement future employees must meet. Fluency is seen as an important dimension of communication by students. Therefore, they aim to learn a foreign language through using it to communicate. Public awareness of language learning is increasing gradually. That's why, parents may encourage their children to choose to study at an English-medium university no matter how hard it is. Students do not think they have the qualities of good language learners which can lead them to achievement. However, as they become more and more self-confident, they will be able to produce better learning outcomes. Therefore, a greater sense of learner autonomy should be developed by instructors. Whereas some students experience a high level of anxiety, which is a barrier to learning, others are not negatively influenced by anxiety, which can be seen as a kind of facilitative anxiety. Teachers should minimise the affective filter which arises in language class through laughter, joke and music in order to lower anxiety. Another way of achieving positive affect is to reduce the level of stress in the classroom by building a supportive classroom atmosphere. Students bring to the classroom very specific assumptions about how to learn a language. For instance, they believe knowledge of English will broaden their horizons and make a difference to their future. It is clear that students' beliefs in their ability to learn English are very high. For this reason, the more self-confident the better they are at learning English. If learners lack self-confidence, they will not probably succeed in learning a foreign language. Self-confidence is fundamental to communication, so learners who are able to express themselves can boost their self-confidence and self-esteem which complement one another. Given students more chances of speaking, they will speak English more confidently. Learning English is learning to communicate confidently. One main reason why students are not willing to communicate is that they are afraid of making mistakes. Students usually feel that they are not self-confident enough to speak comfortably in classroom as they worry about making mistakes. Fluency and self-confidence usually go hand in hand and learning should involve a lot of chances of trial and error. Yet, they are optimistic about the chance of learning English well. Students feel that learning English is a life-long process; as a result; they view language learning as part of continuing education. Following their graduation, they need to continue to study English until they have a strong command of English. Students seem to be very tired of English, so they regret doing an intensive language course. Risk-taking is of vital importance in language learning. In other words, language learning involves a lot of risk-taking. A good language learner should be good at risk-taking to improve English. The number of students who are willing to communicate and volunteer to participate in English classes seems to be satisfying. As long as students do not risk using their English, they should know that they will not be able to develop their productive language skills especially speaking skills. If learning is the result of taking risks, then risk taking is worth trying. Students' interest in doing an intensive language course is not very high. They might find this long

process very tiring. However, hard work will pay them off in the future. They should do their best to be able to reach proficiency in English. The rapport between students and the teacher can have a very big effect on the process of learning. Therefore, building a good student-teacher rapport can assist in achieving academic goals and boosting the student's confidence and interest in language learning. Students need to feel that the teacher really cares about them; if students feel supported and valued, they are more likely to be motivated to learn. Students usually tend to adopt a passive role in class owing to their introverted traits. However, they are required to be actively involved in the learning process so as to achieve success. If they became more extroverted, they would really do well. Although inhibition can discourage risk-taking, which is necessary for rapid progress in language learning, especially oral production, students are satisfied with the positive learning environment created by their instructors. Even though learning a foreign language is a really interactive process, some students do not like to discuss current issues with one another as they tend to be shy or introverted. Therefore, students should be encouraged to learn English cooperatively by participating in group or pair activities, both of which are important for interaction.

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