

IMPACT OF DIALOGUE JOURNALS ON LANGUAGE ANXIETY AND
CLASSROOM AFFECT

A Master's Thesis

by

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THE DEPARTMENT OF
TEACHING ENGLISH AS A FOREIGN LANGUAGE
BILKENT UNIVERSITY
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To MA TEFL 2005 Family

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CLASSROOM AFFECT

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of
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ABSTRACT

IMPACT OF DIALOGUE JOURNALS ON LANGUAGE ANXIETY AND
CLASSROOM AFFECT

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This study explored the impact of using dialogue journals on language anxiety and classroom affect. The study was conducted with one control group and one experimental group at Zonguldak Karaelmas University in the spring semester of 2005. In total, 48 students and one teacher participated in the study. Following a workshop on the implementation of the dialogue journal, the teacher taught her class as usual and added dialogue journal use. Dialogue journal use was not part of the instruction for the control group.

Data were collected through questionnaires and interviews. The questionnaires were administered to both groups before and after the six-week treatment. The questionnaires consisted of Likert scale items from (1)-Strongly

Disagree to (5)-Strongly Agree. Interviews were also conducted with the teacher and selected students after the treatment.

Questionnaires were analyzed by *t*-tests and ANOVA tests. The results revealed that no significant differences after the treatment were found between the control group and the experimental group students' anxiety levels as measured by FLCAS. However, data collected in teacher and student interviews suggested that dialogue journal implementation had positive effects on attitudes towards English courses.

Key Terminology: Foreign language anxiety, dialogue journal.

ÖZET

DİYALOG GÜNLÜĞÜNÜN DİL KAYGISI VE SINIF ÜZERİNDEKİ ETKİSİ

Köse, Evren

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

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Bu çalışma diyalog günlüğü kullanımının dil kaygısı ve sınıf üzerindeki üzerindeki etkilerini incelemiştir. Çalışma bir kontrol grubu ve bir deney grubuyla Zonguldak Karaelmas Üniversitesi'nde 2005 yılı bahar döneminde gerçekleştirilmiştir. Toplam 48 öğrenci ve bir öğretmen çalışmaya katılmıştır. Diyalog günlüğü kullanımı üzerine verilen bir semineri takiben, öğretmen sınıfta her zamanki olağan eğitimine devam etti ve diyalog günlüğü kullanımı ekledi. Diyalog günlüğü kullanımı kontrol grubunun eğitiminde yer almadı.

Veri anketler ve görüşmeler yoluyla toplanmıştır. Anketler her iki gruba da altı haftalık çalışmanın öncesi ve sonrasında uygulanmıştır. Anketler, (1)-Kesinlikle katılmıyorum ifadesi ile (5) Kesinlikle katılıyorum ifadesi arasındaki Likert ölçeği

öğelerinden oluşmuştur. Görüşmeler de öğretmenle ve seçilen öğrencilerle çalışma sonrasında yapılmıştır.

Anketler *t*-test ANOVA testleri ile analiz edilmiştir. Sonuçlar FLCAS ölçümüyle çalışma sonrasında deney grubuyla kontrol grubu arasında önemli hiçbir farkın olmadığını ortaya çıkarmıştır. Fakat öğretmen ve öğrenci görüşmelerinde toplanan veriler diyalog günlüğü uygulamasının İngilizce derslerine olan tavırlar üzerinde olumlu etkilerinin olduğunu ileri sürmüştür.

Anahtar kelimeler: Yabancı dil kaygısı, diyalog günlüğü

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CHAPTER I INTRODUCTION

Introduction

Language anxiety is a primary inhibiting factor for effective language learning because it appears to limit students' processing competence in the target language. It can also cause some damaging effects on input, processing and output stages of the language learning process, and ultimately can negatively affect student performance (Horwitz, 1986). A variety of conditions may cause language anxiety. Many studies have revealed the conditions and reasons for language anxiety of learners (Horwitz & Cope, 1986; Horwitz & Young, 1991; MacIntyre & Gardner, 1991; Young, 1991, 1992; von Wörde, 2003). However, not much research has been conducted to reveal methods for lowering it.

From a foreign language teacher's point of view, English teachers should discuss issues, either in writing or orally, relating to anxiety with their students. Thus, in this study, I will examine dialogue journals as a method which may function as an aid to lowering language anxiety. Dialogue journals can help establish a communicative environment in the classroom, besides providing an opportunity for learners to use authentic language through individual interactions with teachers. The purpose of this research is to investigate the possible effects of using dialogue journals to lower anxiety in language classrooms.

Background of the Study

Language learning can be negatively affected by anxiety. Students can experience anxiety in a number of different academic settings. Language anxiety involves several factors that affect learning, such as negative self-perceptions, beliefs, feelings, and behaviors related to classroom language learning (Horwitz, 1986). These factors are all related to the internal factors within the students themselves. Students' negative feelings about the language, prior negative experiences with the target language or their ignorance of the learning environment may all be seen as components of language anxiety.

Krashen (1985) maintained that anxiety inhibits the learner's ability to process incoming language, and in fact, short-circuits the process of acquisition. Accordingly, students who are anxious may learn less and also may not be able to demonstrate what they have learned. Because of not showing what they have learned, students may experience even more failure, which in turn increases their anxiety. In other words, a downward spiral of negative feelings such as this may cause a lack of confidence that also increases anxiety.

Other reasons for increased anxiety stem from the learners' negative feelings about communication in the classroom. Turula (2002) points out that students' being constantly corrected in the classroom, feeling isolated in the classroom, and feeling a loss of control over their role in classroom interaction are the main reasons for language anxiety. Lack of interaction between students and the teacher can lead to increased anxiety as well. A student with language learning problems, slow development, and difficulties with classroom learning skills is also likely to develop

anxiety in learning a foreign language (Chen & Chang, 2004). Language anxiety appears to be positively related with the difficulties and problems of the learners.

The problems and difficulties vary according to conditions in which different types of anxiety arise. Horwitz and Cope (1986) identified three types of foreign language anxiety: “communication apprehension, test anxiety, and fear of negative evaluation” (p.14). Communication apprehension and fear of negative evaluation are directly related to the interaction between the teacher and students and the learning process that the teacher maintains. One of the roles of the teacher should be to foster a communicative environment in the classroom. “The teacher has two main roles in communicative language teaching. The first is to facilitate the communication process and the second is to act as an independent participant within the learning-teaching group” (Richards,1999, p.37).

It is clearly emphasized that language anxiety may be lowered in an openly communicative and non-threatening environment. Moreover, the communication process can be facilitated by encouraging students. Since dialogue journals focus on real communication that is neither corrected nor evaluated, they may serve as tools to lower student anxiety. The dialogue journal can also provide interaction for the development of language skills as well as an opportunity to encourage practicing authentic language in a non-threatening manner. Furthermore, students become interested in not only communicating but also in perfecting their skills.

Peyton (1997) describes the dialogue journal as the following:

The dialogue journal is a written conversation in which a student and teacher communicate regularly over a semester, school year, or course. Students write as much as they choose and the teacher writes back regularly, responding to students' questions and comments, introducing new topics, or asking questions. The teacher is a participant in an ongoing, written

conversation with the student, rather than the evaluator who corrects or comments on the student's writing. (p.1)

Since students enter the classroom with all their knowledge, feelings, interests and preferences, they should be encouraged to share in a communicative environment in order to lower their anxiety. Teachers can reduce anxiety by creating a friendlier atmosphere and by sharing students' beliefs and ideas. Therefore, one possible approach to create a communicative atmosphere to lower anxiety in the classroom might be to use dialogue journals.

Dialogue journals were first used by a teacher in Los Angeles, Leslee Reed, with native English speaking students in 1980 (Staton, Shuy, Peyton, & Reed, 1988). From that initial project, dialogue journal use has spread to primary, elementary, middle school, high school, and university classes for the purposes of improving classroom communication and writing competency, and developing students' practical reasoning and problem-solving abilities. Peyton and Staton (1991) add that journals are also widely used today in all levels of English as a second language and foreign language instruction, deaf education, and in college and graduate courses. "Dialogue journals involve students and teachers in an ongoing, nonhierarchical sharing of ideas that is usually meaningful" (Lockhart, 1999, p.45). The dialogue tends to evolve from simple or impersonal subjects to more complex or personal ones. This quality can give dialogue journals remarkable power in affecting classroom relationships and supporting the development of students' language skills. Therefore, dialogue journals may have a positive affect on learners' anxiety.

Statement of the Problem

Language anxiety is a contributing factor to limiting student performance in the target language and can have a negative effect on language learning. Researchers

have studied the effects of anxiety on foreign language learning since the 1970's. As early as 1973, H.D. Brown predicted that "the construct of anxiety is intricately intertwined with self-esteem, inhibition, and risk-taking, and it plays an important affective role in second language acquisition" (p.236). Feeling anxious is a unique experience for students because they are removed from the comfort of their native language and must learn a new way to communicate (Campbell, 1991). There should be more ways to make students less anxious. Writing dialogue journals may be one way to decrease student anxiety in language classrooms.

In the Preparatory School at Zonguldak Karaelmas University students are given thirty hours of English classes per week. Students seem to find these lessons stressful and they appear to have a high-level of anxiety toward language learning. Since the Preparatory School syllabus does not include many communicative activities like dialogue journal writing, students' interactions with the course instructor remains formal and limited. If instructors are informed about the purposes and use of dialogue journals, they may be able to prepare a less stressful syllabus and thereby lower students' language anxiety so that students can perform better. The following research questions relate to these issues.

Research Questions

1. What is the level of language anxiety of students in language classrooms in the Preparatory School at Zonguldak Karaelmas University?
2. Does using dialogue journals help lower the general language anxiety of students in the Preparatory School at Zonguldak Karaelmas University?
3. What are teachers' and students' perceptions of using dialogue journals in language classrooms at Zonguldak Karaelmas University?

Significance of the Study

Since there is a lack of research in the field of foreign language teaching concerning the use of dialogue journals to lower students' language anxiety, the findings of this research may contribute to the studies in effective teaching strategies. Dialogue journals may aid in determining the underlying reasons for language anxiety and in identifying situations in which it arises.

At the local level, if instructors are informed about the use of dialogue journals, they may be able to prepare a more effective syllabus by adding such communicative activities to their syllabus. The findings may help teachers start using journals to lower students' anxiety by supporting authentic communication, without fear and stress about making mistakes. The findings may improve the interaction between the students and the teacher. The instructors may learn more about the learners and use the journal as a record of their learners' progress. Dialogue journal writing can also develop students' reading and writing fluency.

Key Terminology

The following terms are repeatedly used in the chapters of this thesis.

Foreign language anxiety: A feeling of tension and apprehension that is specifically associated with second language contexts (MacIntyre & Gardner, 1994).

Dialogue journal: A genuine conversation, written rather than spoken, a means by which individual students at any age can carry on a private discussion with their teacher (Staton, 1988).

Conclusion

In this chapter, a summary was provided to outline the scope of the study. The background of the study, statement of the problem, research questions,

significance of the problem and key terminology that will frequently be used have been discussed. In the second chapter, detailed information related to the review of the literature will be presented. In the third chapter, methodology of the study is examined by explaining the participants, materials, data collection procedures and data analysis procedures of the study. In the fourth chapter, the data analysis, the tests that were run, and the results of the analyses are demonstrated. In the last chapter, an overview of the study, discussion of the findings, pedagogical implications, limitations of the study, and suggestions for further research are presented.

CHAPTER II LITERATURE REVIEW

Introduction

Language anxiety is one of the main inhibiting factors for effective language learning as it limits student's competence in the target language. Although language anxiety affects language learning negatively, it also has some positive effects. Since language anxiety can be a significant problem for highly-anxious students, effective ways should be found to reduce it. The best way to cope with language anxiety is to try to ease it in a communicative way. A dialogue journal, which is a notebook kept jointly by a student and a teacher, may be one way to reduce language anxiety since the student and the teacher write entries as messages to one another, something like talking on paper. Besides providing an opportunity for learners to use authentic language through interactions with teachers, dialogue journals also help establish a communicative environment in the classroom. Dialogue journals might thus function as an aid to lowering language anxiety.

I will begin this chapter by explaining foreign language learning anxiety. Second, I will present some of the causes of anxiety, including social anxieties. Third, I will discuss the effects of language anxiety on learning and how to measure and cope with anxiety. Fourth, I will mention about writing anxiety. Then, I will present dialogue journals as a possible way to lower language anxiety. I will also present the advantages and disadvantages of dialogue journals. Finally, I will analyze

how dialogue journals might help reduce the language anxiety problem in classrooms.

Foreign Language Anxiety

Defining foreign language anxiety is difficult since it includes a variety of psychological and environmental factors. First, consideration of the psychological aspects of learning is important in the study of anxiety. The earliest definition of language anxiety comes from Scovel (1978) as being “an emotional state of apprehension, a vague fear that is only indirectly associated with an object” (p.34). Horwitz (1986) defined anxiety as a psychological process and explained that it is a “subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p.12). These explanations support the idea that anxiety is a condition which is likely to inhibit cognitive actions such as learning.

From another perspective, language anxiety can be understood from an environmental aspect. According to MacIntyre & Gardner (1994), a feeling of tension and apprehension is specifically associated with second language contexts. William & Burden (1997) also pointed out that anxiety is “a highly situation specific feeling which occurs due to a number of other factors” (p. 32). Thus, language anxiety is a term which could be explained by external factors including the learning environment. However, foreign language anxiety cannot be described with a single unit or situation. Both internal and external factors affecting learners must be taken into account in order to explain the concept. Since the learning process is affected by the individual and the learning environment at the same time, the anxiety faced should be correlated with all the factors together.

There are certain characteristics of language anxiety which researchers agree on apart from the individual definitions. Sarason (1978) presents these characteristics as follows:

1. The situation is seen as difficult, challenging, and threatening.
 2. The individual sees himself as ineffective, or inadequate, in handling the task at hand.
 3. The individual focuses on undesirable consequences of personal inadequacy.
 4. Self-deprecatory preoccupations are strong and interfere or compete with task-relevant cognitive activity.
 5. The individual expects and anticipates failure and loss of regard by others.
- (p.6)

These characteristics indicate that students might feel anxiety due to many factors.

These are related to both individual and situational factors.

Causes of Language Anxiety

As stated earlier, there are three different types of anxiety: trait, state and situation-specific anxiety. According to Horwitz and Cope (1986), foreign language anxiety belongs to situation-specific anxiety. Therefore, studies have focused on anxiety which is specific to language situations (Ganschow & Sparks, 1994, Horwitz, and Cope, 1986). These studies assumed the three components of foreign language anxiety as being communication apprehension, test anxiety, and fear of negative evaluation.

According to McCroskey's (1978) definition, communication apprehension is an individual's level of fear or anxiety associated with either real or anticipated communication with other persons. He thinks interpersonal interactions are the major emphasis in the English class. Since in a foreign language classroom language learners' oral tasks include not only learning a second language but also performing the language, speaking and listening activities used for oral communication can

cause problems and lead to anxiety based on this assumption. MacIntyre & Gardner, (1991a) and Young (1986) support the idea that most students are particularly anxious when they have to speak a foreign language in front of their classes and have difficulty understanding others while listening.

The second component of language anxiety, test anxiety, is defined by Sarason (1984) as “the tendency to view with alarm the consequences of inadequate performance in an evaluative situation.” (p.196). It is understood that test anxiety occurs when students have experienced poor performance on previous tests. In such cases, students develop negative feelings about tests and have subsequent irrational perceptions in evaluative situations. Language learners experience even more language anxiety in highly evaluative situations. Therefore, test anxiety is another factor causing and increasing foreign language anxiety.

Fear of negative evaluation is defined as “apprehension about others’ evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively” (Watson & Friend, 1969, p.449). When students are unsure of what they are saying, fear of negative evaluation occurs, and they may doubt their ability to make a proper impression. In a foreign language context, negative evaluation derives mainly from both teachers and their peers because foreign languages require continual evaluation by the teacher. Moreover, anxious students may also be affected negatively by the evaluations of their peers. Fear of receiving negative evaluation in the classroom is a very significant factor in causing anxiety.

Other causes for language anxiety were revealed from research studies carried out by Turula, 2002, and Chen & Chang, 2004. Turula (2002) points out that certain

classroom dynamics play an important role in creating an anxious atmosphere. These dynamics include: being judged in the classroom, feeling isolated in the classroom, feeling loss of control in the classroom, not caring or sharing, lacking a clear sense of direction and lacking a sense of fun in the classroom. Just as these factors cause anxiety, they are also the causes of a less successful learning environment.

Chen & Chang (2004) propose that linguistic coding difficulties, in particular phonological and syntactic aspects of native language are the primary causes of learning difficulties and high anxiety. They put emphasis on the importance of language structure affecting anxiety. This means that if a student has problems with the structures of language, he is likely to face anxiety. In addition, they found that anxious students had weaker language skills and lower foreign language aptitude than less anxious students. They claimed language anxiety is caused by negative experiences as well. Thus, a student who has a history of foreign language learning problems and of slow development, and has difficulties with classroom learning skills will develop anxiety in learning a foreign language.

These causes are all related to either personal or environmental factors and researchers advocate that language anxiety can play a crucial causal role in creating individual differences in both language learning and communication. There is another factor that should be taken into consideration as well. It has been argued that language anxiety stems primarily from the social and communicative aspects of language learning and therefore can be considered as one of the social anxieties (MacIntyre, 1995). In other words, reasons for some students' language anxiety may lay beneath the normal anxiety levels in their social lives.

Social anxieties

Almost everyone has experienced anxiety at some time or in some type of situation. “Social anxiety is a fear of being embarrassed, judged or evaluated negatively in social situations” (Rapee, 1998, p.16). Because of this fear, the person with social anxiety disorder experiences physical symptoms of anxiety, and as a result tends to avoid the social interaction or social situation that brings on the symptoms of anxiety.

Rapee (1998) states that people with social anxiety disorder may have some or all of these feelings: fear of everyone's attention, making mistakes, being judged by the others, embarrassing in front of others or feeling that everyone else is more capable in the same situation.

Because these feelings are also seen in learners of a foreign language, social anxiety can be cited as a factor affecting language anxiety . The arousal of anxiety in any social situation can have these and other affective, cognitive and behavioral consequences in language learning (MacIntyre, 1995). For example, the affective experience may include feeling of apprehension or fear in the classroom; the cognitive experience itself may bring expectations of failure, and the behavioral experience may be characterized by attempts to escape the situation.

Effects of Anxiety on Language Learning

Despite the reported observations and experiences of language anxiety by students, teachers, and administrators, early studies were unable to establish a clear picture of how anxiety affects language learning and performance. Horwitz and Young (1991) noted that “Exactly how anxiety impedes language learning has not been resolved” (p.177). However, it is believed that these effects are both positive

and negative on language learning. More recently, Kondo (2004) has investigated language anxiety and found it to be a lasting trait that is both harmful and helpful in the language learning process. It may be harmful since it can cause negative effects on learning in the long-term, and it may be helpful since it can motivate students to study harder to be successful.

In some cases, language anxiety may affect the learning process positively. Horwitz et al (1991, p.29) mentioned that “Students who are overly concerned about their performance may become so anxious when they make errors, they may attempt to compensate by studying even more”. This is understandable since the students’ effort does not lead to improved grades and this situation results in over-studying. Nevertheless, the reverse behavior occurs more often and anxious students may avoid studying and in some cases skip classes entirely or quit studying completely.

As seen in the explanations above, anxiety provoking situations tend to have more negative effects on the learning process than positive. Language anxiety can cause students to postpone language study indefinitely or to change majors (Campbell & Ortiz, 1991; MacIntyre & Gardner, 1991b; Philips, 1992; Price, 1991; Reid, 1999). Language anxiety seems to have more negative effects than positive on language performance.

Von Wörde’s (2003) investigation of students’ perspective on foreign language anxiety also revealed that anxiety can affect the language learning experience in numerous ways. It seems to decrease language acquisition and learner motivation. Similarly, anxiety contributes to the development of affective filter, in Krashen’s opinion, which makes the individual less receptive to language input (1985, p.106). Thus, language acquisition does not progress as well. The anxious

student is also inhibited in mastering foreign language fluency. Öztürk (2003) supports this idea and says “the inability to perform in class can contribute to a teacher’s inaccurate assessment that the student lacks either some necessary aptitude for learning a language or sufficient motivation to do the necessary work for a good performance” (p.48). This idea relates to another important type of anxiety mentioned earlier, testing situations.

For instance, qualitative reports of Price (1991) and Young (1986) suggest that “Anxiety matters to students of all abilities especially when there is heavy ego-involvement as in oral examinations” (p. 102, p. 441). Students do feel more anxious about making mistakes in oral examinations since they are also affected by their social anxieties, such as having fear of speaking in front of people, feeling embarrassed while speaking and having fear of being misunderstood by the listeners.

However, students do not only feel anxious in oral examinations. Most of the anxious students tend to show low performance in grammar and vocabulary tests as well. In a study in Turkey, students commonly reported that they knew a certain grammar point but forgot it during a test when many grammar points must be remembered and coordinated simultaneously (Öztürk, 2003). In addition, studies have shown that the rate of vocabulary learning is slower for students who report experiencing language anxiety (MacIntyre, 1995).

In summary, language anxiety has more negative effects than positive ones on the foreign language learning processes. The effects of anxiety cannot be restricted to one specific area of this process or one skill since it affects both the input and output processes of the foreign language learning environment.

Measuring Language Anxiety

Anxiety is usually measured in three ways: by behavioral tests, where the actions of a subject are observed; by the subject's self-report of internal feelings and reactions; or by physiological tests, where measures of heart rate, blood pressure, or perspiration are taken. Of these three measures, the self-reports and paper-and-pencil tests are not as easily quantifiable as the physiological test, but they do have an advantage of focusing on a specific affective construct like anxiety (Scovel, 1978). For these reasons, self-report and paper-and-pencil tests are more frequently used in applied psychology. Some of these behavioral tests have been used to measure the effects of anxiety on foreign language acquisition.

Horwitz et al. (1986) developed a 33-item paper-and-pencil questionnaire aimed at measuring levels of anxiety experienced by foreign language students. The Foreign Language Classroom Anxiety Scale (FLCAS) was designed to probe performance-related activities in the classroom related to anxiety. The authors based the scale on the speculation that the students' self-perceptions, beliefs, feelings, and behaviors affected the levels of anxiety found in foreign language learning performance. To measure the language anxiety of students during my experimental study, the researcher used Horwitz FLCAS as a pre- and post-questionnaire. This questionnaire was chosen because it measures overall language anxiety.

Reducing Language Anxiety

There are several suggested ways of reducing language anxiety in the classroom. Koch and Terrel (1991) examined language teaching methods as ways of decreasing the anxiety level of the students. For instance, working with maps and charts or using imagination in Total Physical Response were reported as anxiety

reducing activities. In addition, all of the techniques of the Natural Approach were less threatening than previous methods and students were said to become more proficient. Moreover, Georgi Lazanov's Suggestopedia was reported as an anxiety reducing method by Larsen-Freeman and Long (1991). It was noted that music, comfortable chairs and the teacher's unthreatening voice relaxed the students and had a positive impact on reducing anxiety.

One reported effective technique, Community Language Learning (CLL), may reduce anxiety in a number of ways. CLL appears different from traditional language learning. First, the form of the class, that is the conversation circle itself, provides security. Second, understanding between the teacher and learners produces a friendly atmosphere. Finally, a sense of security in each activity helps to reduce anxiety (Koba, Ogawa & Wilkinson, 2000). These humanistic approaches help the learners feel secure, free of discomfort or stress and more able to focus on the learning task.

Bergin and LaFave (1998) emphasized that "the whole language philosophy of instruction should focus on learning tasks that engage in personal interest and on experiences and assessment that avoid promoting anxiety" (p.337). In fact, the task design is directly related to a teacher's own methodology. With the whole language approach, teachers should choose activities that are not likely to provoke language anxiety. Some classroom activities identified as anxiety-reducing were skits, plays, and games. These activities, which help to ease learner anxiety in a communal and friendly atmosphere, were given as suggestions to teachers in the study of Samimy and Rardin (1994). Price (1991) also suggests that "teachers could reduce students' anxiety by encouraging them to make mistakes in the class" (p.104). Similarly, the

findings of Aida's (1994) study support the importance of teachers' responsibility to decrease classroom tension by creating a friendly, supportive atmosphere that can help reduce students' fear of making errors in front of peers.

There are also strategies that students choose themselves to cope with anxiety. In Kondo and Ying-Ling's study (2004), students used five tactics: preparation before class, relaxation to calm down, positive thinking, peer seeking which means looking for others feeling the same anxiety and quitting the lesson. Although students sometimes try to cope with language anxiety using their own strategies, they are unlikely to follow them regularly without the guidance of the teacher. If they are not guided in strategy use, they are likely to revert to previous habits.

Reducing anxiety is related to how the teacher conducts the class. This may suggest that the role of the teacher is of vital importance in creating a less-anxiety provoking learning environment. Many studies emphasize that establishing a continuous interaction between teachers and students supports reducing anxiety a great deal. Therefore, useful and practical communicative activities should be implemented in foreign language classrooms.

Writing anxiety

Many students exhibit unusually strong apprehension about writing, which often interferes with their ability to learn how to write effectively. A surprisingly large number of students have writing anxiety, a debilitating condition that often leads students to avoid courses, majors, and jobs that require writing (Wachholz & Etheridge, 1996). Furthermore, studies show that affective aspects of learning such as anxiety have a strong impact on the student's ability to learn course content

(McLeod, 1997). In addition, Michael W. Smith (1984) states, “Writing apprehension interferes with the development of writing skills” (p.2)

There are several reasons for writing anxiety, and each student suffers for different reasons. As Clark (2004) suggested students generally have writing anxiety due to having their writing evaluated, a lack of confidence in writing ability and potential, a limited understanding the subject they are writing about, and the anticipation that writing is hard work. Some additional factors were also given in studies like students’ expectations of poor performance or the expectations of writing without any mistakes, their self-comparison to others, and the perceived difficulty of the task (Allwright & Bailey, 1991; Bailey, 1983; Ganshow et al, 1994).

Writing anxiety can also result from a variety of social and academic factors. Ryan (2002) summarizes these factors as: worrying about grades in a class, the deadline for a paper, parental pressure, fear of failure, being competitive by nature, or being preoccupied with college life and social issues. All of these factors are either caused by students’ perceptions or by the learning environment and can affect students’ writing performance negatively.

Unfortunately, a survey of the literature reveals that despite the evidence supporting correlations between anxiety and achievement, very little has been written that addresses how writing teachers can help their students actually overcome their fears to increase their success as writers. Researchers highlight the need for such work (McLeod, 1997; Bloom, 1985), noting a serious gap in the literature, yet little has been done. However, to alleviate students’ fear of being evaluated negatively, instructors can provide students with writing assignments that are not graded, such as journal writing and can provide feedback can be given in non-threatening ways

(Ryan, 2002). Since dialogue journal use offers something like a free writing activity by ignoring spelling, grammar, or the rules of about writing a research paper, it might be suggested as a way to reduce writing anxiety.

Dialogue Journals

A major goal of successful foreign language teaching in communicative classrooms is the effective integration of the basic communication skills in each lesson. In other words, how can speaking, listening, reading, writing, be best integrated in a way that produces meaningful language in an authentic text? Communication, not totally correct language forms, is the goal.

Dialogue journals can be given as a good example of a communicative activity. Staton (1988) described dialogue journals as "... a genuine conversation, written rather than spoken, a means by which individual students at any age can carry on a private discussion with their teacher" (p.49). Therefore, dialogue journals are similar to personal letters wherein two interested writers discuss recent happenings, share thoughts, and establish trust and friendship. Another definition points to a different aspect of dialogue journals. Dialogue journals are a kind of nontraditional form of writing assessment. They are written conversations between the teacher and student over a period of time on topics that are of special interest to them (Penaflorida, 2002). It is understood that dialogue journals are similar to enable students to write about their own interests.

The first documented use of dialogue journals was that of Leslee Reed, a sixth-grade teacher in California. She and Jana Staton, an educational psychologist, coined the name "dialogue journal" in Los Angeles in 1979. When Staton first met Reed, Reed had been conversing in writing daily with each of her 20-25 students for

about 15 years. Her students were native English speakers. At some time during each school day, each student wrote to her in a bound notebook about whatever they chose, and she wrote back each night. Staton worked with Reed throughout the 1979-1980 school year to document the journal writing activity that year, collect the journals and other student writing, and talk with Reed and her students about what they were doing and what they were learning from it (Peyton & Staton, 1991). Although the first implementation of dialogue journals was not carried out in a foreign language classroom, it served the purpose of creating a more interactive classroom with a writing communicative activity.

As language educators have become more interested in communicative writing within the context of more interactive classrooms, the use of dialogue journals has been quickly identified as an important technique for teaching both reading and writing (Peyton, 1990). Moreover, the goal of dialogue journal writing found in communicative classrooms, and highly supported by Peyton and her colleagues (Peyton & Reed, 1990), focuses more on the “constructivist” (meaning-making) dimension of learning and literacy. Therefore, as a technique, dialogue journal writing responds to the learner’s need to communicate with others in a meaningful context.

As an example of a dialogue journal entry in a second language classroom, the following excerpt is taken from a dialogue journal written by a young adult who had studied English as a second language (ESL) for six months. The entry is followed by the teacher’s comments.

The setting was a recent visit to the local public library (Orem, 2001):

[Student] I like the library. I want to read because I know I will learning English faster if I read. Thank you for take the class to the library. When are we going again?

[Teacher] I'm glad you liked the library. You don't have to wait for the class to visit. You can go to the library anytime you want. You have a library card so you can use it now to check books out. What kind of books do you like?

(p.74)

As noted, the teacher did not point out the student's language errors. Rather, in his/ her response, she modeled the correct forms so that the student could see them in the natural context of this dialogue. Also, when the teacher read the learner's entry, incorrect spelling and punctuation were not marked wrong, but rather the teacher modeled correct spelling and punctuation, and other mechanics in his/her response (Elish-Piper, 1996). However, it depends on the teacher's decision whether or not to correct the journal entries of learners. As Worthington (1997) also mentioned, guidelines are important, such as giving initial instructions clearly, selecting a suitable notebook, choosing topics that interest students most, assigning the writing frequency for time, and reminding the students that their responses will be kept confidential.

Writing fluency and dialogue journal use

Callison (2003) defines sentence fluency as "the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye". In addition, fluency reflects a writer's facility with language both in terms of the development and organization of ideas and in the use of syntax, diction, and grammar (Cooper, 1977).

Sentences in any written piece vary in length and style. They should be well presented so that the writer can move through the piece easily. Therefore, the fluency in writing can be explained as the ability to write easily, smoothly, and expressively. Dialogue journals may be given as one tool for encouraging fluency.

The dialogue journal, if used effectively, can provide an ongoing project that demonstrates growth in students developing their language skills. In Oxbrow's research (2000) it is indicated that dialogue journals are reliable tools for encouraging fluency due to increased motivation, and feelings of safety and privacy. Perego and Boyle (1997) also state that "dialogue journals develop fluency because they are meaningful, because they are responded to, and because they give writers the freedom to concentrate on what they are saying, rather than on how they are saying it." (pg. 207)

As students continue to write and read the teacher's responses, they are likely to develop confidence in their own ability to express themselves in writing. Many teachers using dialogue journals report that their students' writing becomes more fluent, interesting, and correct over time, and that the writing done in dialogue journals can serve as the basis for other writing (McGrail, 1991).

Schuster (2001) also stated in her research that dialogue journal use helped her students improve their fluency. She had some advice for the process of using dialogue journals. She suggested in her study that teachers write something interesting and motivating for the students and provide a model in her responses for the errors in their entries. She believed this led her students to write longer and more effective entries. She also suggested that the teacher keep notes to see the

improvement in fluency by counting number of words used in each entry and number of spelling errors per words.

In Oxbrow's research (2000), she notes that the learners' progress in written expression was highly noticeable, and their journal entries became more and more fluent and ambitious after dialogue journal use. She emphasized that having no fear of being graded formally made them unafraid to express their opinions freely. Moreover, she replied to her students by writing approximately the same amount back in order to reward them for their efforts and to courage them to write longer.

In a communicative classroom, dialogue journals are a natural activity, for both teachers and students to use. The most important point seems to be that teachers must be prepared to deal with some sensitive issues in the lives of their students. Many students will be reluctant to reveal these issues until a relationship of trust has been built between them and the teacher. On the one hand, they may find dialogue journals friendly and they may share their feelings, opinions and reflections willingly. On the other hand, they may continuously talk about their private problems and then stop writing when the teacher does not deal with them attentively. Dialogue journals, then, may have both advantages and disadvantages in classroom settings.

Advantages and Disadvantages of Dialogue Journals

Since using dialogue journals is an advantageous way of teaching a foreign language in a meaningful and creative way, many studies have been carried out to investigate the benefits of this communicative activity (Elish-Piper, 1996; Orem, 2001; Peyton, 1990; Peyton, 2000; Peyton & Staton, 1991; Regan, 2003; Richards & Lockhart, 1999; Shuster, 2001; Staton, Shuy, Peyton & Reed, 1988, Yorks, 1996 & Worthington, 1997). These advantages include: providing the opportunity to practice

authentic language, increasing learners' motivation, developing writing and reading fluency, developing a close relationship between students and the teacher, creating discussion and reflection about learning with individual students, leading students to become responsible for their own learning, enabling teachers' to know more about their learners, and using the journal as a record of a learner's progress.

Unfortunately, there are also disadvantages of dialogue journals. Peyton (1997) suggests that "...if a teacher's entries just echo what the student writes or only asks a lot of questions, interaction can be stifled rather than promoted" (p.4). Also, if a teacher does not have the time to respond adequately or personally to students' journal entries, exchanges can become mechanical. In addition, carrying on a student-teacher exchange with all the students in a class can be very time-consuming and a heavy work-load for the teacher. Teachers need to be careful not to discourage a student's enthusiasm with excessive correction if he or she prefers to give continuous feedback on errors (Orem, 2001).

Even though dialogue journal use has some drawbacks, it is generally accepted as an effective and practical tool in foreign language classrooms. Since they change the classroom atmosphere in a significant way, they may also help reduce the language anxiety of learners.

Using Dialogue Journals to Reduce Language Anxiety

One of the most significant roles of a teacher is to create a safe, friendly and nurturing environment in order to teach students in a comfortable way. In such an environment, students are likely to become more relaxed and motivated for learning. Students' language anxiety can be lowered in such a classroom. Shuster (2001) writes that implementing dialogue journals in her language classrooms was valuable

and useful to lower the affective-filter of students, and allowed her to develop personal relationships with her students. It also allowed students to ask questions they were afraid to verbalize in front of others. The research indicates using dialogue journals supports the development of motivation and enhances feelings of safety and privacy. These journals are useful tools for encouraging learning.

Dialogue journals may also help students with social anxieties. Students who fear making mistakes and being corrected may find the language learning process less tense with the help of dialogue journals. Furthermore, students too embarrassed to speak in class may feel more comfortable while talking on paper. The dialogue journal presents an alternate form for students to handle and express their feelings and ideas about in-school or out-of-school subjects more freely (Regan, 2003). Consequently, students are not as affected by internal, and especially by external, anxiety causing factors while using a dialogue journal. Thus, learners may simultaneously experience a decrease in anxiety and an increase in motivation while they are using dialogue journals.

Conclusion

Many students experience anxiety in language-learning environments. Their thoughts, feelings and environmental factors affect them in classroom situations. First, the situation is new, unknown and therefore threatening. Second, some students lack self-confidence in the new language environment. Third, they feel social pressure to perform well in an unknown environment and have fear of making mistakes. These thoughts and feelings relating to learning a new language make the environment threatening, resulting in language learning anxiety. Sometimes, these effects decrease students' effectiveness in learning a foreign language. Using

dialogue journals, as a kind of communicative activity which can serve as a bridge between a formal and a friendly classroom atmosphere, may help these students. The teacher's role is that of a consultant who talks with students on paper and shares their feelings, ideas or problems. Since using dialogue journals can provide more communication and a stronger interaction between the teacher and his or her students, they may also be seen as a supportive tool to cope with the anxiety problem in the learning environment. In summary, using dialogue journals is a practical and meaningful communicative tool that may help to lower learners' anxiety.

CHAPTER III: METHODOLOGY

Introduction

This study examines the foreign language anxiety of the students in preparatory classes at Zonguldak Karaelmas University (ZKU) by investigating whether using dialogue journals lower this language anxiety. The study seeks to answer the following research questions:

1. What is the level of general language anxiety of students in language classrooms in the Preparatory School at Zonguldak Karaelmas University?
2. Does using dialogue journals help to lower the language anxiety of students in Preparatory School at Zonguldak Karaelmas University?
3. What are teachers' and students' perceptions of using dialogue journals in language classrooms at Zonguldak Karaelmas University?

In this chapter, information about the participants, instruments, data collection procedures, and data analysis is given.

Participants

The participants are 48 students and their English instructor in the English Language Preparatory School at Zonguldak Karaelmas University. The students are from two different classes, all pre-intermediate level students. There were 40 male students and 8 female students. The age range of the participants was between 17 and 19 years of age. The same instructor was responsible for both classes.

The classrooms, named C15, with 23 participants, and C21, with 25 participants, were nominated by their instructor as being classes in which students seemed more anxious about language learning than the ones in other classes. Pre and post-questionnaires relating to language anxiety were administered to both classes at similar time intervals. Dialogue journals were only used in class C21 which was designated as the experimental group. Class C15, designated as the control group, did not follow any special programme. They followed the regular course curricula. At the end of the study, a specific questionnaire prepared by the researcher about the dialogue journal study was implemented. In the final stage of the study, interviews were conducted with 12 students from the experimental group who exhibited high anxiety as evaluated by FLCAS questionnaire results and by the instructor's judgment of individual student anxiety. The instruments are specifically discussed below.

Instruments

The primary external instrument used in this study was the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz & Cope (1986). The FLCAS is a 33 item, self-report measure, scored on a 5-point Likert-scale, ranging from strongly disagree to strongly agree. It was developed to capture the specific essence of foreign language anxiety in a classroom setting and to provide investigators with a standard measure (for a copy of the questionnaire, see Appendix A).

Horwitz examined the FLCAS for reliability and validity in 1986 using a number of tests. First, the questionnaire was administered to 300 international students at the University of Texas. The results revealed test-retest reliability over

eight weeks ($r = .83 < .001$, $n = 300$). The FLCAS also demonstrated some internal consistency with an alpha coefficient of .93 with all items producing significant corrected item-total scale correlation. The test revealed a significant correlation of $r = .28$, $p < .05$ when correlated with communication apprehension as measured by McCroskey's Personal Report of Communication Apprehension; $r = .53$, $p < .01$, when correlated with test anxiety as measured by Sarason's Test Anxiety Scale; $r = .36$, $p < .01$ with fear of negative evaluation as measured by Watson and Friend's fear of Negative Evaluation Scale. In short, the FLCAS is considered to be a reliable tool to measure the subjects' general foreign language anxieties.

The FLCAS was administered to the students in both the control group and the experimental group twice, once at the beginning and again at the end of the study. The FLCAS was translated into Turkish and cross-checked by a Turkish-speaking colleague.

The second type of instrument used in this study was the actual dialogue journals produced by students. Dialogue journals were first used by a teacher in Los Angeles, Leslee Reed, with native English speaking students in 1980. (Staton, Shuy, Peyton, & Reed, 1988). From that initial project, dialogue journal use has spread to primary, elementary, middle and high school classes in the U.S. and also to college and graduate programs. The primary purpose of dialogue journals is to improve classroom communication and writing competency, and to develop students' practical reasoning and problem-solving abilities. In this study, dialogue journals were used for six weeks since the researcher hypothesized that scheduled use of dialogue journals written in English would reduce language anxiety about using English in other required situations. At the beginning of the study, the instructor and

the students in the experimental group were given a small workshop about dialogue journals. In this workshop, brief information with examples about dialogue journal use was given and the six-week study procedure was explained. Moreover, six different topics were selected according to choices of both the instructor and the students. The students in the experimental group wrote their entries twice a week and the instructor responded to those entries at the same time. The instructor responded to those entries sometimes with full paragraphs commenting on what the students had written about and sometimes with questions leading the students to think about the topic from different perspectives and to write more. At the end of six weeks, these journals were all collected and analyzed again by the instructor and the researcher to see whether students managed to explain their ideas, thoughts, and feelings about a given topic and whether they wrote longer entries in response to the instructor's comments.

The third type of instrument used in the study was the Dialogue Journal Perception Questionnaire prepared by the researcher (See Appendix C for a copy of the questionnaire). The Dialogue Journal Perception Questionnaire is a 10 item instrument, scored on a 5-point Likert-scale, ranging from strongly disagree to strongly agree. It was designed to measure students' perceptions of the dialogue journal study and was given in Turkish.

Oral interviews were also conducted with 9 of the 25 students in the experimental group. Seven of these were the students who seemed highly anxious according to questionnaire results and their instructor's beliefs, one of them was defined as being anxious only according to the instructor's perception, and the last student was the one who had the biggest drop in his anxiety level. The students, who

were interviewed in face-to-face meetings, answered eight main questions seeking to find the causes of their language anxiety and to reveal their perceptions about dialogue journal use. The interview protocol was also tape-recorded to be transcribed for data analysis soon after.

Data Collection Procedures

On January 10, 2005, permission was received from the Preparatory School of Zonguldak Karaelmas University to conduct the study. On January 26, the translated FLCAS was given as a pre-questionnaire to 48 students in both the experimental and control groups. The week before the experimental study began, the instructor and the students in the experimental group were given a workshop about the use of dialogue journals. The six topics with twelve entries that they would write about were also selected according to the choices of both the instructor and the students. In the week of February 7, the dialogue journal writing procedure began. The procedure ended March 18, lasting six weeks. The instructor communicated with the researcher about the progress of this implementation during these six weeks. On March 21, both groups of students were given the FLCAS again as a post-questionnaire. The Dialogue Journal Perception Questionnaire, which was prepared by the researcher in Turkish, was also given to the experimental group students on March 22. The interviews with the 12 highly anxious students from the experimental group were completed by March 25.

Data Analysis

The data collected from the pre and post FLCAS questionnaires and from the Dialogue Journal Perception Questionnaire were statistically analyzed using the SPSS 13.0 version. To analyze the data, the means of each student were computed.

In order to analyze the data collected from the interviews, the researcher first went over the notes I had kept during the interviews under each question. The first time the researcher listened to the recordings checked to see if there were any important points missing in my notes and made necessary additions and corrections. After transcribing the relevant parts of the interviews (see Appendix G and Appendix H for samples of transcribed interviews), I translated the transcribed portions of the interview done in Turkish into English. Having examined the data, I drew a matrix showing the common and differing points (Brown & Rodgers, 2002) in students' statements (see Appendix G for a sample of coding). I used the matrix so that the coded data could be examined more clearly and without difficulty in a chart (Brown & Rodgers, 2002). By examining the patterns in the matrix, I reported what the students said about each question during the interviews.

Conclusion

This chapter on methodology gives general information about the aim of the study, listing the research questions the researcher attempts to answer. It also provides descriptive information about the participants in the study, the instruments used, and the data analysis. The findings of the study will be presented in the next chapter under the heading "Data Analysis".

CHAPTER IV: DATA ANALYSIS

Introduction

The major focus of this study is to investigate the effectiveness of dialogue journal use as a way of lowering language anxiety in the classroom, students' perceptions of dialogue journal use, as well as one teacher's attitudes toward the use of dialogue journals. This study aims to address the following research questions:

1. What is the level of language anxiety of students in language classrooms in the Preparatory School at Zonguldak Karaelmas University?
2. Does using dialogue journals help lower the general language anxiety of students in the Preparatory School at Zonguldak Karaelmas University?
3. What are teachers' and students' perceptions of using dialogue journals in language classrooms at Zonguldak Karaelmas University?

This study was conducted with the participation of two classes of pre-intermediate students in the Preparatory School at ZKU. One group was the control group with 23 students and the other group the experimental group with 25 students. While the control group followed their regular English courses, the experimental group followed a systematic program of dialogue journal use as the treatment.

This chapter analyzes the findings from pre and post treatment administrations of the FLCAS language anxiety questionnaire, the results of a post-questionnaire on participating student perceptions of dialogue journals, and interviews with selected students. The classroom instructor of the experimental group was also interviewed

for her perceptions of dialogue journal use. In addition, five mini-case studies are presented to illustrate individual student responses relating to language anxiety and dialogue journal use. The data analysis will be explained in terms of quantitative and qualitative data.

Quantitative data

Quantitative data for this study was gathered through two instruments. The first instrument was the FLCAS questionnaire developed by (Horwitz, Horwitz & Cope, 1986) (see appendix A) which was given to both the experimental and the control groups before and after dialogue journal treatment. This questionnaire measures the general level of language anxiety of students of a foreign language. The second instrument for collecting quantitative data analysis was a researcher-prepared student perception questionnaire relating to dialogue journal use. This dialogue journal perception questionnaire was distributed to the experimental group after the completion of the six week dialogue journal treatment.

The FLCAS questionnaire has 33 items, designed with a five-point Likert scale, with values ranging from 1 to 5. (See Appendix A for a copy of the questionnaire.) The scoring for the positive statements were as follows: Strongly Disagree = 1, Disagree = 2, Undecided = 3, Agree=4, Strongly Agree = 5. For the analysis, all negatively phrased items in the questionnaire (items 2, 5, 8, 11, 14, 18, 22, 28, 32) were reverse scored. The data was entered into SPSS. To analyze the data, ANOVA tests and t-tests were run to investigate the anxiety levels of students between and within groups before and after the treatment. ANOVAs were used to analyze the comparisons between groups in the anxiety levels before and after the

treatment. T-tests were used to explore the change within groups in terms of students' anxiety levels.

For the purpose of the FLCAS questionnaire analysis, mean values from 1.00 to 2.49 were defined as no anxiety, values ranging from 2.50 to 2.99 were defined as low anxiety, values from 3.00 to 3.49 were considered as anxiety, and values from 3.50 to 5.00 were defined as high anxiety. See Table 1 below for the distribution.

Table 1

Distribution of the FLCAS values and their descriptions

<i>Mean values</i>	<i>Description</i>
3.50-5.00	High anxiety
3.00-3.50	Anxiety
2.50-3.00	Low anxiety
1.00-2.50	No anxiety

Before the treatment started, the FLCAS questionnaire by (Horwitz, Horwitz & Cope, 1986) was given to both control and experimental groups as a pre-questionnaire. The responses were obtained from 23 students from the control group, and 25 students from the experimental group. To discover the overall anxiety level of students at Zonguldak Karaelmas University, the responses to each item in the questionnaire were analyzed by calculating individual item means.

The FLCAS questionnaire was given again to both control and experimental groups after the treatment. In order to analyze the data from the pre and post FLCAS questionnaire, a paired samples *t*-test was run to investigate the level of language anxiety within the experimental group and the control group. Also, an independent samples *t*-test was run to explore any difference in the improvement of the students between the two groups. The data were analyzed by determining the mean values and the standard deviations. The purpose was to discover the anxiety level of each

student. The students who seemed to be anxious according to these results were interviewed later by the researcher. Table 2 shows the mean values and standard deviations of both groups in pre- and post-FLCAS questionnaires.

Table 2

Mean values for the experimental and control group pre- and post- questionnaire results

Groups	N	M	MD	sd	t
Pre-experiment	25	2.67	-0.02	.45	- .38
Post-experiment	25	2.70		.64	
Pre-control	23	2.69	0.03	.54	.35
Post-control	23	2.66		.58	

Note. N = number; M = mean; MD = mean difference sd = standard deviation; t = T value *p < .05

Results in Table 3 show that both experimental and control groups did not show any significant difference in their anxiety levels. However, there is a slight increase in the experimental group after dialogue journal use while there is a slight decrease in the control group. In other words, while the control group's anxiety level decreased slightly from 2.70 to 2.66, the experimental group did not have any decrease in the anxiety level. . The results indicate that there was no significant change in either the experimental group or the control group in terms of the FLCAS Questionnaire.

Paired samples tests to compare the pre-questionnaire results of the two groups and the post-questionnaire results of the groups are shown in Table 3 below.

Table 3

Paired samples test results, comparing the pre-questionnaire and post-questionnaire results of both groups

Groups	N	M	Sd	t
Pre-experimental	25	2.67	.47	.16
Pre-control	23	2.70	.54	
Post-experimental	25	2.70	.66	-.34
Post-control	23	2.66	.59	

Note. N = Number; M = mean; sd = standard deviation t = T value

*p < .05

As Table 3 shows, there is no significant difference between the pairs of pre-experimental and pre-control and post-experimental and post-control. The standard deviations show that there is less variance in the experimental group than the control group in the pre-test, but more variance in the post-test, which means the experimental group results were more varied than the control group's.

Although the average anxiety mean value of the experimental group is not high according to pre- and post-FLCAS questionnaire results, some students in the group were identified as being anxious by the researcher using the same interpretation for anxiety. The FLCAS questionnaire was interpreted by defining mean values from 1.00 to 2.49 to mean no anxiety, values ranging from 2.50 to 2.99 to be low anxiety, values from 3.00 to 3.49 anxiety, and values from 3.50 to 5.00 high anxiety. Seven students in the experimental group were between the values of 3.00 and 3.49 or 3.50 and 5.00. These selected students, plus two additional students, one who was defined as being anxious according to the instructor's perception and the other who had the biggest drop in the anxiety level, were interviewed by the researcher after the dialogue journal procedure. Table 4 displays the selected students' anxiety level values.

Table 4

Rank order of interviewed students in terms of anxiety level according to pre- and post- FLCAS questionnaire mean results

Rank	Student	Pre- FLCAS	Post- FLCAS	M	MD
1	Student 1	3.52	3.73	3.62	.21
2	Student 2	3.36	3.39	3.38	-.03
3	Student 3	3.21	3.39	3.30	-.02
4	Student 4	3.27	3.27	3.27	0.00
5	Student 5	3.24	3.06	3.15	0.18
6	Student 6	3.06	3.09	3.08	0.03
7	Student 7	3.00	3.03	3.02	0.03
8	Student 8	2.55	2.94	2.75	-.04
9	Student 9	2.55	2.15	2.35	.04
TOTAL		3.42	3.12	3.27	.03

Note. M = mean; MD = mean difference

The table shows that the first seven students fit the definition of being anxious since their mean values are higher than 3.00. However, there are no students who are strikingly more anxious than the others. The eighth student was selected because she was defined as being anxious according to the instructor's perception; she has low anxiety with a mean value of 2.75. The ninth student was selected because he had the biggest drop in his anxiety level after the experimental study, from 2.55 to 2.15 although he belongs to the category of the students being not anxious.

The second instrument for collecting data analysis was a researcher-prepared student perception questionnaire relating to dialogue journal use. The Dialogue Journal Perception Questionnaire consisted of 10 items. (See Appendix C for a copy of the perception questionnaire). These items were again designed with a five point Likert scale and were assessed values ranging from 1 to 5. The scoring for the positive statements were as follows: Strongly Disagree = 1; Disagree = 2; Undecided = 3; Agree=4; Strongly Agree = 5. The single negative item (item 2) was

reverse scored. The data of the dialogue journal perception questionnaire was also entered into SPSS.

For the purpose of this dialogue journal perception questionnaire analysis, mean values from 1.00 to 2.49 were considered highly negative, values ranging from 2.50 to 2.99 were considered negative, values from 3.00 to 3.49 were considered positive and values from 3.50 to 5.00 were considered highly positive. Table 5 displays the distribution of these values.

Table 5

Distribution of the DJ questionnaire values and their descriptions

<i>Mean values</i>	<i>Description</i>
3.50-5.00	Highly positive
3.00-3.50	Positive
2.50-3.00	Negative
1.00-2.50	Highly negative

Note. DJ = dialogue journal

In order to analyze the data gathered through the dialogue journal perception questionnaire, item rank order was used to investigate the level of interest of the students in the experimental group toward dialogue journal use. The mean scores for each item in the perception questionnaire were rank ordered from highly positive perceptions to highly negative. Table 6 shows the rank order of these mean values after the study.

Table 6

Rank order of students by mean values of Dialogue Journal Perception Questionnaire (N=25)

Rank	Student I / NI	M	Interpretation
1	Student NI	4.70	Highly positive
2	Student NI	4.60	Highly positive
3	Student NI	4.50	Highly positive
4	Student NI	4.30	Highly positive
5	Student NI	4.10	Highly positive
5	Student NI	4.10	Highly positive
7	Student NI	4.00	Highly positive
8	Student I	3.80	Highly positive
8	Student NI	3.80	Highly positive
10	Student I	3.70	Highly positive
10	Student I	3.70	Highly positive
10	Student NI	3.70	Highly positive
13	Student I	3.50	Highly positive
13	Student I	3.50	Highly positive
13	Student I	3.50	Highly positive
13	Student NI	3.50	Highly positive
17	Student I	3.40	Positive
18	Student I	3.30	Positive
18	Student NI	3.30	Positive
18	Student NI	3.30	Positive
18	Student NI	3.30	Positive
22	Student NI	3.10	Positive
23	Student I	2.70	Negative
23	Student NI	2.70	Negative
25	Student NI	2.10	Highly negative
	AVERAGE	3.60	Highly positive

Note. M = mean; I = interviewed; NI = Not-interviewed;
Total interviewed = 9

As seen in Table 6 sixteen of the students have highly positive attitudes towards dialogue journal use with mean values ranging from 4.70 to 3.50. Six of the students have positive attitudes towards dialogue journal use, with mean values ranging from 3.40 to 3.10. Two of the students have negative attitudes towards dialogue journal use, with the mean value 2.70. Only one student has highly negative attitudes towards dialogue journal use, with the mean value of 2.10. Nine of these 25

students were interviewed by the researcher. They were defined as being anxious according to both pre- and post-FLCAS questionnaire interpretations and the instructor's perceptions. However, six of these nine students had highly positive attitudes and two of them had positive attitudes towards dialogue journal use after the treatment, although they had language anxiety. One of them had negative attitudes towards dialogue journal use with the mean value of 2.70, which is not very low.

There are also different attitudes towards each of the dialogue journal perception questionnaire items. Table 7 below gives the rank order of these items according to their frequency and mean values. Mean values from 1.00 to 2.49 were considered highly negative, values ranging from 2.50 to 2.99 were considered negative, values from 3.00 to 3.49 were considered positive and values from 3.50 to 5.00 were considered highly positive.

Table 7

Rank order of items in Dialogue Journal Perception Questionnaire (N = 25)

Rank	Item	Item Description	M	sd	Interpretation
1	1	<i>Positive feelings towards DJ</i>	4.12	1.01	Highly positive
2	7	<i>Sharing ideas with teacher</i>	4.00	1.04	Highly positive
3	2	<i>Entries not tiresome</i>	3.96	.93	Highly positive
4	4	<i>Not worry about mistakes</i>	3.88	1.24	Highly positive
4	6	<i>DJ help for writing skill</i>	3.88	.97	Highly positive
6	8	<i>Communication between S and T</i>	3.56	1.08	Highly positive
6	10	<i>Continue writing DJ</i>	3.56	1.39	Highly positive
8	3	<i>Like topics of DJ</i>	3.36	1.18	Positive
9	9	<i>More motivated after DJ use</i>	2.96	1.10	Negative
10	5	<i>Not anxious during DJ use</i>	2.72	1.24	Negative

Note. M = mean; sd = standard deviation; DJ = dialogue journal ; S = student ; T = teacher

Table 7 indicates that students mostly favored dialogue journal use. Their attitudes are highly positive to the items 1. 7. 2. 4. 6. 8. and 10. The most favored item is the one about enjoying dialogue journal use. They also have highly positive

attitudes for the interaction between them and the instructor and about not worrying about mistakes. They have positive attitudes towards the topics of dialogue journal entries with the mean value of 3.36. However, students do not think that they are more motivated after dialogue journal use ($M=2.96$). Their attitudes towards this item are interpreted as being negative. The least favored item in the questionnaire is item 5, which is about feeling anxiety during the treatment. They also have negative attitude towards this item with the mean value of 2.72 which means that they felt some anxiety during the treatment.

Summary

From the FLCAS questionnaire interpretations, no significant change occurred in the experimental group anxiety levels after using the dialogue journal procedure for six weeks. Control group students' anxiety levels did not increase or decrease either. This showed that dialogue journal use was not effective in lowering overall language anxiety. However, students in the experimental group were mostly positive towards dialogue journal use.

Qualitative data

This section consists of two parts: interviews and mini-case studies. Interviews were conducted both with the instructor and the students of the experimental group. First, the interview with the instructor, and then the interviews with the students will be presented. Afterwards, five mini-case studies of students defined as being anxious will be presented to exemplify students' attitudes toward dialogue journal writing, which were analyzed according to five students' interviews will be given.

Interviews

Interviews were conducted with both the instructor and nine selected students who seemed to be anxious according to FLCAS pre and post questionnaires results and also according to their instructor's perception.

Interview with the instructor

An interview was conducted by the researcher with the instructor who implemented dialogue journal study in her class for six weeks. The interview was transcribed from audiotape and analyzed to identify themes and coding. The themes from the teacher interview to be discussed separately are as follows:

1. Criteria for choosing the students for the interview
2. Possible reasons for student foreign language anxiety
3. Personal reflection on the dialogue journal study
4. Advantages and disadvantages of using dialogue journals
5. Reasons for communication breakdowns and problems during the study
6. Perceptions of dialogue journal effects on students' anxiety
7. Interaction between the instructor and students during the study
8. Other opinions about dialogue journal use

The instructor's criteria.

The instructor stated that one criterion for choosing the students for the interview was how they acted during the language classes. For example, if they seemed afraid to speak, or were very hesitant to participate in any classroom activities. They were chosen according to their conditions in language classes. She explained that she selected the students who were trying to learn English but seemed to be afraid of learning. She noted:

I chose the students who seemed to feel anxious in lessons. These students had doubts whether they could learn or not. They also thought that they could **succeed only with difficulty**. I can define these selected students as **lacking self-confidence** when participating in classroom activities due to their **fears and worries**. This was my actual criterion.

It is understood from this comment that the students who were selected for the interview were those who seemed to have a kind of deficiency in the target language in the classroom. In addition, pre- and post-FLCAS questionnaire scores were used. The teacher and the researcher went over the scores together to determine the students to be interviewed.

Possible reasons for anxiety.

The instructor gave several possible reasons for students' language anxiety. The most important reason related to the current educational system. Other reasons all dealt with the students' own feelings such as, feeling hopeless, having suspicions and lacking confidence.

I believe there is a common reason for anxiety. **It is about our educational system**. Although students start learning English before they attend university, they have fear and anxiety because **they are not competent with the target language**. They think they cannot learn it here during this year, either. Therefore, **they have question marks in their minds and they do not trust themselves**.

She emphasized that all reasons for language anxiety stem from the first reason which is about the problems in the current educational system. She thought that earlier learning experiences affected the later ones. If students were exposed to an insufficient education in the beginning, it would cause difficulties and problems for their future education. She added that there is something lack in our educational system that students cannot reinforce what they have learned. She said that our

educational system is commonly based on memorization and curriculum needs more creative and communicative activities.

Reflection of the instructor.

The instructor stated more positive responses for dialogue journal use than negative. She said there were times when she had difficulty because of the extra work load, but added that she enjoyed the study most of the time. She also indicated that she did not expect her students to become as motivated during the study as they did. She gave an example from one of her students as follows:

...He surprised me so much because I never expected that he would write. He even was not doing his homework. He did not use to participate in classroom activities and used to speak very little. One day he came and said that he wrote one page long, and that I would like it. He was right, and that entry was more successful in communicating than his previous entries. He explained his ideas more clearly and it was grammatically more correct.

It is clear from this comment that the instructor saw an improvement in some of her students' writing skills. According to her, it was a satisfying activity for her students who wanted extra activities outside classroom. None of the students mentioned to her that they did not enjoy the activity. On the contrary, most of them wanted to continue writing even after the six weeks of the procedure.

Advantages and disadvantages of dialogue journal use.

The instructor presented the advantages and disadvantages separately for using dialogue journals. As for the advantages, she said she had the chance to evaluate her students' writing ability, her interaction with the students became closer, and she got positive responses from her students whenever she wrote positive things to them. She expressed the response to dialogue journals as follows:

... very interesting and warm. We really shared our more private ideas and feelings. We got closer day by day. Students seemed to become more relaxed about writing. It was such an advantageous activity, and I was able to see my students' writings as communication apart from our regular courses.

She added that they felt comfortable during their dialogue journal study since they were not afraid of making mistakes. They knew that their mistakes would not be corrected and their writing would not be graded. They felt that they were considered important by their instructor since only their ideas and the feelings they expressed in their journals were taken into consideration.

As for the disadvantages, she said that students sometimes did not bring their journals on time and that she sometimes was not able to return their responses immediately. Also, she said that sometimes she did not know how to comment on the students' ideas. She explained this difficulty as:

I had times when I **could not comment**. I responded, but sometimes **I thought for hours and tried to find out how to encourage them to write again and longer** because some entries of students were really short and the ideas were limited. You have to be careful. **Students respond to your entry in the way you respond to theirs.**

The instructor noted that she had this difficulty at the beginning of the study. As she became familiar with the journal entries and the best kinds of responses for each student, the process became easier for her day-by-day. However, she sometimes had different breakdowns and problems which limited the continuous process of the study.

Reasons for breakdown in communication.

Some possible reasons were identified for communication breakdowns by the instructor. She mentioned that responding took time and that her course program was intense and her schedule was full. Therefore, her schedule seemed to have had

an effect on the study. Furthermore, she mentioned exams and assignments as being other possible reasons for interruptions in the dialogue journal process since students prioritized these exams and assignments rather than the dialogue journal study.

Students delayed their journal entries whenever they had a quiz, midterm exam or any assignment. I had to rearrange the time I collected their journals. Therefore, **I had trouble in designing a weekly schedule** at such times.

Effects of dialogue journal use.

The instructor noticed that some students' language anxiety seemed to be lower at the end of the study, as evidenced in their journal entries. Some less anxious students began to write more easily. Moreover, some of her successful students, those who did not appear anxious, seemed more motivated as a result of using dialogue journals. Also, some of the students who had been very poor in terms of classroom performance seemed to respond particularly well to dialogue journal use. She gave an example of one such student as follows:

...He was a demotivated student who was never doing his homework and not attending courses regularly. **I thought he would not join the study since he used to come to my classes unprepared** even without his books. However, he wrote his journal entries regularly in comparison to his condition in my classes. **Dialogue journal study had a positive effect on him and he displayed his English language competence and performance.**

As seen from this comment, dialogue journal study had different effects on different students in the experimental group. The effects were different for highly anxious, less anxious and non-anxious students. The instructor emphasized that most of her students seemed to have benefited from this study.

Interaction.

When the instructor was asked about her interaction with her students during the study, she stated that they had not encountered anything negative. On the contrary, the quality of their communication improved. She added:

... we even shared events in their private lives. They did not hesitate to tell me about things they were living through at the time of the study and things they had experienced before and had lived before. There were such entries about some topics in which **they gave their secrets. We were like friends. They sometimes asked me for advice**, particularly while writing on specific topics like “love”.

The interaction seems to have improved between the instructor and her students as the study progressed. Students trusted her and their communication in English became more frequent and more meaningful than communication in regular classes.

Other opinions.

The instructor concluded that she was satisfied with the dialogue journal study although it was tiring when she had a busy weekly schedule. She believes this study added lots of things to her teaching experience and gave a novel touch to her regular classes. It also helped her improve her dialogue and relationship with her students. She was pleased to have been able to participate in the study.

Interview with students

Nine students participated in the interviews. Seven of the participants were chosen because of their scores on the pre and post FLCAS questionnaire results. The instructor was consulted regarding whether or not these seven students were, indeed, anxious students; she concurred. The instructor also identified one additional student that she perceived as being anxious; this student did not score as being

anxious according to the FLCAS. After the study, in fact, the instructor thought this student had less anxiety as a result of participating in the dialogue journal experience and seemed to be more motivated as well. The last participant, Student 8, was again chosen according to pre and post FLCAS questionnaire results. He was identified for the interview because he had the biggest drop in his language anxiety level between the pre and post FLCAS administrations. The interviews were conducted in Turkish.

As with the instructor data, the interviews were analyzed to identify themes.

The identified themes follow:

1. Possible reasons for participants' foreign language anxiety
2. Whether participants had social anxiety or not
3. Whether participants liked the dialogue journal study or not
4. The reasons for their dialogue journal enjoy
5. Whether participants experienced the same anxiety during English study as in other courses.
6. Dialogue journal advantages and disadvantages
7. Interaction between students and their instructor during the study
8. Their ideas about journal topics
9. Their ideas about continuing writing dialogue journals

Each of these themes is discussed with student comments below.

Possible reasons.

When students were asked about the possible reasons for their language anxiety, they gave a variety of answers. These answers may be grouped as learning

English at Prep-School for the first time, having very little speaking practice, and worrying about making mistakes.

Students who gave learning English intensively for the first time, mentioned their past foreign language learning experiences, and all seemed to agree on the idea that their past English competence was not sufficient enough.

(Yasemin) **I feel like I am learning English for the first time. I do not remember anything from my English classes at secondary and high school.** Therefore, I used to feel anxious because I did not understand what my teacher was saying in English. Now, I feel better since I started to learn.

Some students mentioned that they feel anxious while they are participating in classroom activities since those activities require speaking. These students stated that they did not have enough speaking practice in classes and in daily life. Therefore, this is the reason for their anxiety in the classroom.

(Sezgin) **I have speaking deficiency.** We do not have a separate speaking class, so **there is lack of practice. I cannot speak before my friends since I believe most of them speak better than me.**

(Zerrin) ... and **we do not have chance to practice the language for speaking** and using it. I can answer the questions that the teacher asks in the classroom, but **I am afraid of making mistakes while talking.** I do not know how to start speaking.

As revealed from these comments, students are also afraid of making mistakes while participating in classroom activities. They highlighted the reasons below:

(Şafak) ... this is the real reason I guess. **I am really afraid of making mistakes.** I am afraid of not using grammatical structures correctly while speaking. I am not afraid of speaking, but **I worry about uttering wrong sentences.** I think **I do not know enough vocabulary items and grammar.**

(Gönül) **I am afraid of making mistakes and I feel anxious.** I do not worry about being corrected by my teacher. However, **there are students in the classroom who are more competent than I am. I worry about making mistakes in front of them.**

These comments present three main reasons for students' language anxiety.

Reasons differ from one student to another, possibly due to their background knowledge, their expectations and their psychological situation. The psychological situations of some students may cause a different kind of language anxiety: social anxiety.

Social anxiety.

When asked if they had social anxiety, some students responded positively. In addition, they admitted that it affected their language performance and might be another cause for their language anxiety.

(Semih) **I felt like a foreigner when I first came here.** It is my first year at the university. **A different place, new friends, new teachers...** I was confused and a bit lost. **I had problems about getting accustomed to this new environment.** Therefore, **I could not get accustomed to lessons,** either..... In fact I am a bit **embarrassed and introvert person. I was unwilling to participate in classroom activities. I could not dare to do.** But now... I feel more relaxed.

Dialogue journal study.

All of the participants stated that they enjoyed the dialogue journal study. They found the activity different, interesting and entertaining. They gave several reasons for their appreciation.

(Kevser) **I liked the activity because I was relaxed while writing** and I wrote whatever and however I liked. **I was free to express my ideas** and I was able to share them with my teacher. I did not have **any fear of making mistakes** and I did have to look up a word in a dictionary. Words were just like coming into my mind. So, **I did not have any difficulty.**

(Şafak) **I enjoyed the activity** very much because it was **different**. ...The difference was that **I felt more comfortable** while I was responding to my teacher in the journal. **I also had more confidence** there comparing to regular courses. I learned that I should not get nervous anymore. **My tense feelings in classroom also disappeared** and I can definitely say that **it lowered my language anxiety** in the classroom.

Feeling similar anxiety.

Except for one student, all participants agreed that they did not feel a similar anxiety during dialogue journal study as they felt in regular English classes. They mentioned that this activity was different from other classroom activities.

(Zerrin) **I was comfortable while writing** because I was writing at home. **I did not worry about grading**. My teacher did not evaluate it as an assignment. The most important reason is that **my mistakes were not being corrected**. I liked this most.

(Sezgin) **I did not have any anxiety**. Nobody was there while I was writing. You are writing however you like. **It was just like free writing**. Therefore, **there was no direct correction for our mistakes**. Our teacher used to give us only advices.

Advantages and disadvantages.

Students gave several advantages of using dialogue journals. They mostly emphasized that this study had positive effects on the improvement of their writing skill. Some said that it also had positive effects on other skills and on their performance in the classroom.

(Sezgin) **It gave me a chance to improve my English** knowledge and skills in writing. It was good because **the format was like a dialogue**. Moreover, **my mistakes were not corrected** and **journal entries were not graded**. I think it was the biggest advantage for us.

(Can) ... **improvement in framing my sentences, feeling relaxed**, expressing myself freely, **being aware of current events** by writing about them and **practicing the language**.

(Safak) I feel that **I was more motivated in writing courses.** More important, **I started to talk on a topic.** It is really a different technique. **I am able to write and speak now.** I can frame sentences. Since the name is “dialogue journal” **we felt as if we did chat.** In addition, **I practiced English.**

When participants were asked for the disadvantages, six of them said that the study had no disadvantages for them. The other two participants said that it was tiring and a bit of a load when they had exams. They also added that they thought some topics were boring and ridiculous so that they could not write about them very effectively.

(Zerrin) **I found some topics absurd,** so it was boring to write about them for me at such times. **Writing journal entries also took time** for me since it was an extra activity apart from our assignments.

(Sezgin) It did not take a long time for me. **It just took me five minutes to write because I did not care about my mistakes.** **But some topics were boring** and I did not have any idea about them.

Interaction during the study.

All of the students in the interview stated that their interaction with the instructor during dialogue journal use was good and effective. They shared lots of things, even private thoughts, in the entries.

(Kevser) ...**it was positive and effective.** You are having a conversation with the person in the dialogue journal and sharing something. I enjoyed this. The responses that my teacher gave lead me to think in a different way. **I was easy telling my problems. My communication with my teacher improved much more.** I feel closer to her....**I really shared the things that I had never shared with somebody else in my life.**

Students seemed to be satisfied with the interaction during dialogue journal use.

Journal topics.

In the interview, for the question whether they liked the topics about which they wrote entries in their dialogue journals, students' responses varied. Two of them stated that topics were quite good for them. Five of them stated that they did not like most of the topics because they found them boring. Two students suggested that they preferred different topics which would interest them more. However, all the students emphasized that they willingly wrote about the one topic that provided them with topic choices.

Continue writing.

All of the students in the interview said that they would continue writing dialogue journal entries if given the opportunity. They all believed that dialogue journal use had more advantages than disadvantages. It was an interesting activity for them and they felt it helped their English skills develop.

Positive responses to dialogue journal use

This part will present information about positive responses of nine interviewed students to dialogue journal use. After the analysis of these responses, several themes emerged. These themes are about their interest, enjoyment and relaxation about dialogue journal use; their lack of concern about grades; having opportunity to practice English and express themselves freely; writing and speaking improvement during dialogue journal use; getting motivated after dialogue journal use; and lastly the effective communication between the teacher and the students throughout the process. Below, these themes will be analyzed one by one with some excerpts.

Interest.

Two of nine interviewed students said that they found dialogue journals interesting. For example:

(Zerrin) “... It was good because it was a very interesting activity”.

(Şafak) “... It was very different and interesting”.

Enjoyment.

Four of nine interviewed students said that dialogue journal use was an enjoyable activity. Two examples are given below:

(Yasemin) “... I want to continue writing dialogue journal because it is very enjoyable”.

(Semih) “... I found it very enjoyable while responding to my teacher in the entries”.

Relaxation.

Seven of nine students agreed that dialogue journal use was a relaxing activity. Three examples are given which emphasize students' comfort with dialogue journal use.

(Kevser) “... I was very relaxed because I did not have any worry. There was somebody who understood me easily”

(Sezgin) “... There was nobody to interrupt me so I could write however I wanted. I wrote what I had inside”.

(Gönül) “... It was good to write in English. It was less stressful than regular writing courses. I believe I will be able to write more easily”.

Lack of concern about grading and mistakes.

Seven of nine interviewed students mentioned about their satisfaction with not being graded or not being corrected for their mistakes during dialogue journal use. Three examples given below show their lack of concern about grading and mistakes.

(Zerrin) "... I did not worry about grades or mistakes and it was not evaluated like other assignments".

(Hasan) "... I wrote willingly because my mistakes were not taken into consideration and it was different from our regular assignments".

(Sezgin) "... There was no direct correction, just suggestions from my teacher".

Opportunity to practice English.

Four of nine students believe that they had the opportunity to practice the target language by using dialogue journals. For example:

(Yasemin) "... I got closer to English because I had more opportunities than usual to practice my English"..

(Şafak) "... It was useful for me because I practiced my English everyday".

Free expression.

Four of nine interviewed students emphasized that they expressed their ideas and feelings freely in their dialogue journal entries. In the examples below, they explained how they were able to express themselves during dialogue journal use.

(Semih) "... We were able to express all our feelings and ideas on paper. I was alone and I was able to express myself freely".

(Sezgin) "... There was nobody to interrupt me so I could write however I wanted. I wrote what I had inside".

Writing skill improvement

Eight of nine interviewed students believed that their writing skill improved with the help of dialogue journal use. The following three examples give students' ideas about their writing skill improvement.

(Kevser) "... It was useful because I was able to organize my writing on a specific subject. I started to write more comfortably as time passed and now I am able to write without any difficulty".

(Gönül) "... It was good to write in English. It was less stressful than regular writing courses. I believe I will be able to write more easily because I developed myself by writing dialogue journal entries".

(Can) "... I believe there is improvement in my writing skill because I am able to frame sentences more easily and excellently. Writing about topical subjects also helped me improve my target language".

Speaking skill improvement

Two of nine interviewed students thought that dialogue journal use had a positive effect on their speaking skills. These students' ideas are as follows:

(Semih) "... I also believe dialogue journal use will affect my speaking skill positively. We will be able to talk to a native speaker without worrying about mistakes".

(Şafak) "... My motivation in writing courses increased. More importantly, I started to speak in English. I was talking to myself in the mirror and then I was

writing my sentences directly in the dialogue journal. I am able to frame sentences now”.

Motivation.

Four of nine interviewed students felt that they became more motivated for lessons after dialogue journal use. In the following examples, it is explained how they got motivated for lessons with the help of dialogue journals.

(Yasemin) “... I got more motivated for lessons while I was writing dialogue journal entries everyday”.

(Can) “... Once, I lost my motivation for the school. Then, I got motivated again with the help of dialogue journal. My teacher gave me advices in her responses when she realized this situation”.

Teacher-student communication.

All of the interviewed students agreed that the communication between them and their teacher improved with the help of dialogue journal entries and responses. They also felt that there was a rapport between them and their teacher. For example:

(Kevser) “... I was able to share my problems with my teacher. I felt closer to her during dialogue journal use and our communication improved. I really shared the things which I had never shared with anybody else with my teacher”.

(Yasemin) “... She responded to what I had written in my entries. I liked this very much. My ideas sometimes changed according to her ideas. I think dialogue journal provided communication between me and my teacher. In addition, I felt I was supported by my teacher”.

(Can) "... Our communication improved. We were in contact during the whole week with the help of dialogue journal entries and responses. I was able to learn what my teacher was thinking on the same given subject".

Summary

According to these given positive responses, students liked dialogue journal use for several reasons. Firstly, they found the activity interesting, enjoyable and relaxing. Secondly, they believed they had the opportunity to practice English and to express themselves freely in dialogue journal entries. Additionally, they thought their speaking and writing skill improved and they got more motivated after dialogue journal use. Finally, they emphasized that they had rapport between them and their teacher with the help of dialogue journals. Based on these positive responses of students, dialogue journals may be suggested as an additional communicative activity for Zonguldak Karaelmas University Preparatory School curriculum.

Mini-case studies

In this second part of the qualitative analysis section, five mini-case studies will be presented. These mini-case studies are, in effect, short stories about five students from the experimental group. These students were also among those interviewed after dialogue journal treatment. The first three of these students are among those who were defined as anxious according to the interpretations of pre- and post-FLCAS questionnaire results. The fourth student is the one who was also defined as being anxious according to the instructor's perceptions about her in the classroom. Finally, the fifth student was a special case: had the biggest drop in his anxiety level according to FLCAS questionnaire results from 2.55 to 2.15.

These five students were analyzed one-by-one with a specific profile describing them in terms of their anxiety levels, dialogue journal use, and writing class performance. First, their anxiety levels were given according to pre- and post-FLCAS questionnaire results. Second, their dialogue journal use was presented in terms of dialogue journal perception questionnaire means, number of total entries and writing fluency. Third, their writing class performance was analyzed with percentage values according to their writing class assignment completion rate. They were given 13 writing assignments throughout the second term. In addition, they were requested to write 12 entries in their dialogue journals which meant two entries for each week. The topic of each entry is given below:

Dialogue Journal Topics

First week topics: First entry: English and prep-school

Second entry: Ideals in their life

Second week topics: Third entry: Love

Fourth entry: First love

Third week topics: Fifth entry: A Turkish serial (Kurtlar Vadisi)

Sixth entry: Describing a character from the serial

Fourth week topics: Seventh entry: Preference of Turkish or foreign music

Eighth entry: Effect of listening to English music on learning this language

Fifth week topics: Ninth entry: Napoleon says: "Money, money, money!" Is he right?

Tenth entry: Preference of a job: financial or a moral one

Sixth week topics: Eleventh entry: Individual student selected topic

Twelfth entry: Perception about the dialogue journal use

The total number of entries in the dialogue journal notebooks was also presented. According to the following case study analyses, the average anxiety level mean of students is 3.04 according to pre-FLCAS questionnaire interpretation; their anxiety level is actually above the average group mean. When dialogue journal perception questionnaire is interpreted they had highly positive attitudes. Mostly, they wrote more entries than requested. When dialogue journal word productivity is examined, an increase is seen in the students' fluency in terms of number of words. Their average writing class performance was also successful according to assignment completion rate.

The interview results of these students in the mini-case study revealed that reasons of language anxiety varied from one person to another. However, all five students agreed on one point: their previous English language learning experience was insufficient and they thus felt they had difficulty in Prep-class due to this. They stated that this was their first time to have such an intensive English program. Four of five students mentioned about their speaking anxiety. They all said that they had writing anxiety and worried about making mistakes and being corrected by the instructor. Two of five students told the researcher that some topics were boring for them and they would have rather written about more interesting topics. However, all of them emphasized that they wanted to continue writing dialogue journal entries. Five of them indicated that they felt they had improvement in their writing fluency. One of them emphasized that not only his writing skill but also his speaking skill was developed with the help of dialogue journal use. They also agreed on the fact that

dialogue journal use was very useful for their interaction with the instructor and they all believed that their communication got closer.

Mini-case studies will start below with the most anxious student's analysis.

Table 8

Mini-case study 1: Semih

FLCAS		
EG Pre-Q	M = 2.67	
S Pre-Q	M = 3.52	
EG Post-Q	M = 2.69	
S Post-Q	M = 3.73	
Dialogue journal Q M = 3.50		
Total # of entries	= 9 of 12	
Dialogue journal word productivity		
First entry	= 33 words	
ISST entry	= 160 words	
Last entry	= 43 words	
Wr class performance	= 31 %	

Note. M = mean; Q = questionnaire;
EG = experimental group; S = student
ISST = Individual Student Selected Topic
Wr = writing; # = number;

The statistics in Table 8 show that Semih seems to be anxious as defined by FLCAS interpretations in both pre and post Foreign Language Classroom Anxiety Scale questionnaire results. There was not a noticeable change in his anxiety level as measured by FLCAS after the treatment period. According to the dialogue journal perception questionnaire interpretation, a 3.5 mean is considered highly positive. This indicated that Participant 1 favored using the dialogue journal. He wrote 9 out of 12 entries. When dialogue journal word productivity is examined, his fluency seems to improve in terms of number of words from his first entry, with 33 words, to

his last entry with 43 words. There also seems to be a remarkable difference between the entry he wrote about a topic he selected himself and pre-decided topic entries. He wrote 160 words in his individual student selected topic entry. Writing class performance of this participant was low at with a 31% total assignment completion rate.

Interview analysis.

Semih had the highest anxiety level among the interviewed students according to both pre and post FLCAS questionnaire results. During the interview, he was asked the reasons for his language anxiety and his perceptions about dialogue journal study. He stated that he had anxiety because he did not have enough English language competence; therefore he could not show his potential in his English language learning classroom. He felt that his friends were more successful than he was so he did not have the courage to speak in the classroom.

He stated that he had positive attitudes towards dialogue journal study since he liked responding to the instructor's entries. He added:

... and I felt as if I were talking to my teacher. It was like a real dialogue. **I was able to express myself with my ideas and feelings.** I was happy because my teacher took what I wrote into consideration and she wrote her comments each time. So, I first look at my teacher's responses when I receive my notebook. **It was like textual chat.**

He also emphasized that he did not feel language anxiety while writing in his journal. He thought that this was the biggest advantage of dialogue journals. He believes his writing skill improved because he was not able to write at the beginning but at the time of the interview it was easier for him to start writing. He did not mention any disadvantages about the dialogue journal because he felt there were no disadvantages for him.

According to Semih, the interaction with his instructor was strengthened with the help of this study. He tried to understand his instructor's feelings and thoughts as well, and he liked this process. The participant said he trusted the instructor; he was sure that the instructor would keep his entries private. He said that they were like friends in the dialogue journal.

Semih said in his interview that he would like to continue writing dialogue journals. He suggested that there should be more psychological topics related to young people about their personal development or other topics related to their social lives.

He concluded the interview stating that dialogue journals prepared a base for his language performance development, not only in writing but also in speaking. He indicated that he thought he would be able to talk to a foreigner without anxiety and would be able to ignore his mistakes while talking.

Discussion.

Although the anxiety level of Semih did not show any significant difference as measured by FLCAS after the dialogue journal use, he had positive attitudes towards using it. He may also have some social anxiety since he said in the interview that he had difficulty in getting accustomed to new university environment when he had first arrived there. He also added that he was afraid of speaking in front of his friends. He did not complete all of his entries, however there seems an improvement from his first entry to his last entry in which he had freedom of choice for the topic. His writing class performance was also low due to the fact that he did not complete all the assignments given by the writing class instructor. This may show that

participant 1 was more successful in writing when he had freedom of choice for topics he would write about.

Table 9

Mini-case study 2: Şafak

FLCAS	
EG Pre-Q	M = 2.67
S Pre-Q	M = 3.36
EG Post-Q	M = 2.69
S Post-Q	M = 3.39
Dialogue journal Q	
	M = 3.70
Total # of entries	= 18 of 12
Dialogue journal word productivity	
First entry	= 30 words
ISST entry	= 154 words
Last entry	= 31 words
Wr class performance	= 100 %

Note. M = mean; Q = questionnaire;
EG = experimental group; S = student
ISST = Individual Student Selected Topic;
Wr = writing; # = number

The statistics above show that Şafak seems to be anxious according to both pre and post Foreign Language Classroom Anxiety Scale questionnaire results. There was not a noticeable change in his anxiety level after the treatment. According to the dialogue journal perception questionnaire interpretation, a 3.7 mean is considered highly positive. This indicated that he also favored using dialogue journal. He wrote 18 entries which is six more than the number of entries requested by the instructor. When dialogue journal word productivity is examined, no difference is seen in the participant's fluency in terms of number of words from his first entry with 30 words to his last entry with 31 words. However, there is a noticeable difference between his

individual student selected topic entry with 154 words and other pre-decided topic entries. Writing class performance of this participant was excellent with a 100 % total assignment completion rate.

Interview analysis.

Şafak showed the second highest anxiety level among the interviewed students according to both FLCAS questionnaire results. He was asked the reasons for his language anxiety and his perceptions about dialogue journal study in the interview. First, he mentioned the possible reasons for his language anxiety. He stated that he had anxiety since he thought he did not know English and that there were students in his classroom who were more competent than he was in speaking. He added that there was no one at home to support him to study English. The most important reason for his language anxiety was being afraid of making mistakes.

He said that he liked dialogue journal use and found it very different from other classroom activities. He had more confidence in responding to the teacher's entries in dialogue journal than he had responding in the classroom. He felt relaxed with the process since he was not graded and was not corrected for his mistakes. He stated he felt less anxiety while writing dialogue journals than participating in classroom activities.

He talked about several advantages of dialogue journal use emphasizing that it not only improved his writing skill but also affected his speaking skill positively:

My motivation in writing courses has increased. I was not writing anything before. More importantly, I started to talk on a given topic. During the study, I sometimes used to talk to myself in English in front of the mirror and tried to make sentences. After that, I used to write those sentences directly in my journal. **Now, I feel I can make sentences easily both in speaking and in writing.**

He believes there were no disadvantages for him in using the dialogue journal because he thinks this study was useful for him. He had the chance to practice his English and it was not a waste of time. He believes students should do more of this kind of extra activities during Preparatory School.

According to Şafak, this study increased the trust between him and his instructor. They began sharing lots of things. He emphasized that he did not have any worry about asking questions to his instructor anymore. He was even able to ask his questions to other instructors at school.

Şafak also said in his interview that he would like to continue writing his dialogue journal. The topics were quite good for him. To him, whatever the topic was, the writing itself was important, not the mistakes. He wrote his last entry in his dialogue journal about this study. He says:

...It has many benefits. **I can transfer my words and thinking to a paper by this activity.** So, I think it is useful for us and it also improves our English....

This comment shows he liked expressing his ideas and feelings on paper since he believes it helped improve his language skills.

Discussion.

In conclusion, Şafak did not show any significant decrease or increase in his anxiety level after the treatment. However, he liked dialogue journal study and wrote more entries than requested. He feels successful in dialogue journal use because he thinks the most important reason for his language anxiety was fear of making mistakes. Because mistakes were not corrected and meaningful interactions encouraged, he felt little anxiety while writing in his dialogue journal. Şafak also wrote more on his individual selected topic than pre-decided ones. Finally, his

writing class performance was perfect with 100% success. This may result from an increase in his motivation due to dialogue journal study.

Table 10

Mini-case study 3: Hasan

FLCAS	
EG Pre-Q	M = 2.67
S Pre-Q	M = 3.21
EG Post-Q	M = 2.69
S Post-Q	M = 3.39
Dialogue journal Q M = 3.80	
Total # of entries	= 14 of 12
Dialogue journal word productivity	
First entry	= 57 words
ISST entry	= 116 words
Last entry	= 106 words
Wr class performance	= 100 %

Note. M = mean; Q = questionnaire;
EG = experimental group; S = student
ISST = Individual Student Selected Topic;
Wr = writing; # = number

The statistics below show that Hasan seems to be anxious according to both pre and post Foreign Language Classroom Anxiety Scale questionnaire results. Moreover, his anxiety level was above the experimental group average. There was not a significant change in his anxiety level after the treatment. According to the dialogue journal perception questionnaire interpretation, a 3.80 mean is considered highly positive. This indicated that he also favored using the dialogue journal although it did not lower his anxiety level. He wrote 14 entries, two more than the number of entries requested by the instructor. When dialogue journal word productivity is examined, a remarkable difference is seen in the participant's fluency

in terms of number of words from his first entry with 57 words to his last entry with 106 words. There is also a difference between the entry he wrote about a topic he selected himself and pre-decided topics. He wrote 116 words in his individual student selected entry. Writing class performance of this participant was excellent at a 100 % total assignment completion rate.

Interview analysis.

Hasan showed the third highest anxiety level among the interviewed students according to both FLCAS questionnaire results. He was asked the reasons for his language anxiety and his perceptions about dialogue journal study in the interview. First, he mentioned the possible reasons for his language anxiety. He stated that he had started learning English before at preparatory class of his high school. However, he thought it was not enough and he could not improve it during the following years. Therefore, he also had difficulty in the university Preparatory school. He added that his anxiety increased as lessons got more difficult. He emphasized that he especially had difficulty in speaking. Hasan stated that he also felt anxiety when he joined a new activity for the first time. He seemed to be an introverted person. He preferred keeping silent. Moreover, he gave importance to all details and tried to pay attention to every single word so he would not commit any errors while speaking in English in the classroom. He said he had anxiety due to this.

Hasan stated that he liked using dialogue journals and wrote all the entries willingly. He liked not being corrected for his mistakes and not being limited for the topics they wrote. The second entry of each week was being changed into a more personal subject according to their ideas and the instructor's responses on paper. He

added that dialogue journal study was different from their regular assignments since he did not worry about grading and corrections.

Hasan stated that he did not see any disadvantages to dialogue journal use. On the contrary, it brought a lot of advantages for him and positively affected his English study. He felt it lowered his anxiety in writing courses. He wrote his entries directly without worrying about anything. He said dialogue journal use kept him relaxed, and made him feel more positive towards English language. According to him, the difference between his writing in regular writing courses and his writing in dialogue journal is being able to write ignoring structural rules while writing dialogue journal entries.

When asked about the interaction with his instructor during dialogue journal use, Hasan said that everything went well between them. He pointed out that the instructor could deal with each of them with the help of entries:

... Our teacher cannot deal with us one by one in the classroom. She does not have enough time to do this in the lesson. But, **we had the chance to express ourselves in a more detailed way in the journal and it was possible for her to deal with each of us separately.**

Hasan seemed to be satisfied with this situation. He felt that the instructor had paid attention to all of his ideas and feelings and responded to them. He also wrote about his positive attitudes towards dialogue journal use in his last entry as below:

Firstly, I thought daily was very boring for me because it was the first. I had never written any daily. It was very difficult because I had to write English but it improved my using ability of using English. At first, **subjects were easy and enjoyable. Grammar was not necessary in paragraphs and this relieved me so I wrote it comfortably.** I disrupted my homework because I was working very hard but I wrote all of the subjects. As a result, **daily helped me to develop my ability of my speaking and**

writing English. After this time, I want write daily, not every day but sometimes.

Like his first lessons at Preparatory School, he found the dialogue journal use boring at first. However, as he wrote more, he liked it and believed that his English improved. He liked the topics about which he wrote in his journal and he wanted to continue keeping journal.

Discussion.

Hasan did not show any significant decrease or increase in his anxiety level after the treatment. However, he also liked dialogue journal study and wrote more entries than requested. He pointed out the difference between dialogue journal writing and his regular assignments. He felt more relaxed in writing his journal entries than writing his assignments because he was not corrected or graded. Since he got used to writing after a period of time his last entries became longer and more fluent. He also liked the way the instructor dealt with each of them separately. Finally, his writing class performance is perfect with 100% success. This may result from the fact that he thought his writing improved due to dialogue journal study.

Table 11

Mini-case study 4: Kevser

FLCAS		
EG Pre-Q	M = 2.67	
S Pre-Q	M = 2.55	
EG Post-Q	M = 2.69	
S Post-Q	M = 2.94	
Dialogue journal Q	M = 3.50	
Total # of entries	= 22 of 12	
Dialogue journal word productivity		
First entry	= 70 words	
ISST entry	= 151 words	
Last entry	= 97 words	
Wr class performance	= 100 %	

Note. M = mean; Q = questionnaire;
EG = experimental group; S = student
ISST = Individual Student Selected Topic
Wr = writing; # = number

The statistics above show that Kevser seems not to be anxious as defined by FLCAS interpretations according to both pre and post Foreign Language Classroom Anxiety Scale questionnaire results. However, she was the student who the instructor selected as appearing to be anxious. According to the instructor, she seemed to have anxiety in the classroom and she also seemed more relaxed after dialogue journal use. The dialogue journal perception questionnaire interpretation gave a 3.5 mean which is considered highly positive. This indicated that Kevser also favored using the dialogue journal. She wrote 22 entries which were 10 more than requested. When dialogue journal word productivity is examined, there is a difference in terms of number of words between her first entry with 70 words and her last entry with 97 words. There is also a noticeable difference between the entry she wrote about a

topic she selected herself and pre-decided topics. Her individual student selected topic entry consisted of 151 words. Writing class performance of Kevser was perfect with a 100% total assignment completion rate.

Interview analysis.

Kevser did not have high anxiety level among the interviewed students according to both pre and post FLCAS questionnaire results. However, she seemed to have anxiety in the classroom according to the instructor's perception. During the interview, she was asked the reasons for her language anxiety and her perceptions about dialogue journal study. She stated that she had anxiety because she did not feel comfortable while speaking in front of her friends. She seemed to have social anxiety as well because she stated that she felt nervous and embarrassed while talking to people:

... I am also a nervous person in my daily life. I feel embarrassed while talking to other people. I am also an introverted person, so I do not feel comfortable during classroom activities in front of my friends. But I feel now that my anxiety lowers as I get closer to my friends and as our relationship gets strengthened.

Kevser mentioned a disadvantage of dialogue journal use. She stated that she could not write when she was busy with her exams, and she had difficulty in writing when she had a lot of assignments. She emphasized that she was not unwilling to write at such times; however she felt tired.

Kevser said that dialogue journal use had more advantages for her. It was useful because she was able to practice organizing her writing on a specific topic. She started to write more easily as time passed. At the time of the interview, she stated that she no longer had foreign language anxiety and that she did not have difficulty in writing.

She stated that the communication between her and her instructor improved with the help of dialogue journal. She liked sharing her feelings with the instructor. She was able to talk about her problems and take advice. She also felt closer to the instructor during dialogue journal use. She emphasized that she shared the things which she had never shared with anybody else with the instructor because there was a trust between them.

Kevser wanted to continue writing, and she believed it would improve her English more. She generally liked the topics. She also preferred different topics which interested her more. In her last entry, she summarizes in English what dialogue journal use meant for her:

I never wrote English daily. This became good experience for me. I could write everything inside me, so it was very nice. The questions who teacher asked provided more think about the subject. I liked to write to this notebook. **It understood me and it was answered to me by the teacher.** Certainly, when I did not write it regularly, it was a problem for me and I was ashamed of my teacher because I promised for it two months ago. End of this notebook came as everything. It is really regrettable.

It is clear from this comment that the dialogue journal played a role as being a tool between Kevser and the instructor for their communication. She really felt she was talking on the paper and there was somebody responding to her. She also felt sorry because dialogue journal use ended.

Discussion.

Kevser, who was defined as anxious according to the instructor's perception, was in fact below the average anxiety means of the experimental group. However, it was understood after the interview that the most important reason that she had foreign language anxiety is that she also had social anxiety. Because she was a shy and introverted person, she felt uncomfortable in front of her friends in language

classrooms. She felt relaxed writing in the dialogue journal because she was alone while writing, but there was also somebody who would share the things she was expressing on paper, her instructor. It was the instructor that Kevser trusted very much. Finally, since she practiced language practices while writing entries, she believed she was more successful at writing after the treatment.

Table 12

Mini-case study 5: Sezgin

FLCAS		
EG Pre-Q	M = 2.67	
S Pre-Q	M = 2.55	
EG Post-Q	M = 2.69	
S Post-Q	M = 2.15	
Dialogue journal Q		
		M = 3.30
Total # of entries		= 9 of 12
Dialogue journal word productivity		
First entry	= 46 words	
ISST entry	= 110 words	
Last entry	= 40 words	
Wr class performance		= 77 %
<u>Note.</u> M = mean; Q = questionnaire;		
EG = experimental group; S = student		
ISST = Individual Student Selected Topic;		
Wr = writing; # = number		

The statistics above show that Sezgin seems not to be anxious according to both pre and post Foreign Language Classroom Anxiety Scale questionnaire results and his anxiety level is below the average group means. However, he is the one who had the biggest drop in the level of anxiety from 2.55 to 2.15. According to the dialogue journal perception questionnaire interpretation a 3.30 mean is considered positive. This indicated that he almost liked dialogue journal use. He wrote 9 out of

12 entries. When dialogue journal word productivity is examined, a slight decrease is seen in the participant's fluency in terms of number of words from his first entry with 46 words to his last entry with 40 words. However, there is a noticeable difference between his individual student selected topic entry with 110 words and other pre-decided topic entries. Writing class performance of this participant was good at with a 77 % total assignment completion rate.

Interview analysis.

Sezgin was the least anxious student among the interviewed students according to both FLCAS questionnaire results. However, he was asked whether he had foreign language anxiety problem in the classroom. He stated that he did not have much anxiety, but he had speaking deficiency. He said that he did not have much practice in speaking; therefore he had difficulty in language classes.

Sezgin was also asked the similar questions about anxiety which the researcher had asked to the other interviewees who were identified as being anxious. He did not give similar answers. While the other interviewees worried about making mistakes in classroom activities, he emphasized that he did not have such worries. He said:

...No. I am glad to be corrected for my mistakes... I do not worry about making perfect grammatical sentences. It is just enough for me to make a sentence. My teacher will correct my mistakes anyhow. I have lack of vocabulary and structures. I make grammatical mistakes. I think I do not have enough practice. But I do not worry about this.

It is clear from this comment that he does not have language anxiety; however he has some problems in practicing the target language, especially in speaking. On the other hand, Sezgin added that dialogue journal use was a kind of useful practice for him. He said that it had many other advantages. It improved his English in

writing. Since there was nobody to interrupt while writing, it was like a free writing activity for him. He believed he started to write faster and his grammar skill improved.

As for the disadvantages, he said that the topics were sometimes boring and he preferred writing about more interesting topics for dialogue journal entries. He also had other suggestions for dialogue journal use:

...Sometimes, topics were boring. They may be more interesting. ... It was not tiring and it did not take much time for me. It just took five minutes to write. In fact, we should write entries in dialogue journal more often. For example, every day.... We can also keep dialogue journals with our friends from other classrooms. In this way, we can meet them and practice English by sharing lots of things. It may be better to respond to our friend rather than our teacher because we can understand each other more easily.

Although Sezgin had a suggestion to keep dialogue journal with a friend, he liked the one that he kept with the instructor. He added that the communication between him and his instructor developed with the help of the dialogue journal use. He felt as if they were talking face to face. He trusted the instructor that she would not tell anybody what they were sharing in dialogue journal entries. Sezgin concluded the interview stating that he wanted to continue writing dialogue journal entries but on more interesting and enjoyable topics.

Discussion.

Sezgin showed the biggest drop in the anxiety level among the interviewees from the experimental group. He also stated during the interview that he did not feel language anxiety in the classroom. However, he had some difficulties in speaking because he thought he did not have much practice. Sezgin do not worry about making mistakes or being corrected for them. He admitted that he had lack of

information about the vocabulary items and grammatical structures in the target language. According to him, this is not a big obstacle to perform in the target language. Although Sezgin did not write all of the entries of the dialogue journal, he stated that he liked the dialogue journal use and it improved his writing fluency. Sezgin also wrote longer about his individual selected topic than pre-decided ones. He especially liked the interaction between him and the instructor during the study. Finally, his writing class performance was good with 77% success.

Finally, in the qualitative analysis section, three kinds of analyses were carried out. First, an interview with the instructor and interviews with the students were coded and analyzed. Second, interviewed students' positive responses to dialogue journal use were analyzed. Third, five student profiles were analyzed as mini-case studies. Although no noticeable difference emerged from the earlier quantitative analysis of the experimental phase of the study when the interviews of both the instructor and the students were analyzed closely, it was found that their attitudes toward dialogue journal use were positive. Similar results were seen in the mini-case study analysis.

Conclusion

The purpose of this study was to investigate the effects of dialogue journal use on lowering language anxiety in the classroom. In order to investigate possible changes in students' anxiety levels, the FLCAS questionnaire by (Horwitz, Horwitz & Cope, 1986) was given as a pre- and a post-questionnaire. None of the results showed significant changes. Additionally, a dialogue journal perception questionnaire was given to the treatment group after the six-week dialogue journal use. The analysis of this perception questionnaire data results indicated that the mean

values of the experimental group were in a positive direction. Interviews and mini-case study analyses also showed that most of the students' liked dialogue journal use; however, as indicated above, their anxiety levels did not change as measured by the general FLCAS. The limited available quantitative data is insufficient to draw strong conclusions; however there is evidence that dialogue journal use turned out to be an ineffective activity for lowering the overall language anxiety of students. Qualitative data results showed that dialogue journal use promoted learner ease and comfort with the target language in the experimental group after the treatment.

The next chapter will present the implications and recommendations in light of these findings.

CHAPTER V: CONCLUSION

Overview of the Study

This study investigated the effect of using dialogue journals on lowering foreign language anxiety. This study was conducted with two groups of Zonguldak Karaelmas University Preparatory School. One of the groups was the control group and the other group was selected as the experimental one. While the control group followed the regular classroom activities, the experimental group used dialogue journals in addition to the regular classroom activities. The same instructor taught both the experimental and control groups to reduce teacher effects on the study.

This study was conducted to find answers to the following research questions:

1. What is the level of language anxiety of students in language classrooms in the Preparatory School at Zonguldak Karaelmas University?
2. Does using dialogue journals help lower the general language anxiety of students in the Preparatory School at Zonguldak Karaelmas University?
3. What are teachers' and students' perceptions of using dialogue journals in language classrooms at Zonguldak Karaelmas University?

The FLCAS questionnaire by (Horwitz, Horwitz & Cope, 1986) was given to both groups before the study. Then, the instructor used dialogue journals in the experimental group for six weeks. This was homework activity which was implemented outside the classroom. The control group did not use dialogue journals.

With the exception of implementing the dialogue journal in the experimental group, the instructor treated both classes the same; she did not change her teaching instruction in the classroom in either groups. When the treatment ended, both the control group and the experimental group were given the FLCAS questionnaire again as a post-questionnaire. The experimental group was also given a dialogue journal perception questionnaire prepared by the researcher. In addition to the questionnaires, interviews were conducted with the instructor and nine selected students from the experimental group.

This chapter includes the findings and discussions, pedagogical implications, limitations of the study and suggestions for further research.

Discussion of the Findings

The results of *t*-tests and descriptive statistics showed no significant changes in lowering language anxiety using dialogue journals after the six-week long treatment. Data analyses addressed the three main research questions of the study.

1. What is the level of language anxiety of students in language classrooms in Preparatory School at Zonguldak Karaelmas University?

The first question of the study explored the level of language anxiety of students in Prep School at ZKU. Before the treatment, both the experimental group and the control group were given the FLCAS questionnaire by (Horwitz, Horwitz & Cope, 1986) (see Appendix A for a copy of the questionnaire). The average mean value of these two groups was 2.69 indicating an overall low anxiety as measured by FLCAS. Using these two classes, with a total of 48 students, as being typical of other students at ZKU Preparatory School, a general statement can be made that the students in the school have a low anxiety level.

Students whose anxiety levels were above average and seemed high according to pre- and post-FLCAS questionnaire results were interviewed by the researcher after the treatment. Their anxiety levels were either between 3.00 and 3.50, indicating anxiety or between 3.50 and 5.00, indicating high anxiety. The FLCAS is based on an analysis of potential sources of anxiety in a language classroom by integrating three related anxieties -communication apprehension, test anxiety, and fear of negative evaluation- as posited by Horwitz et al. (1986). Therefore, interviewed students were first asked for the possible reasons for their language anxiety.

As MacIntyre and Gardner (1991b) have argued, students experience anxiety only after repeated negative experiences in the language learning context, and this appeared to be so for many students in the present study. Interviewed students said that they had taken foreign language courses at secondary school and their negative previous experiences in learning the foreign language was a variable that might affect how they felt in learning English in the Preparatory School. They believed that there might be a relationship between their previous negative experiences in learning English with their anxiety in their present study.

Students also reported feeling overwhelmed and anxious when speaking, perhaps due to an immature vocabulary or limited grammatical knowledge. One frequently cited anxiety-provoking factor in the interviews was simply being called on in class, whether prepared or not.

Another reason cited as anxiety-provoking by the participants concerned error correction. Students reported becoming frustrated when the teacher or their friends in the classroom would correct the error before they had time to completely formulate a

response. These interruptions might cause students to lose their focus and to arouse anxiety.

One other reason often repeated by the students in the interview related to grading. Students felt that having exams and assignments caused them to feel anxiety because they knew that they would be graded. They felt fear about getting low grades and failing the class. In a study by Saito, Garza, and Horwitz (1999), students with higher levels of anxiety received significantly lower grades than students with lower anxiety levels. In addition, Horwitz (1986), for example, found that higher scores on the FLCAS were significantly correlated with lower actual final grades as well as with expected grades. According to pre-FLCAS results in the study, the item indicating high anxiety (item 10) was concerned with failing the class.

2. Does using dialogue journals help lower the language anxiety of students in Prep School at Zonguldak Karaelmas University?

The anxiety level of the experimental group did not show a remarkable change after dialogue journal use. The average anxiety level of the experimental group was 2.67 before the treatment, and it remained statistically the same at a mean value of 2.70 after the treatment. This indicated that the anxiety levels of students remained the same and that using dialogue journals did not help lower the language anxiety of students.

According to the interview and mini-case study interpretations, students felt less anxiety by the end of the treatment, in fact, after their first entries. They added that since they were not being graded for their dialogue journals and not being corrected for their mistakes in their entries, they felt comfortable during the study.

They also emphasized that the effective communication between them and the teacher helped them relax during the study.

Dialogue journals did not lower students' overall language anxiety. Students only emphasized that they did not feel the same amount of anxiety in writing their journal entries as they did while writing their assignments for their regular writing courses.

3. What are the teacher's and students' perceptions of using dialogue journals in language classrooms at Z.K.U?

Students' attitudes towards dialogue journal use were positive. The average mean value of the dialogue journal perception questionnaire given to the experimental group was 3.60 which meant that students were highly positive towards the treatment. They liked sharing ideas with their teacher, not worrying about mistakes. In addition, dialogue journal writing helped them improve their writing fluency.

Students also added in their interviews that they saw more advantages to dialogue journal use than disadvantages. Not being graded and not being corrected for mistakes were the most important reasons for feeling positive about dialogue journal use. They liked responding to their teacher and mentioned the improvement in their communication with the instructor. They felt as if they were friends with the instructor while writing in their journal entries. In fact, dialogue journals may be suggested as a good example of a communicative activity. In its purest form, a communicative activity is an activity in which there is desire to communicate, a communicative purpose, a focus on language content not language forms, and no

teacher intervention (Dawson, 2005). Dialogue journals, in fact, have all these features.

From the interview carried out with the class instructor, her perception about dialogue journal use was also positive. She thought her students would not respond to her entries at first; however, she was surprised to see that most of them wrote their entries regularly and willingly. Like her students, she emphasized that she wanted to continue using dialogue journals and told the researcher that dialogue journal use was a different and interesting activity to enable her and her students to develop language skills and improve communication between them.

Many teachers feel limited about the extent to which they can implement activities to increase communication in their classrooms. The curriculum or textbooks they use are organized according to grammatical structures (Polio, 2001). Dialogue journal writing does not directly support the teaching of grammatical structures; the aim is to increase the interaction of students with the teacher as well as to develop students' language skills in a comfortable way. Teachers can thus use this activity as either an inside or an outside classroom activity depending on their preferences.

Finally, the anxiety level of students in the experimental group did not noticeably change after dialogue journal use which means that using dialogue journals was unsuccessful at lowering overall language anxiety. On the other hand, both students and the instructor had highly positive attitudes towards dialogue journal use. The reason for the non-significant change may stem from the fact that there was a six-week time limitation for the study; the FLCAS questionnaire was not specifically designed for this experimental study which focused on writing; and the

experimental group students' anxiety level at the beginning of the study was low. These points will be discussed in the limitations of the study as well. On the other hand, the probable reason for the positive attitudes towards dialogue journal use was that both students and the instructor benefited from this study in terms of communication increase and relaxing learning environment.

Pedagogical Implications

The purpose of this study was to investigate the effect of dialogue journals on lowering language anxiety. Although the results of the study did not show any statistically significant differences in anxiety level of students after the treatment, both the students' and instructor's perceptions were highly positive towards dialogue journal use.

The findings of the interview can be presented to the instructors at ZKU since they include the individual reasons for students' feelings of anxiety in the classroom. Since anxiety can play a causal role in creating individual differences in language achievement (Gardner, 1993), findings of the mini-case studies may illuminate for other instructors and program planners how students perceive themselves as learners, with particular reference to language anxiety.

Anxiety can negatively affect the language learning experience in numerous ways and reducing anxiety seems to increase language acquisition, retention, and learner motivation (Von Wörde, 2003). Therefore, awareness of foreign language anxiety should be heightened and taken seriously by teachers and students alike. This may be accomplished by means of workshops or presentations elaborating on foreign language anxiety and by exploring the positive motivational aspects of anxiety reduction. It may also be helpful for teachers in Prep school at ZKU to become

familiar with the FLCAS instrument (Horwitz, Horwitz & Cope, 1986) to better understand the many ways in which students experience anxiety.

In addition, teachers may be more sensitive to students' fears and insecurities and help them to confront those fears; they may use gentle or non-threatening methods of error correction and offer words of encouragement; attend to the learning styles or preferences of the students and appreciate the voices of students for valuable insights, ideas and suggestions. To achieve all of these suggestions, teachers should firstly agree on a redesigned course syllabus which would create a low stress, friendly and supportive learning environment.

Because of highly positive perceptions of students and the instructor about dialogue journal use as evidenced in the questionnaire and the interviews, dialogue journal use should be considered as a curricular option. Dialogue journals have been used, in fact, by educators (Albertini & Meath-Lang, 1986) as a method of class evaluation and critical inquiry into curriculum. While dialogue journals are primarily, and appropriately, thought of as a teaching tool to promote fluency and communicative consciousness, they can also be seen as a source for reshaping language curricula.

Another pedagogical implication for dialogue journal use is connecting journal writing to academic writing. Some students in the interview mentioned that they might feel more comfortable if the instructional material were more relevant to their life or goals. Students need academic writing for different reasons. They need writing for their research paper assignments at school, for memorandum writing in their future jobs, or for being able to communicate in writing when oral communication is inappropriate (Vanett & Jurich, 1990). The question is how

dialogue journal writing can help students achieve these objectives. Since students need writing that does not discourage or frustrate them, dialogue journals may be useful. For example, in their journal entries, they summarize information, explain points of view, or write persuasive pieces. Thus, personal journal writing functions as a way into the writing process and as an opportunity to practice skills needed for a variety of other academic writing tasks.

Students may be given more freedom of choice for some writing assignments to support their motivation for writing courses. This idea is supported by the individual analyses of the dialogue journal entries in the study. The use of personal topics as a stimulus for writing means that students have content for their writing that is easily accessible for them (Elbow & Clarke, 1987). Students have more experiences, beliefs and opinions readily available for personal topics to write on. Personal topics may also give considerable autonomy to the students in writing courses.

Dialogue journal writing as a positive way to support student writing, and could be expanded to include more student-to-student writing. One potentially motivating way to encourage writing on personal topics might be through classroom and individual exchange on the Internet. Since Zonguldak Karaelmas University has implemented Computer Assisted Language Learning programme in the Preparatory School, using an ePALS unit in language labs would be another suggestion stemming from this study. In 1996, ePALS began as a simple idea to create a place on the Internet where teachers and their students could connect with other classes around the world interested in using technology to assist collaborative learning. Actually, it is an online classroom network. Teachers from different countries find a suitable

classroom match for their own classrooms and they pair each of their students with an ePAL on the Internet. The e-mail system is teacher monitored. This network may support classroom-to-classroom project sharing, language practice and cross-cultural learning. Korycinski (2001) carried out a case study using ePALS system, and he observed that his students were able to gather information about the other culture through real life situations instead of from less personal forms of communication such as textbooks or videos. He also added that his students' computer skills and writing grades were improved, and students created lasting friendships. Therefore, students at ZKU Preparatory School may get more motivated for lab classes and writing classes if EPAL is introduced as a communicative writing task.

Limitations of the Study

This study had certain limitations in examining the effect of dialogue journal use on lowering language anxiety. The limitations of this study may have resulted from the short duration of the study (six weeks), the selection of the groups, communication breakdowns due to students' exams and other assignments, the possible inappropriateness of the FLCAS questionnaire for this experimental study about writing, and the ineffectiveness of dialogue journals on lowering overall language anxiety.

Firstly, the six-week treatment period was short for this kind of experimental study. Although the pre-FLCAS questionnaire was given at the end of the first term to determine the anxiety level of students, the researcher had to wait for the first semester break to begin the actual experimental study. Since the treatment was conducted during the second-term, there was not enough time to follow the study for the whole Preparatory School year. Students also had two mid-term exams, a final

exam and a lot of quizzes during the second semester; this may have also interfered with the regular syllabus.

The selection of the groups is another important limitation of this study. Both the control and the experimental groups were chosen according to the perception of a colleague at ZKU Preparatory School who was instructing both classes. She defined which classes overall were the most anxious. Therefore, the FLCAS questionnaire was just given to these two groups to determine the average anxiety level of the students at ZKU. The analysis of this questionnaire result indicated that these groups had low anxiety. The questionnaire may have been given to all students at ZKU Preparatory School, and the classes with the highest anxiety levels could have been selected for the study. However, assuming that the teacher variable could be a more influential factor, having a single instructor seemed preferable.

The limitations of the study also include communication breakdowns. Communication breakdowns were due to students' exams and other assignments. Students did not write their entries regularly when they were busy with their exams and assignments at school. This is the reason why some students wrote fewer entries than requested during the treatment.

The final limitation of the study is the inappropriateness of the FLCAS questionnaire for this experimental study. The FLCAS questionnaire is an instrument which was designed to measure overall language anxiety. It was not specifically designed to measure writing anxiety for this experimental study and was too broad; however it was tested for reliability before and seemed useful as a reliable measure. Since dialogue journal use is about using writing skills, the researcher should have

considered preparing a specific instrument for this study which might be able to measure writing anxiety.

Suggestions for Further Research

Based on the findings and limitations of the study, suggestions for future research can be made. The FLCAS questionnaire may be given to all students at ZKU Preparatory School to determine the exact average anxiety level for the school.

In addition, a different experimental dialogue journal study may be conducted with a larger number of participants in different levels of proficiency over a longer period of time. A specific instrument, which would attempt to measure writing anxiety, can be designed by the researcher to gain more precise results.

For other further research, an experimental study again with two classes may be carried out in which students write entries to each other rather than to the instructor. Each student of a classroom could write to one friend in the other classroom. Thus, they would be identifying peers as their audience. They would also get the chance to express their feelings and opinions more freely and might try to get to understand and know each other. This suggestion could also extend to ePALS with students around the world.

Conclusion

This study investigated the effects of using dialogue journals on lowering language anxiety. No remarkable change occurred in the anxiety levels of the students in both the experimental and the control group at Zonguldak Karaelmas University which showed the ineffectiveness of using dialogue journals on lowering general language anxiety of students. However, qualitative data analysis revealed that students had highly positive attitudes towards dialogue journal use.

The findings of this study suggest that dialogue journal use does not have specific effects on students' overall language anxiety. Since this is the first study on this subject, certain difficulties and issues were encountered. Further research could clarify some of these issues. Lastly, dialogue journal use might be implemented into the curricula of ZKU Preparatory School as an effective communicative activity because both the instructor and the students were positive about the treatment.

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APPENDICES

APPENDIX A

FLCAS QUESTIONNAIRE by (Horwitz, Horwitz & Cope, 1986)

QUESTIONS	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I never feel quite sure of myself when I am speaking in my foreign language class.	1	2	3	4	5
2. I don't worry about making mistakes.	1	2	3	4	5
3. I tremble when I know that I'm going to be called on in language class.	1	2	3	4	5
4. It frightens me when I don't understand what the teacher is saying in the foreign language	1	2	3	4	5
5. It wouldn't bother me at all to take more foreign Language	1	2	3	4	5
6. During language class, I find myself thinking about things that I have nothing to do with the course.	1	2	3	4	5
7. I keep thinking that the other students are better at languages than I am.	1	2	3	4	5
8. I am usually at ease during tests in my language class.	1	2	3	4	5
9. I start to panic when I have to speak without preparation in language class.	1	2	3	4	5
10. I worry about the consequences of failing in my foreign language class.	1	2	3	4	5
11. I don't understand why some people get so upset over foreign language classes.	1	2	3	4	5
12. In language classes, I can get so nervous I forget things I know.	1	2	3	4	5
13. It embarrasses me to volunteer answers in my language class.	1	2	3	4	5
14. I would not be nervous speaking in the foreign language with native speakers.	1	2	3	4	5
15. I get upset when I don't understand what the teacher is correcting	1	2	3	4	5

16. Even if I am well prepared for language class, I feel anxious about it.	1	2	3	4	5
17. I often feel like not going to my language class.	1	2	3	4	5
18. I feel confident when I speak in foreign language class.	1	2	3	4	5
19. I am afraid that my language teacher is ready to correct every mistake I make.	1	2	3	4	5
20. I can feel my heart pounding when I'm going to be called on in language class.	1	2	3	4	5
21. The more I study for a language test, the more confused I get.	1	2	3	4	5
22. I don't feel pressure to prepare very well for language class.	1	2	3	4	5
23. I always feel that the other students speak the language better than I do.	1	2	3	4	5
24. I feel very self-conscious about speaking the foreign language in front of other students.	1	2	3	4	5
25. Language class moves so quickly I worry about getting left behind.	1	2	3	4	5
26. I feel more tense and nervous in my language class than in my other classes.	1	2	3	4	5
27. I get nervous and confused when I am speaking in my language class.	1	2	3	4	5
28. When I'm on my way to language class, I feel very sure and relaxed.	1	2	3	4	5
29. I get nervous when I don't understand every word the language teacher says.	1	2	3	4	5
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1	2	3	4	5
31. I am afraid that the other students will laugh at me when I speak the foreign language.	1	2	3	4	5
32. I would probably feel comfortable around native speakers of the foreign language.	1	2	3	4	5
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

APPENDIX B

FLCAS ANKETİ (Horwitz, Horwitz & Cope, 1986)

İFADELER	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Derste konuşurken asla kendimden emin olamam.	1	2	3	4	5
2. Derste hata yapmaktan kaygılanmam/endişelenmem.	1	2	3	4	5
3. Derse kaldırılacağımı bildiğim zaman tir tir titrerim.	1	2	3	4	5
4. Derste öğretmenimin ne söylediğini anlamamak beni korkutur.	1	2	3	4	5
5. Daha fazla dil dersi almak beni rahatsız etmezdi.	1	2	3	4	5
6. Ders esnasında kendimi dersle ilgisiz şeyler düşünürken bulurum.	1	2	3	4	5
7. Diğer öğrencilerin dil konusunda benden daha iyi olduğunu düşünmeden edemiyorum.	1	2	3	4	5
8. Derste ki sınavlar esnasında genellikle rahatımdır.	1	2	3	4	5
9. Derste hazırlık yapmadan konuşmak zorunda olduğumda paniğe kapılırım.	1	2	3	4	5
10. Sınıfta kalmanın sonuçları beni endişelendirir.	1	2	3	4	5
11. Dil derslerinin insanları neden bu kadar çok ürküttüğünü anlamıyorum.	1	2	3	4	5
12. Derste o kadar heyecanlanırım ki, bildiklerimi de unuturum.	1	2	3	4	5
13. Derste gönüllü cevap vermekten çekinirim.	1	2	3	4	5
14. Yabancılarla (anadili İngilizce olanlarla) İngilizce konuşurken heyecanlanmam.	1	2	3	4	5
15. Öğretmenin düzelttiği hataların ne olduğunu anlamamak beni üzer.	1	2	3	4	5
16. Derse iyi hazırlandığım zaman bile tedirgin olurum.	1	2	3	4	5
17. Sık sık derse gitmek içimden gelmez.	1	2	3	4	5
18. Derste konuşurken kendime güvenirim.	1	2	3	4	5
20. Derse kaldırıldığım da kalbimin çok hızlı attığını hissediyorum.	1	2	3	4	5

21. Sınavlara ne kadar çok çalışırsam, aklım o kadar çok karışır.	1	2	3	4	5
22. Derslere çok iyi hazırlanmak için baskı ya da zorunluluk hissetmiyorum.	1	2	3	4	5
23. Her zaman diğer öğrencilerin İngilizce'yi benden daha iyi konuştuklarını düşünürüm.	1	2	3	4	5
24. Diğer öğrencilerin önünde İngilizce konuşurken rahat olamam.	1	2	3	4	5
25. Dersler o kadar çabuk ilerliyor ki, geride kalmaktan endişe ediyorum.	1	2	3	4	5
26. Diğer derslere oranla kendimi dil dersinde daha gergin ve heyecanlı hissedirim.	1	2	3	4	5
27. Derste konuşurken heyecanlanırım ve aklım karışır.	1	2	3	4	5
28. Derse giderken kendimden çok emin ve rahatım.	1	2	3	4	5
29. Öğretmenin söylediği her kelimeyi anlamazsam tedirgin olurum.	1	2	3	4	5
30. Bir dili konuşmak için öğrenilmesi gerekli olan kuralların sayısı beni sıkar.	1	2	3	4	5
31. İngilizce konuşursam diğer öğrencilerin bana güleceğinden korkarım.	1	2	3	4	5
32. İngilizce'yi anadili olanlarla konuşurken kendimi muhtemelen rahat hissedirim.	1	2	3	4	5
33. Öğretmen daha önce hazırlanmadığım sorular sorduğunda sıkıntı duyar, heyecanlanırım.	1	2	3	4	5

APPENDIX C

DIALOGUE JOURNAL PERCEPTION QUESTIONNAIRE

Questions #	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I have enjoyed my dialogue journal experience.	1	2	3	4	5
2. I think writing dialogue journal entries was very tiresome.	1	2	3	4	5
3. I liked the topics of dialogue journal.	1	2	3	4	5
4. I did not worry about making mistakes while writing dialogue journal.	1	2	3	4	5
5. I did not feel any foreign language anxiety during my experience.	1	2	3	4	5
6. Dialogue journal helped me improve my writing skill in English.	1	2	3	4	5
7. I liked sharing my ideas on paper with my teacher.	1	2	3	4	5
8. I believe that dialogue journal established an effective communication between me and my teacher.	1	2	3	4	5
9. I now feel more motivated in lessons after my dialogue journal experience.	1	2	3	4	5
10. I would like to continue writing dialogue journal entries.	1	2	3	4	5

APPENDIX D

DİYALOG GÜNLÜĞÜ ANKETİ

İFADELER	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Diyalog günlüğü çalışmasını beğendim.	1	2	3	4	5
2. Diyalog günlüğü yazmanın yorucu olduğunu düşünüyorum.	1	2	3	4	5
3. Diyalog günlüğüne yazdığımız konuları sevdim.	1	2	3	4	5
4. Diyalog günlüğü yazarken hata yapmaktan endişe etmedim.	1	2	3	4	5
5. Deneyimim boyunca hiç yabancı dil kaygısı yaşamadım.	1	2	3	4	5
6. Diyalog günlüğü İngilizce yazma becerimi geliştirmeme yardımcı oldu.	1	2	3	4	5
7. Öğretmenimle fikirlerimi kağıt üzerinde paylaşmak hoşuma gitti.	1	2	3	4	5
8. Diyalog günlüğünün öğretmenimle aramda etkili bir iletişim kurduğuna inanıyorum.	1	2	3	4	5
9. Diyalog günlüğü deneyiminden sonra derslerdeki motivasyonum arttı.	1	2	3	4	5
10. Diyalog günlüğü tutmaya devam etmek isterim.	1	2	3	4	5

APPENDIX E
THESIS INTERVIEW QUESTIONS

Interview Questions for the Instructor

1. How did you choose the anxious students for the interview? What was your criterion?
2. For what reasons do you think your students feel anxious in English lessons?
3. What do you think about your dialogue journal experience?
4. Did you find dialogue journals effective in lowering your students' foreign language anxiety? Why / Why not?
5. Did dialogue journals help you improve the interaction between you and your students?

Interview Questions for the Students

1. For what reasons do you feel anxiety in English lessons?
2. Did you enjoy your dialogue journal experience? Why / Why not?
3. Did you feel any anxiety during your experience? Why / Why not?
4. What are the advantages and disadvantages of keeping a dialogue journal?
5. How did dialogue journal affect the communication between you and your teacher?

APPENDIX F
TEZ GÖRÜŞME SORULARI

Öğretmenle Yapılan Görüşmenin Soruları

1. Görüşme yapılacak kaygılı öğrencileri nasıl belirlediniz? Kriteriniz neydi?
2. Öğrencilerinizin hangi sebeplerden kaygı duyduğunu düşünüyorsunuz?
3. Diyalog günlüğü deneyimi hakkında ne düşünüyorsunuz?
4. Diyalog günlüğünü öğrencilerinizin yabancı dil kaygısının azaltılmasında etkili buldunuz mu? Neden?
5. Diyalog günlüğü öğrencilerle aranızdaki iletişimi geliştirdi mi?

Öğrencilerle Yapılan Görüşmenin Soruları

1. İngilizce derslerinde neden kaygı duyuyorsunuz?
2. Diyalog günlüğü deneyiminizi beğendiniz mi? Neden?
3. Deneyiminiz boyunca hiç kaygı hissettiniz mi? Neden?
4. Diyalog günlüğü tutmanın avantajları ve dezavantajları nelerdir?
5. Diyalog günlüğü öğretmeninizle aranızdaki iletişimi nasıl etkiledi?

APPENDIX G

SAMPLES OF INTERVIEW TRANSCRIPTIONS

A Sample of the Interview with the Instructor

INTERVIEW TRANSCRIPTION	CODING
Researcher (R): How did you choose the students for the interview after dialogue journal use and FLCAS questionnaire? What was your criterion? Instructor (I): I chose the students who seemed to feel anxious in lessons. These students had doubts whether they could learn or not. They also thought that they could succeed only with difficulty. I can define these selected students as lacking self-confidence when participating in classroom activities due to their fears and worries. This was my actual criteria. R: Why do you think students feel anxious? What are the possible reasons? I: I believe there is a common reason for anxiety. It is about our educational system. Although students start learning English before they attend university, they have fear and anxiety because they are not competent with the target language. They think they cannot learn it here during this year, either. It is difficult to learn a language from speaking-pronunciation to writing. Therefore, they have question marks in their minds and they do not trust themselves. Surely, their having lack of self-confidence affects their performance in the classroom. R: What do you think about dialogue journal experience? Did you like the study or not? I: It was a really interesting experience. I had times when enjoyed it so much and also I had times when it was very difficult for me. There were students who surprised me. For example , Semih...He surprised me so much because I never expected that he would write. He even was not doing his homework. He did not	Criterion for choosing students Reasons for language anxiety

use to participate in classroom activities and used to speak very little. One day he came and said that he wrote one page long, and that I would like it. He was right, and that entry was more successful in communicating than his previous entries. He explained his ideas more clearly and it was grammatically more correct. Another example is Can. He does not participate in classroom activities very often. He is sometimes very willing sometimes very unwilling to attend the school. But, he wrote long entries in his dialogue journal. He wrote because he really wanted to do it. In addition, I have some students who want extra activities outside the classroom. Pelin is a good example for them. She wrote regularly. She always wanted to do something with English outside the classroom and it was a good activity for her. R: Hmmm. What about the other students? I: First, they were anxious and had doubts what and how to write. However, they really wrote very good entries. To be honest, I did not think that they would be such motivated. I thought they would not be able to write or would not want it. But I was wrong. R: You were right for your suspicions. It is a kind of writing activity although the mistakes are not corrected and it is like a dialogue. Students may not have written because writing activities are one of the biggest problems of the students. I: Of course. We even force them to write in writing classes. I also had suspensions about this study whether they would write or not. But, it went well. R: I see... What are the advantages and disadvantages of dialogue journal use? I: It has many advantages. Firstly, it was very interesting and warm. We really shared our more private ideas and feelings. We got closer day by day. Students seemed to become more relaxed about writing.	Enjoyment about dialogue journal use Students' reaction Regular writing courses Advantages of dialogue journal use
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A Sample of the Interview with a Student

INTERVIEW TRANSCRIPTION	CODING
Reseracher (R): Do you think you feel language anxiety in English classes? Student 5 (S5): Yes. R: What may be the reasons for your anxiety? S5: I believe I do not know English. There are students in the classroom who are more successful than I am. They speak better than I do. There is also nobody to support me where I live. R: Are you afraid of making mistakes? Do you worry about making grammatical mistakes or not being able to give the correct answer? S5: ... this is the real reason I guess. I am really afraid of making mistakes. I am afraid of not using grammatical structures correctly while speaking. I am not afraid of speaking, but I worry about uttering wrong sentences. I think I do not know enough vocabulary items and grammar. R: Are you afraid of not using the target language correctly? S: Yes. I am not afraid of answering but of giving the wrong answer. R: Do you have other problems like being shy or not being able to communicate with the people? S: No. R: You kept dialogue journals. Did you like the activity? S: I enjoyed the activity very much because it was different. ...The difference was that I felt more comfortable while I was responding to my teacher in the journal. I also had more confidence there comparing to regular courses. I learned that I should not get nervous anymore. My tense feelings in classroom also disappeared and I can definitely say that it lowered my language anxiety in the classroom. R: Do you believe that it not only had a positive effect on writing	Reasons for language anxiety Worry about language use Positive feelings towards dialogue journal use

but also on other classroom activities? S: Yes, I really believe so. R: Did you ever feel anxious while writing in your journal? S: No, never. I was very relaxed while writing. R: Why was this activity different from other classroom activities that you did not feel anxious? S: I worry about grades. Because we were not graded for our dialogue journal entries, I was relaxed. R: How about not being corrected for your mistakes? S: Yes. It also affected my attitude positively. R: Could you tell me about its advantages? S: My motivation in writing courses has increased. I was not writing anything before. More importantly, I started to talk on a given topic. R: So, you say that it also had a positive effect on speaking. S: Yes. During the study, I sometimes used to talk to myself in English in front of the mirror and tried to make sentences. After that, I used to write those sentences directly in my journal. Now, I feel I can make sentences easily both in speaking and in writing. R: Your technique seems to be really interesting and useful. What about the disadvantages of dialogue journal use? S: No disadvantages for me. It has many benefits. I can transfer my words and thinking to a paper by this activity. So, I think it is useful for us and it also improves our English. I am able to write and speak now. I can frame sentences. Since the name is “dialogue journal” we felt as if we did chat. In addition, I practiced English. R: Did it affect your interaction with the instructor negatively or positively? S: It had a positive effect. My trust to my teacher increased. R: Because you started to share something...	Differences from other activities Advantages of dialogue journal use Positive responses to dialogue journal use Rapport with the teacher
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APPENDIX H

GÖRÜŞME ÖRNEKLERİ

Öğretmenle Yapılan Görüşme Örneği

Researcher: Diyalog günlüğü çalışmasından ve FLCAS anketi uygulamasından sonra görüşme yaptığımız öğrencileri hangi kritere göre seçtiniz?

Instructor: Kriterim dersteki durumlarıydı. İngilizce öğrenmeye çalışan ama bir ölçüde de İngilizce öğrenmekten korkan ve bu anlamda kaygı yaşayan öğrencileri seçtim. Ben yapabilecek miyim ya da çok zor yaparım gibi soru işaretleri olan öğrencilerdi. Asıl kriterim buydu. Korkularından dolayı kendine güveni az olan öğrenciler.

R: Peki sizce öğrenciler neden İngilizce derslerinde kaygı yaşıyorlar? Sebepleri neler olabilir?

I: Genel bir sebep var. Eğitim sisteminde, daha önceden İngilizce görmelerine rağmen tam olarak öğrenememiş olmaları onlarda şöyle bir kaygı yaratıyor: Ben yapamayacağım, öğrenemeyeceğim. Daha önce görmüş olduğu derslerde o beceriyi edinememiş, bu yüzden bu yılın yine ona çok fazla bir şey kazandırmayacağını düşünüyor. Bir de yeni bir dil öğrenirken, konuşmadan-telifuza-yazmaya kadar çok zor öğrenildiği için, acaba soru işaretleri, bu da kendine güvensizlik yaratıyor. Kendine güven olmayınca da tabi bu da dersteki performansa yansıyor.

R:Peki diyalog günlüğü deneyimi hakkında ne düşünüyorsunuz?

I: Gerçekten ilginç bir deneyimdi. Zorlandığım oldu, çok keyif aldığım oldu. “Aaa ne yazmış” dediğim oldu, “bak ne kadar güzel yazmış” dediğim oldu, çok şaşırtan öğrenciler oldu. Selim mesela. Hiç yazacağını düşünmüyordum, hatta çok istekli yazacağını düşünmüyordum. Derse katılmazdı, çok az konuşurdu. Bir gün geldi :”

Bir sayfa yazdım hocam, çok beğeneceksiniz” dedi. Gerçekten de bir sayfa yazmıştı ve daha öncekilere göre çok daha güzel anlatmıştı düşüncelerini, grameri çok daha düzgündü. O mesela çok hoşuma gitmişti. Cengiz örneğin. Derslere çok fazla katılan bir öğrenci değildir. Dönem dönem çok isteklidir, dönem dönem derste sadece oturur, takip eder. Ama günlüğü yazarken uzun uzun yazdı. Gerçekten yazmak istediği için, yoksa sırf bir şeyler karalayayım diye yazmadı. Sonra extra şeyler yapmak isteyen öğrencilerimiz var. Pembe buna bir örnek. Çok düzenli yazdı. Zaten ders dışı da İngilizce ile ilgili bir şeyler yapalım derdindeydi, bu onun için çok iyi oldu.

R: Peki diğer öğrenciler?

I: Başta ne yazacağız, nasıl yazacağız dediler ama yazdıklarında gerçekten güzel şeyler ortaya çıktı. Ben hiç bu kadar motive olacaklarını düşünmemiştim yalnız. Yazamazlar ya da istemezler diyordum. Zorlanmış hissediler, o yüzden de sırf yazmış olmak için yazarlar diye düşünüyordum. Ama öyle olmadı.

R: Ne kadar hatalar düzeltilmese de, diyalog şeklinde olsa da bu bir yazma aktivitesi. Öğrencilerin de en büyük dertlerinden biri yazma çalışmaları olduğu için çekinme doğabilirdi.

I: Tabi ki. Writing derslerinde bile zorla yazdırıyoruz. Bunda da öyle bir kaygım vardı ama onu çürüttüler. Genel anlamda iyiydi.

R:Peki avantajları ve dezavantajları neler sizin açınızdan?

I: Çocukların normal ders haricinde writing becerilerini görme şansım oldu. Onun dışında gerçekten öğrencilerle daha özel duygu ve düşünceler paylaşıldı. Bazılarıyla çok daha yakın olduk. Öyle bir atmosfer yarattılar bazı konuları paylaşırken... .

Öğrenciyle Yapılan Bir Görüşme Örneği

I: Derslerde bir dil kaygısı yaşıyor musun? İngilizce kullanımı açısından?

S5: Evet.

I Peki sebepleri neler?

S5: İngilizce'yi bilmediğimi düşünüyorum. Sınıfta daha önce hazırlık görüp, benden daha başarılı öğrenciler var. Onlar daha iyi konuşuyorlar. Kaldığım yerde de bana destek olan biri de yok, İngilizce bilen olmadığı için.

I: Peki hata yapmaktan korkuyor musun? Gramer hatası yaparım, eksik söylerim diye?

S5: HAH!!! Ondan çok korkuyorum işte!

I: Dili yanlış kullanırım diye mi düşünüyorsun?

S5: Evet aynen öyle. Cevap vermekten çekinmiyorum da, cümleyi yanlış kurarım diye...

I: Düzgün kalıpta kullanamayabiliyorsun yani...

S5: Hayır, kullanamıyorum.

I: Dil haricinde, utangaçlık, iletişim kuramama gibi problemlerin var mı?

S5: Yok.

I: Diyalog günlüğü tuttuk. Bu çalışma hoşuna gitti mi?

S5: Çok hoşuma gitti.

I: Neden? Ne değişikliği vardı?

S5: Orda sorulan sorulara cevap verirken kendimi biraz daha güvenli hissetmeye başladım. Heyecanlandığımı biliyordum. Bundan sonra heyecanlanmamam gerektiğini öğrendim. Arkadaşlarımla önünde hocanın sorusuna cevap verirken tedirgin oluyordum. Artık o da yok.

I: Dil kaygımı azalttı diyebilir misin?

S5: Evet.

I: Yani sadece yazma konusunda değil, derste de etkisi oldu diyorsun?

S5: Evet. Kesinlikle oldu.

I: Çok güzel. Peki yazarken hiç kaygı hissettin mi?

S5: Yok. Hiç kaygı hissetmedim. Çok rahat yazdım.

I: Peki dersten ne farkı vardı da kaygı hissetmedin?

S5: Ben notlardan çekiniyor olabilirim. Bunda not olmadığı için rahattım.

I: Peki hatalarının düzeltilmemesinin bir etkisi olabilir mi?

S5: Evet tabi o da var.

I: Birkaç tane avantajını söyleyebilir misin?

S5: Writing dersinde yazma motivasyonum arttı. Çünkü hiç yazmıyordum ben. Daha da önemlisi bir konu üzerinde İngilizce konuşmaya başladım.

I: O zaman sadece yazmana değil konuşmana da olumlu etkisi oldu diyorsun.

S5: Evet. Bazen verilen konuyla ilgili önce ayna karşısında kendi kendime konuşuyordum. Gerçekten de oluyordu. Sonra da oluşan cümleleri direkt yazıyordum.

I: Çok değişik bir teknikmiş.

S5: Artık cümle kurabiliyorum yani.

I: O zaman hem sözlü hem yazılı pratik oldu senin için. İsminden de kaynaklanıyor olabilir mi? “Diyalog günlüğü”. Hocanla da yazışırken konuşuyor gibi oluyorsun.

S5: Ben de katılıyorum. İsminden kaynaklanıyor olabilir. Chat yapmış gibi olduk...

APPENDIX I

Sample of Dialogue Journal Entries

Teacher asks in the entry: Do you like foreign music? Do you listen to English songs?

Student entry: “I don’t like stranger music. I am a stranger to stranger music. I like Turk Folk music, because it isn’t stranger. It comes inside to us. I don’t speak for stranger music because it’s a unlikely. This subject is concerning with to be sufficient. I reached the Anatolian culture, so I don’t like stranger music.”

Teacher response: “You are a real Turkish guy, grown with the Anatolian culture. Foreign music may be very unfamiliar with you. Maybe after learning English, you may start listening to foreign music. Do you think that listening to English music or watching English movies can improve your English?”

Student response: “I am learning English at the moment, and I still I don’t listen to stranger music. I don’t know why it is like that. I say I always a hidebound however, I try to listen the foreign music. Because it is necessary to develop my English. I said: It is very difficult but I try to it”

APPENDIX J

Informed Consent Form

Dear students,

My name is Evren Köse and I am a student of MA TEFL Program at Bilkent University. I am conducting a study about lowering language anxiety using dialogue journals. The following questionnaire is designed for this study. I would appreciate it if you can answer the questions in the following questionnaire. Another version of the same questionnaire will be distributed later this term.

All data collected through your responses will remain anonymous. Your identity will not be revealed in any report derived from these data. Your signature on the consent form below will be held separately from the completed questionnaires in order to ensure your anonymity.

Please read the questions carefully and answer all of them. Your answers will contribute to my study. Thank you for your participation.

Evren Köse

MA TEFL Program

Bilkent University / Ankara

I have read and understood the above and agree to participate in this study.

Name:

Signature:

Date:

APPENDIX K

BİLGİ VE KABUL FORMU

Sevgili öğrenciler,

Adım Evren Köse ve Bilkent Üniversitesi'nde İngilizce'nin Yabancı Dil Olarak Öğretimi Yüksek Lisans Programında öğrenciyim. Öğrencilerin dil kaygısı ve bu kaygıyı diyalog günlüğü kullanarak azaltma konusuna yönelik bir araştırma yapıyorum. Elinizdeki anket bu araştırma için hazırlandı. Anketteki soruları cevaplarsanız memnun olurum. Bu anketin başka bir versiyonu bu dönem içinde size tekrar dağıtılacak.

Kimliğinizle ilgili hiçbir bilgi bu araştırma sonucunda hazırlanan hiçbir raporda kullanılmayacaktır. Ders öğretmeniniz dahil hiç kimse verdiğiniz cevaplarla birlikte adınızı bilmeyecektir.

Lütfen soruları dikkatlice okuyun ve hepsini cevaplayın. Cevaplarınız araştırmaya katkıda bulunacaktır. Katılımınız için teşekkür ederim.

Evren KÖSE

MA TEFL Programı

Bilkent Üniversitesi

Ankara

Bu formdaki bilgileri okudum ve araştırmaya katılmayı kabul ediyorum. Çalışmanın sonunda hiçbir raporda araştırmacı tarafından adımın kullanılmayacağını biliyorum.

Adı ve soyadı:

İmzası:

Tarih: