

**ABANT İZZET BAYSAL UNIVERSITY
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DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**FOREIGN LANGUAGE ANXIETY AND PERFORMANCE OF
LANGUAGE STUDENTS IN TURKISH UNIVERSITY
PREPARATORY CLASSES**

M.A. THESIS

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APPROVAL

This thesis titled as “**A Comparative Study of Foreign Language Anxiety and Performance of Language Students in Preparatory Classes**” and presented by **Özkan DEMİRDAŞ** has been approved as the thesis of Master of Arts in English Language Teaching.

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Özkan DEMİRDAŞ

To my beloved wife

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ABSTRACT

A COMPARATIVE STUDY OF FOREIGN LANGUAGE ANXIETY AND PERFORMANCE OF LANGUAGE STUDENTS IN PREPARATORY CLASSES

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This study intended to determine whether there is a relationship between foreign language anxiety levels and language performance students (n=331) studying at Abant İzzet Baysal University English Preparatory School. At the time of the study all the participants were in the same proficiency level (A1). The data was gathered through the Turkish translated version of Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz (1983) and A1 level achievement examination scores.

The instrument is composed of 33 items. The students at A1 level responded to the inventory. The study was carried out to determine (a) foreign language anxiety levels, (b) whether there is a meaningful relationship among gender and foreign language anxiety and language performance, (c) whether there is a meaningful relationship among age and foreign language anxiety and language performance (d) the relationship between foreign language anxiety and language performance.

The findings of the study revealed that the participants in the current study exhibited relatively low levels of anxiety in their English classes. It was found that there is a significant relationship between gender and language anxiety whereas there is not a significant relationship between gender and language performance. It also indicated that age and language performance is significantly correlated, but there is not a significant correlation between age and language anxiety. Lastly, it demonstrated that there is a

significant negative relationship between foreign language anxiety and language performance.

Keywords: Foreign language anxiety, language performance, gender, age

ÖZ**HAZIRLIK SINIFLARINDA ÖĞRENİM GÖREN YABANCI DİL
ÖĞRENCİLERİNİN YABANCI DİL ENDİŞELERİ VE BAŞARILARI****Demirdaş, Özkan****Yüksek Lisans Tezi, İngilizce Öğretmenliği A.B.D.****Tez Danışmanı: Yrd. Doç. Dr. Derya BOZDOĞAN****Haziran 2012, xv+65 Sayfa**

Bu çalışma, Abant İzzet Baysal Üniversitesi hazırlık okulu öğrencilerinin yabancı dil sınıf kaygısı ve başarıları arasındaki ilişkiyi incelemektedir. Abant İzzet Baysal Üniversitesi Hazırlık okulunda okuyan (n=331) öğrenci bu çalışmaya katılmıştır. Çalışmanın yapıldığı sırada, bütün öğrenciler aynı seviyede olarak tespit edilmiştir (A1). Veriler Horwitz (1983) tarafından hazırlanan, Yabancı Dil Sınıf Endişe Envanteri'nin (FLCAS) Türkçe'ye çevrilmiş versiyonu ve A1 seviyesi başarı sınavı sonuçları kullanılarak toplanmıştır.

Horwitz (1983) tarafından oluşturulan yabancı dil kaygı ölçeği 33 maddeden oluşmaktadır. Katılımcılar ölçeği A1 seviyesinde iken cevap vermişler ve A1 kuru sonunda yapılan başarı sınavı sonuçlarıyla kıyaslama yapılmıştır. Araştırma a) öğrencilerin yabancı dil sınıf kaygı seviyelerini belirlemek, (b) öğrencilerin cinsiyeti, yabancı dil sınıf kaygı seviyeleri ve dil başarıları arasında anlamlı bir fark bulunup bulunmadığını (c) öğrencilerin yaşı, yabancı dil kaygı seviyeleri ve dil başarıları arasında anlamlı bir fark bulunup bulunmadığı (d) yabancı dil sınıf kaygı seviyeleri ve dil başarıları arasındaki ilişkiyi saptamak amacı ile yapılmıştır.

Çalışmadan elde edilen bulgular öğrencilerin yabancı dil sınıf kaygılarının nispeten düşük olduğunu ortaya çıkarmıştır. Verilerin analizleri sonucunda kız ve erkek

öğrencilerin kaygı seviyeleri arasında ve yaş ile dil başarısı arasında anlamlı bir fark olduğu saptanmıştır. Fakat yaş ve yabancı dil sınıf kaygısı arasında ve cinsiyet ile dil başarısı arasında anlamlı bir fark olmadığı görülmüştür. Çalışmadan elde edilen diğer bir bulgu ise yabancı dil endişesi ve dil başarısı arasında anlamlı negatif bağlantı bulunduğudur.

Anahtar Kelimeler: Yabancı Dil Kaygısı, dil başarısı, cinsiyet, yaş

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LIST OF ABBREVIATIONS

AFLCS	Academic Foreign Language for College Studies
CA.....	Communication Apprehension
CEFR.....	Common European Framework of Reference for Languages
EFL.....	English as a Foreign Language
ELT.....	English Language Teaching
FLA.....	Foreign Language Anxiety
FLCAS.....	Foreign Language Classroom Anxiety Scale
LA.....	Language Anxiety

CHAPTER I

1. INTRODUCTION

1.1. Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, limitations of the study, assumptions, definition of terms and organization of chapters. Hence, looking through each section in details, it will enable an explicit understanding of the study.

1.2. Background to the Study

English, known as a lingua franca, is a means of international communication as a result of tremendous scientific, cultural, economical and political developments since mid 20th century. Approximately only one fourth of users of English in the world are native speakers (Seidlholfer, 2005). Thus, teaching and learning English as a foreign and second language has become a significant issue all over the world. This phenomenon has led English Language Teaching (ELT) researchers and experts to explore new methods, approaches and techniques to answer language learners' needs and interests. Hereby, as learning a foreign or second language is a complex process, involving acquisition of vocabulary and grammar structures, the development of communication skills and culture as well, it needs to be accepted that cognitive factors are not the only factors that affect foreign language learning.

Stephen Krashen's works on language learning and teaching shed light language

teachers and researchers to be conscious of the potential impact of emotions on language learners, and Krashen stated that as a part of the Monitor Hypothesis, two conditions were particularly necessary for language acquisition: comprehensible input and a low or weak affective filter. Therefore, taking affective filter into account, one of the important psychological barriers to foreign language learning is anxiety (Krashen, 1982).

Freud defined anxiety as “something felt, an emotional state that includes feelings of apprehension, nervousness, and worry accompanied by psychological arousal (cited in Weiner & Craighead, 2010, p. 1698). Particularly, Horwitz, Horwitz and Cope (1986, p. 128) defined language anxiety as “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to the classroom language learning arising from the uniqueness of the language learning process”. Similarly, according to MacIntyre and Gardner (1994) “it can be defined as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning.” (p. 284).

The anxiety experienced in language classes is mainly situational. This kind of anxiety is also called “state anxiety”. According to Spielberger (1983, cited in Wang, 2005) state anxiety as “an unpleasant emotional conditional or temporary state, activated by an individual’s nervous system, such as the apprehension experienced by learners before taking an examination”. (p.14) It is a well known fact that anxiety has remarkable effects on learning, but there are different views on whether it hinders or increases learners’ performance. On that account, the anxiety hindering the learners’ performance is called debilitating anxiety and; on the contrary, the anxiety increasing the learners’ performance is named facilitating anxiety (Scovel, 1978).

In addition to these explanations and definitions, Horwitz et. al. (1986) advocated that foreign language learning has three specific aspects: (1) communication apprehension, (2) fear of negative evaluation, (3) test anxiety, and from a broader perspective they state that foreign language anxiety is more complex than these three aspects as its affective variables include motivation, beliefs, and attitudes. Therefore,

they restated that it is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p.128).

1.3. Setting

The Foreign Language Preparatory School is responsible for providing students with academic English that they will need and use in their academic life. On the other hand, it is also responsible for providing students with real life English and preparing them for different professional and social environments where English is the medium.

In the 2011-2012 academic year, the number of students studying at the preparatory school is 753, and there are five different groups in accordance with the placement exam administered. All the groups receive a certain amount of English instruction which is 30 hours for five weeks except for the AFLCS group as they receive 30 hours English instruction for seven weeks. At the end of the year, students are to take the proficiency exam, and students who succeed the proficiency exam are eligible to pursue their education in their departments.

According to Common European Framework of Reference for Languages, A1 level learners can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can also introduce him / herself and others and can ask and answer questions about personal details. Lastly, they can interact in a simply way provided the other person talks slowly and clearly and is prepared to help .Students receive 30 hours a week of instruction during 5 weeks, and follow Touchstone 1 (McCarthy, McCarten & Sandiford, 2008) and Touchstone 1 Video Resource Book (McCarthy, McCarten & Sandiford, 2008). After 5 weeks, students took an achievement test, and if they are successful according to the result of the test, they continue their English instruction in A2 Group for another five weeks. Unless students are successful, they repeat A1 Group for five weeks again.

1.4. Statement of the Problem

The initial motive for this research arose from the professional background and experience of the researcher, who is working as an English language instructor at the preparatory school. Working as an instructor enabled the researcher to observe and gain insight into the learning processes of the learners. Most prominently, the influence of language-related anxiety and frustration learners experience in and out of the classrooms formed the starting point of this study. In view of that, a curiosity emerged about the potential relationship among language learning anxiety, and language achievement.

The other motive was that although several studies were conducted to see the relationship between language achievement, proficiency level, age, gender, classroom setting, the relationship among language anxiety, and language achievement did not take the attention of researchers in Turkey as it would have been. As a result, it is assumed that this study will light the way for better understanding of relationship among foreign language anxiety and language achievement in the context of the national learning and teaching environment.

1.5. Research Questions

The purpose of this descriptive study is to determine and see the relationship between the trait and language learning anxiety level of English preparatory school A1 level students studying at Abant İzzet Baysal University. Hence, the study has the following research questions:

1. What are the levels of foreign language anxiety of EFL university students studying at a preparatory school?
2. Is there a significant relationship among their gender and foreign language anxiety and language performance?
3. Is there a significant relationship among their age and foreign language anxiety and language performance?

4. What is the relationship between EFL university students' level of foreign language anxiety and their language performance at a preparatory school?

1.6. Significance of the Study

Anxiety is a typical reaction to stress; however, the debilitating effects of anxiety which discourage learners from overcoming difficulties in learning environment and that encourage learners emotionally to adopt avoidance behavior have been detected early, and 90s have experienced a virtual explosion of research into the topic of language anxiety as it has been called the age of anxiety.

In a recent research on the levels of foreign language anxiety in higher education settings, Aydemir (2011) conducted a study to determine whether there is a meaningful difference between the foreign language anxiety levels of university students at the beginning and at the end of the academic year, and it was found that a significant increase was observed in the subjects' foreign language anxiety levels at the end of the academic year. Therefore, outcomes of this study investigating the foreign language anxiety levels of the students and examining if there is a relationship between foreign language anxiety and language performance will contribute to both language teachers and learners who experience some difficulties deriving from language anxiety in the learning process and thereby, to create a more learner friendly environment. The findings of this study might be specific to EFL learners and teachers; however, the implications are significant to other educators as well.

1.7. Limitations of the Study

This study has the following limitations:

1. The number of participants: 331 A1 level EFL learners in the Preparatory school at a state university. The study is limited to the A1 level students; however, different proficiency level might have displayed more diverse

results.

2. The location: It is limited to the students studying at a state higher education institution in the northwest part of Turkey. It is predicted that educational settings either state or private in the other parts of the country would produce a varying degree of outcomes.
3. The time frame: This study was conducted by applying the questionnaire once at the beginning of the semester. It could have been re-applied at the mid and end of the semester to see the consistency, if any, or the changes.
4. Data collection procedure: The study collected the data through questionnaires. Classroom observation and interviews could have been utilized to serve the triangulation purposes.

1.8. Assumptions

1. In this study it is assumed that all subjects' responses are honest and sincere.
2. The instrument (FLCAS) utilized in the data collection process is valid and reliable.
3. Students' exit exam grades are indicators of their language performance.

1.9. Definition of Terms

This part describes the key terms used frequently in the thesis.

1.9.1. Anxiety

“The subjective feelings of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (Horwitz et al., 1986, p. 125).

1.9.2. Foreign language anxiety (FLA) / language anxiety (LA)

Foreign language anxiety is a debilitating psychological condition that prevents learners from performing their potential in a foreign language class (Horwitz et.al., 1986). Foreign language anxiety and language anxiety are used interchangeably in this thesis.

1.9.3. Foreign language classroom anxiety scale (FLCAS)

The FLCAS is “a self-report measure that assesses the degree of anxiety, as evidenced by negative performance expectancies and social comparisons, psychophysiological symptoms, and avoidance behaviors” (Horwitz, 1986, p.559).

1.9.4. English as a foreign language (EFL)

EFL refers to the use or study of English in an environment where English is not the native language. In an EFL situation, the learners are only exposed to English in the language class as the native language is different (Tomlinson, 2005).

1.10. Organization of Chapters

The present study consists of five chapters. Chapter 1 includes the background to the study, statement of problem, research questions, significance of the study, limitations of the study, assumptions, definition of terms, and organization of chapters. Chapter 2 presents a review of the related literature. Chapter 3 describes the methodology of the study. In this chapter, the participants, instruments used, data collection procedure, and the data analysis are presented. Chapter 4 then moves on to examine the data by presenting and discussing the results of the study. Lastly, Chapter 5 summarizes the current study and presents the conclusions and pedagogical implication. In addition, it includes suggestions for further research.

CHAPTER II

2. REVIEW OF LITERATURE

2.1. Introduction

The need to handle fear, apprehension and defeating the sense of unease has always been major concerns in almost all parts of our lives as they could have major negative effects. In line with this fact, the number of research carried out on the effects of anxiety in the field of foreign language teaching has tremendously increased especially during the last two decades. Anxiety has been studied in relation to gender (Aida, 1994; Batumlu and Erden, 2007; Kitano, 2001; Marwan, 2007; Öner and Gedikoğlu, 2007; Sarıgül, 2000, Sertçetin, 2006) and mostly performance (Aida, 1994; Chastain, 1975; Horwitz et. al., 1986, 2001; Kleinmann, 1977; MacIntyre and Gardner, 1989; Philips, 1992; Scovel, 1978). Anxiety was found to exert a significant influence on numerous dimensions. One of the considerable dimensions for educational pedagogy is its possible and predictable effects on the learning performance and outcomes.

This chapter reviews the research literature pertaining to a variety of definitions, types –debilitating, facilitating, trait, state and situation-specific anxiety - , building blocks, and effects of the language anxiety. Furthermore, studies about the language anxiety are covered in detail.

2.2. General Anxiety

The word anxiety which originates from the Ancient Greek word “anxietas”

means worry, fear and uneasiness. Ciceron (B.C. 106-437) is known to have used the anxiety for the first time referring to permanent and lasting tendency to worry (Köknel, 1994).

Freud, from a psychological perspective, defined anxiety as “something felt, an emotional state that includes feelings of apprehension, nervousness, and worry accompanied by psychological arousal (cited in Weiner & Craighead, 2010, p. 1698)”. In addition, Spielberger (1983, cited in Horwitz, Horwitz& Cope, 1991, p.28) described anxiety as a subjective feeling of tension, apprehension, nervousness and worry.

Beck and Clark (2010, p.4), from a biological perspective, described anxiety as “a complex cognitive, affective, psychological and behavioral response system activated when anticipated events or circumstances are deemed to be highly aversive because they are perceived to be unpredictable, uncontrollable events that could potentially threaten the vital interests of an individual”.

Sarason (1980) defined anxiety as “a basic human emotion, signaling uncertainty or threat in the environment” and listed the characteristics of general anxiety:

- 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 complete with task-relevant cognitive activity.
 - 5) The individual expects and anticipates failure and loss of regard by others.
- (p.6)

From these definitions it can be understood that anxiety has got both unpredictable and uncontrollable psychological and biological effects influencing the functions of brain, and it has received much attention in recent years since it is a reaction to accommodate oneself into an outer environment.

2.3. Types of Anxiety

Research has accepted the existence of “language anxiety and its effects on language learning”; however, researchers have not agreed on its effects whether it motivates or hinders learner performance. Therefore, different researchers have formulated their classification of its effects based on facilitating and debilitating anxiety. On the other hand, Izard (1972, cited in Finch, 2000) defined three types of anxiety as trait anxiety, state anxiety and situation-specific anxiety referring to its effects such as reactions of fear, distress, anger and shame on the negative side and interest and excitement on the positive side.

2.3.1. Facilitating and debilitating anxiety

Anxiety, depending on its effects on language learning and performance, occurs in two forms called facilitating and debilitating, and it serves simultaneously to motivate and warn the learners. Scovel (1978), in an early research of his, classified anxiety and his categorization is based on differences in facilitating anxiety which refers to the feeling motivating the learner to overcome the difficulties of new learning task and which encourages the learner emotionally for approval behavior whereas debilitating anxiety refers to the feeling discouraging learner from interpreting the new learning task, and which encourages the individual emotionally to adopt avoidance behavior.

Research (Bailey, 1983; Daly, 1991; Horwitz, Horwitz, & Cope, 1991; Scovel, 1991; Tsui, 1996 cited in İpek, 2007) mainly focused on the debilitating anxiety addressing its importance since it can hinder the performance while learning a language. The debilitating effects can be listed as follows:

1. Difficulty in concentrating,
2. Skipping class or postponing homework to avoid the language,
3. Avoiding studying,
4. Avoiding speaking in class; therefore, avoiding being evaluated by the teacher or peers,
5. Avoiding difficult or personal message in the target language,

6. “Freezing” in a role-play situation or when speaking in front of the class,
7. Performing poorly on tests,
8. Careless errors in spelling or syntax during tests,
9. Avoiding structures that contrast the most with the target language,
10. Writing shorter paragraphs (p.22).

2.3.2. Trait, state, and situation-specific anxiety

Another classification is by Cattell and Seidler (1958, cited in Akçalı, 1991, p. 31) who identified 2 dimensions of anxiety: state and trait anxiety. MacIntyre and Gardner (1991) further extended the term and listed the three perspectives of anxiety: anxiety as a general personality trait (trait anxiety), anxiety as an emotional state (state anxiety), and anxiety extending “consistently over time within a given situation” (situation-specific anxiety) (p.87).

Trait anxiety

Spielberger (1983, cited in Young, 1999) defined trait anxiety as “a stable predisposition to become nervous in a wide range of situation” (p.28) and McNally (1989) stated that trait anxiety “is a general tendency to respond fearfully to stressors.

Spielberger (1983, cited in Köknel, 1989) listed the characteristics of trait anxiety as it is stable and constant compared to state anxiety, and the strength and how long it lasts can change according to the personality. Additionally, personality structure also affects the anxiety level as being inclined or not. Lastly, he mentioned about its effects. He noted that it can change understanding, interpretation and perception of a threatening dangerous situation.

State anxiety

Spielberger (1983, cited in Wang, 2005) defined state anxiety as “an unpleasant emotional conditional or temporary state, activated by an individual’s nervous system,

such as the apprehension experienced by learners before taking an examination. Young (1999) stated that state anxiety refers to “the moment -to- moment experience of anxiety, and it is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity.” (p. 28).

As regards, Spielberger (1983, cited in Köknel, 1989) also described the characteristics of state anxiety and said that state anxiety results from perceiving the situation as threatening and endangering, and it causes unpleasant and afflictive emotion. He further added that in this process, the conscious is awake and clear, therefore; emotions are perceived, understood and felt.

Situation-specific anxiety

The third perspective considers situation-specific anxiety which refers to anxiety experienced in a specific type of situation. According to MacIntyre and Gardner (1991) “situation specific constructs can be seen as trait anxiety measures limited to a given context. Respondents are tested for their anxiety reactions in a well-defined situation such as public speaking, writing examinations, performing math, or participating in a foreign language class” (p.91). Young (1999) stated that situation-specific anxiety is like trait anxiety, except for that it is applied to a single context or situation only. For this reason, it is stable over time but not necessarily consistent across situations. He exemplified the situation-specific anxiety as stage fright, test anxiety, math anxiety, public speaking anxiety, or using a second language. He noted that language anxiety is a form of situation-specific anxiety.

2.4. Foreign Language Anxiety

Early studies on foreign language learning and anxiety date back to the 70s and Young (1999) noted that researchers began to pay more interest in FL anxiety in the late 80s and early 90s, and 90s have experienced a virtual explosion of research into the topic of language anxiety.

Anxiety is one of the topics that researchers have different opinions on, and they have not yet come to a consensus. Horwitz et al. (1986) noted that research has not adequately defined foreign language anxiety or described its specific effects on foreign language learning.

Horwitz and Young (1991, cited in Young, 1999) noted that “there are two general approaches to identifying language anxiety: (1) it is a kind of anxiety transferred from other domains (for example, test anxiety) or (2) it is a unique kind of anxiety arising from language learning experience.

The researchers supporting the first approach assert that language anxiety is the transfer of other forms of anxiety such as communication apprehension, and there are studies promoting the approach (Kleinmann, 1977, Daly, 1991, Chastain 1975, Mejias et al. 1991 cited in Young, 1999 p.26).

The researchers supporting the second approach assert that language anxiety is a unique type of anxiety, and it is the negative emotion reaction aroused learning a foreign language. Horwitz et al. (1986) defined language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p.125).

Bridging the two approaches can give a better understanding of notion of anxiety. Horwitz et al. (1986) argued that language anxiety derives from three sources which are: (1) communication apprehension, (2) fear of negative evaluation by others, and (3) test anxiety. They also noted that even though communication apprehension, test anxiety, and fear of negative evaluation provide useful conceptual building blocks for a description of foreign language anxiety, they thought that foreign language anxiety is not simply the combination of these fears transferred to foreign language learning. On the other hand, they said that foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning and it is caused by the uniqueness of the language learning process. Accordingly, Young (1991, p.427) identified six potential sources of language anxiety as: “(1) personal and

interpersonal anxieties, (2) learner beliefs about language learning, (3) instructor beliefs about language teaching, (4) instructor-learner interactions, (5) classroom procedures, and (6) language testing”.

2.5. Components of Foreign Language Anxiety

According to the theoretical framework of Horwitz et. al. (1986) communication apprehension, fear of negative evaluation, and test anxiety are the three components of foreign language anxiety

2.5.1. Communication apprehension

Communication apprehension (CA) has been central to the study of communication avoidance since 1970s, and it has been the subject to over 200 studies during the decade of 1970s and 80s (McCroskey, 1982). McCroskey (1977) defined CA as “a broadly based anxiety related to oral communication”, and according to Brown (2000, p.151) “CA arises from learners’ inability to adequately express their mature thoughts and ideas”.

Freidman (1980) explained CA as “a tendency to be anxious when communicating may be specific to only a few settings (e.g., public speaking) or may exist in most everyday communication situations, or may even be the part of a general anxiety trait that arises in many facets of an individual's life.”

Similarly, Horwitz et al. (1986) explored communication apprehension as “type of shyness characterized by fear of anxiety about communicating with people.” They analyzed and concluded that having difficulty in speaking in dyads or groups (oral communication anxiety) or in public (stage anxiety), or in listening to or learning a spoken message (receiver anxiety) are all symptoms of communication apprehension.

McCroskey (1984) mentioned about types of CA: traitlike CA, generalized –

context, person-group, situational, and pathological CA. He defined traitlike CA as “a relatively enduring, personality-type orientation toward a given mode of communication across a wide variety of contexts.”, and generalized CA as “a relatively enduring, personality-type orientation toward communication in a given type of context.”, and person-group CA as “a relatively enduring, personality-type orientation toward communication with a given person or group of people.”, and situation CA as “a transitory orientation toward communication with a given person or group of people.”, and lastly pathological CA as “high reticence and high shyness”. He also supplemented that these four types of CA do not refer to different types of people as every individual is affected by each type with a greater or less degree.

2.5.2. Test anxiety

The second component of foreign language anxiety suggested by Horwitz et al. (1986) is test anxiety. The notion of test anxiety has been a serious topic for researchers since its inception in 1950s, and over the past decades there has been an upsurge of interest in test anxiety research among psychological and educational researchers (Zeidner, 1998).

Horwitz et al. (1986) stated that test anxiety refers to a type of performance anxiety caused by a fear of failure. Sieber, O’Neil and Tobias (1977 cited in Zeidner, 1988) described test anxiety that “refers to the set of phenomenological, psychological, and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situation” (p.18).

To clarify the effects on personality, Sarason (1984) stated that the test-anxious person experiences a self-preoccupation worry, insecurity, and self-doubt in an evaluative situation. He added that this situation can be actual or perceived, but the consequences are real. Therefore, these persons are likely to become anxious and distracted during instructions, and this can affect their performance in foreign language classrooms negatively.

Finally, in educational contexts, Horwitz et al. (1986) added that test-anxious students often have unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Therefore, they probably experience considerable difficulty, unfortunately, because tests and quizzes are frequent and even the brightest or most successful students make some errors.

2.5.3. Fear of negative evaluation

Fear of negative evaluation is the third component of foreign language anxiety. Festinger (1954, cited in Friend & Gilbert, 2006) stated that according to the social comparison theory, people will evaluate their ability with others better-off in ability if there are no objective standards.

Horwitz et al. (1986) defined it as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively.” (p.128). Accordingly, Friend and Gilbert (2006) proposed that when a person is threatened by preliminary evaluative information indicating low ability (e.g. oral exams), he might be motivated to avoid the potentially threatening information which another has known much better than himself. Furthermore, according to Leary (1983) people really worried about being perceived and evaluated negatively would be more likely to behave in ways that avoid the possibility of unfavorable evaluations. Hence, they would be more responsive to situational factors. Correspondingly, Aida (1994) stated that students experiencing a fear of negative evaluation tend to sit passively in the classroom and not to take part in classroom activities that could result in poor improvement of the language skills or not to join a class to avoid anxiety situations.

2.6. Effects of Foreign Language Anxiety

Foreign language researchers and theorists have long accepted that anxiety is one of the most important factors in learning a foreign language. However, they have

not reached a consensus on the definition and its effects as Horwitz (1986) put it as second language research has not yet adequately defined foreign language anxiety or described its specific effects on foreign language learning. To exemplify, MacIntyre (1999, cited in Young, 1999 p. 34) came up with four categories to the effects on language anxiety: academic, cognitive, social and personal effects.

First of all academic effects of anxiety is one the most important point of anxiety, if not the most important. However, some of the empirical studies focused on language anxiety yielded “mixed and confusing results” (Scovel, 1978, p.132) because research attested a negative, positive or near zero relationship between language anxiety and student achievements measured by final grades or outcome measures, or self-ratings.

Horwitz et al. (1986) reported that there is a significant moderate negative correlation between foreign language anxiety and students’ perceived achievement and their final grades. In parallel with Horwitz’s study, Aida (1994) ascertained a significant negative correlation in between FLCAS scores and final grades of American second-year Japanese students. Moreover, Kim (1998, cited in Horwitz, 2001, p.116) reported a significant negative relationship between FLCAS scores and final grades in an Asian EFL context.

As for the commonly-used ways of data collection, Chastain (1975) used the scales of test and trait anxiety to study the correlation between language anxiety and second language learning in French, German, and Spanish. The results of the study are mixed and confusing as it reports positive, negative and near zero correlations between language anxiety and second language learning. However, Scovel and Young (1978, 1991 cited in Young, 1999 p.35) summarized that some of the empirical studies used scales of test anxiety and trait anxiety which are not considered to be used for language anxiety anymore, and this is one of the problems associated with the empirical research on the relationship between anxiety and language learning.

Young (1999) detected that it is quite clear that the higher anxiety, the higher it

hinders performance which means high levels of language anxiety are associated with poor levels of academic achievement in second or foreign language classes.

Second, the language anxiety effects can be observed on cognitive processes. The aforementioned Young noted that (1999) anxiety arousal is associated with self-related cognition: thoughts of failure worry over how one is performing in the situation, and self-deprecating thoughts.

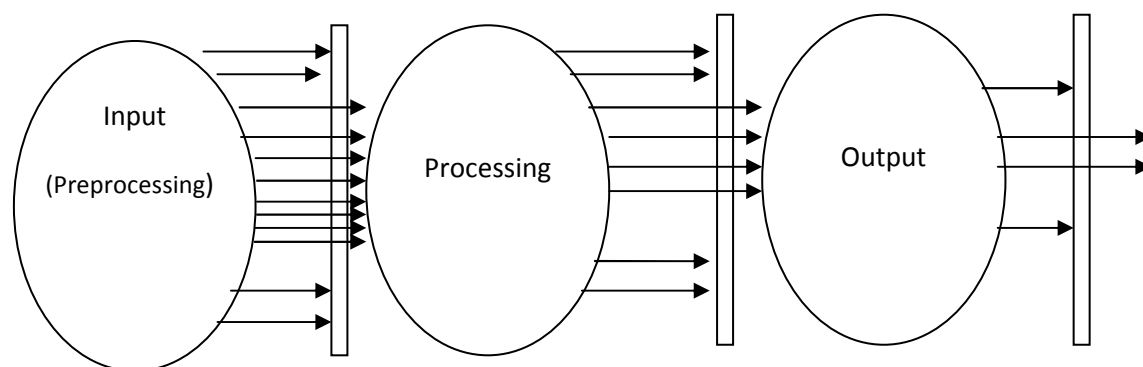


Figure 1: Model of the effects of anxiety on learning from instruction
(Tobias, 1979 cited in Young, 1999, p.35)

The model above shows three stages: Input-Processing-Output. Initially, during the input stage, anxiety acts like a filter blocking some information from getting into the cognitive processing system. This is similar to the Krashen’s “affective filter” which controls the amount and quality of input learners receive (Thornbury, 2006). During the processing stage, anxiety can influence both the speed and accuracy of learning as it acts as a distraction. Lastly, at the output stage, anxiety can influence the quality of second language communication (Young, 1999).

The last effect can be summarized under the category of social and personal effects. Numerous studies (MacIntyre and Gardner, 1991; MacIntyre and Charos, 1995, cited in Young, 1999) have shown that learners with high anxiety do not communicate as often as more relaxed learners. Young (1999) stated that there are many ways in which the social context can influence language anxiety such as a competitive classroom atmosphere, difficult interactions with teachers, risk of embarrassment,

opportunity for contact with members of the target language group, and tension among ethnic groups.

According to Young (1999) “among the most troublesome effects of language anxiety is the severe anxiety reaction for an individual language learner”. He explained that even though it is a rare occurrence, language learning should not be a traumatic experience for students. Therefore, teachers should reduce the anxiety levels’ of students and stimulate language learning through low-anxious classroom atmosphere.

2.7. The Relationship between Foreign Language Anxiety and Language Performance

Research (Aida, 1994; Chastain, 1975; Horwitz, 1986; MacIntyre, 1991; MacIntyre and Charos, 1995, cited in Young, 1999; Scovel, 1978; Young, 1991) has been interested in language anxiety, and its effects on learning a foreign language. Hence, various studies (Aida, 1994; Awan et. al., 2010; Horwitz, 1986; Kunt, 1997; Tallon, 2006; Wang, 2005; Wang, 2011) have investigated the relationship between foreign language anxiety and student achievements. Some of the studies are summarized briefly with an emphasis on the findings.

Horwitz (1986) conducted a study with 78 beginning students studying Spanish and French to investigate the relationship between language anxiety and expected grades and actual grades, and in her study there was a negative significant correlation between language anxiety and actual grades and expected grades.

In another study, Aida (1994) administered FLCAS to 96 American second-year Japanese students and found a significant negative correlation between FLCAS scores and final grades indicating that the higher the students’ levels of anxiety, the more they are tend to receive lower grades.

Kunt (1997) studied with 882 Turkish-speaking students studying in two universities in North Cyprus and surprisingly found that Turkish-speaking university

students have lower levels of language anxiety compared to other studies. Additionally, she reported in her study that there was a negative relationship with foreign language anxiety and confidence in speaking.

From a different perspective, Wang (2005) conducted a study to investigate self-perception of foreign language anxiety and beliefs about foreign language learning. He administered FLCAS to 185 first and second year undergraduate EFL students in China and concluded that Chinese EFL students' level of language anxiety is somewhat higher than the previous studies.

Tallon (2006) studied with 413 students to investigate if heritage students of Spanish experience language anxiety and to compare the anxiety level with the previous studies and to compare the anxiety level with self-assessed proficiency in Spanish. The results also indicated that there was a strong negative correlation between language anxiety and self-assessed proficiency.

Similarly, Awanet. al (2010) administered FLCAS to 149 undergraduate students in different departments of a university in Pakistan to examine the relationship between language anxiety and learners' achievement. The results also showed that language anxiety and achievement are negatively correlated to each other.

Lastly, Wang (2011) studied 363 medical university students in Taiwan. The participants were from different departments, and the aim of the study is to explore the relationship between foreign language anxiety and English academic performance. The results indicated that language anxiety and English academic performance were significantly correlated.

2.8. Foreign Language Anxiety Research in Turkey

In Turkey, several studies (Aydemir, 2011; Balemir, 2009; Çakar, 2009; KuruGönen, 2005; Sağlamel, 2009; Sertçetin, 2006; Yerli, 2009) administered on

language anxiety and most of the studies largely concentrated on the role of language anxiety in learners' achievement scores, the relationship between different types of anxiety, the relationship among anxiety and gender, the relationship between language anxiety and emotional intelligence, and the role of language anxiety in specific skills. These studies are summarized briefly with a focus on the findings.

First, at a state higher educational setting Kuru Gönen (2005) studied with 50 first-year English Language Teaching Department students at Anadolu University to find out the sources of reading anxiety using both qualitative and quantitative methods. The results indicated that foreign language reading anxiety is caused by the personal factors, the reading text and the reading course, additionally; foreign language reading anxiety is distinct from general foreign language anxiety.

At the primary education level, Sertçetin (2006) studied the foreign language classroom anxiety of Turkish primary students and the studies' results showed that 5th grade students were more anxious than 8th grade students contrary to the general assumption that younger ones are less anxious compared to the older ones.

Yerli (2009) tried to investigate the relationship between emotional intelligence and foreign language anxiety. The results of the study indicated that students are not generally anxious, and there is a weak positive relationship between emotional intelligence and foreign language anxiety.

Another study was conducted by Çakar (2009) to investigate the relationship between past language learning experiences and the foreign language anxiety levels of university students, and she also used both quantitative and qualitative methods to reach the aims of the study. The study revealed that students' prior history of visiting countries, having had a native teacher or not, having studied another language different than English were all related to foreign language anxiety. Additionally, there is a relationship between past language learning experiences and foreign language anxiety.

Sağlamel (2009) administered a study to determine the relationship between anxiety levels' of university students and speaking grades and to seek for an alternative ways to reduce language anxiety in speaking classes. The findings in his study showed that there is not a significant relationship between language anxiety and speaking grades. However, he noted that females were found to be more anxious than male students.

Moreover, a similar study was conducted Balemir (2009) to find out the relationship between speaking anxiety and language speaking anxiety. The findings of the study also showed that there is not significant relationship among language anxiety and language speaking anxiety. Furthermore, the results revealed that students participated in the study had a moderate level of foreign language speaking anxiety.

Finally, Aydemir (2011) studied the difference between the foreign language anxiety levels of the university students at the beginning and end of the academic year. According to his study, there is a significant increase in the participants' language anxiety levels between the beginning and the end of the academic year. His study also demonstrated that the increase in students' language anxiety levels emerged in "fear of negative evaluation" and "language anxiety related to learner's beliefs, perceptions, and feelings".

2.9. The Relationship between Foreign Language Anxiety and Gender

Various studies (Aida, 1994; Aydın, Yavuz and Yeşilyurt, 2006; Cample, 1999, cited in Dalkılıç, 2006; Chang, 1996; Dalkılıç, 2006; Kao and Craigie, 2010; Kitano, 2001; Matsuda and Gobel, 2003; Onwuegbuzie, Bailey and Daley, 1999; Pappamihel, 2001, 2002; Sertçetin, 2011) have investigated the relationship between foreign language anxiety and gender; however, they revealed contradictory results. While findings of the some studies showed that female learners are more anxious than male students (Aydın, et.al, 2006; Dalkılıç, 2006, Pappamihel, 2001, 2002), other studies (Cample, 1999, cited in Dalkılıç, 2006; Kitano, 2001; Sertçetin, 2011) found that

language anxiety was experienced higher by male students. Moreover, some studies (Aida, 1994; Chang, 1996; Kao and Craigie, 2010; Matsuda and Gobel, 2003; Onwuegbezuie et.al., 1999) did not find any relationship between these two variables.

Aydın et.al. (2006) conducted a study to examine the Turkish EFL students' test anxiety and its relationship with demographic information, and the findings showed that female students feel less confident and relaxed than male students; additionally, even if they are well prepared, they feel more anxious. Similarly, Pappamihel (2002) studied with 178 Mexican-born middle-school students and found that gender and foreign language anxiety is significantly correlated ($p = .021$), and female students are more anxious than male students. Williams (1996, cited in Pappamihel, 2002) suggested that an explanation for this result could be that male students are less likely to admit anxiety than female students.

On the other hand, Sertçetin (2011) conducted a study with 913 Turkish EFL preparatory school students and it was found that male students experience anxiety in their language classes higher than female students. Accordingly, Kitano (2001) investigated the two potential sources of the language anxiety in oral practice and examined the relationship between foreign language anxiety and gender. The results showed that male students are more anxious than female students and the anxiety level of a male student become higher as he perceived himself less competent.

Lastly, to exemplify the studies that did not find any relationship between language anxiety and gender, Aida conducted a study with 96 second-year Japanese learners, and the findings revealed that language anxiety and gender are not significantly correlated. Additionally, Matsudo and Gobel (2003) conducting a study with 252 Korean students did not find any significant relationship between language anxiety and gender.

As understood from the conflicting results and findings given above, the relationship between foreign language anxiety and gender is complex, and the research has not adequately determined the relationship between these two variables.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter describes the methodology of the thesis study, including research design, participants, data collection procedures, data analysis techniques, and rationale for statistical procedures.

3.2. Research Design

The research design of this study is a quantitative study. Quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods, and it is systematic, rigorous, focused, and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalizable to other contexts (Dörnyei, 2007). This study was conducted to determine the foreign language anxiety levels of the students of the Foreign Language Preparatory School at Abant İzzet Baysal University and to examine the relationship between foreign language anxiety and language performance.

3.3. Participants

The participants were 331 students attending a one-year EFL instruction at the Foreign Language Preparatory School, Abant İzzet Baysal University. Students

studying at some departments (e.g. International Relations) are given to option to opt out, on the other hand most of the students studying at Faculty of Science and Literature (e.g. Maths, Biology) are obliged to enroll in the preparatory school courses. At the beginning of the term, a placement test was given to all students, and they were assigned to A1, A2, B1, B2 which are the levels described in Common European Framework of Reference for Languages (CEFR) or Academic Foreign Language for College Studies (AFLCS).

All of the students (n= 331) who participated in this study were from A1 group, the lowest proficiency level. Participants' age ranges from 17-27 years (M= 18.77). Their mean of studying year of English is 6.1. Of the students, 58.2% were female and 41.8% male; 51.5% were studying in a morning group and 48.5% in an evening group; 75.5% took the prep. school as a requirement and 24.5% were given to option to opt out; 91.2% had not been abroad and 8.8% had been abroad; 68,3 % had graduated from a state high school (a type of state school), 19.4% from an Anatolian high school (a type of state school which conducts instruction through the medium of English), 3.3% from a technical vocational high school, 2.4% from a religious vocational high school, 2.4% from a technical high school, 2.1% from a private collage, 1.5% from an English Language high school and 0.6% from a Science high school and; 28.9% were to go on to study at the department of Chemistry, 22.7% at Maths, 22.4% at Biology, 16.4% at International Relations, 2.4% at Physics, 2.4% at Mechanical Engineering, 1.8% at Food Engineering, 1.5% at Environment Engineering, 1.2% at Electrical Electronics Engineering and 0.3% at Psychology.

3.4. Data Collection Instruments

The instrument administered in this study was: the Foreign Language Classroom Anxiety Scale (FLCAS), (originally developed by Horwitz et al, 1983) and translated into Turkish by Kunt (1997) (see Appendix A).

The reasons for choosing the FLCAS were: FLCAS is the very first anxiety scale

administered to the foreign language learners, and as a reliable instrument the FLCAS was applied to many different groups of language learners by many researchers (Aida, 1994; Chen & Chang, 2004; Chiang, 2006; MacIntyre & Clement, 1997; Tallon, 2006).

In the present study the translated versions of the FLCAS was used to minimize the students' misunderstandings as the original versions of the questionnaires in English were well above the A1 group students' language proficiency level. Another reason for using the translated version was that students might not clearly understand the intended meanings of the statements. The Turkish version of the FLCAS was also administered in several similar studies carried out in Turkey (Avcı, 2008; Aydemir, 2011; Çakar, 2009; Sertçetin, 2006).

3.4.1. Background questionnaire

The background questionnaire was partly adapted from Wang (2005) and partly developed by the researcher. It obtains information about the subjects' name and surname, gender, age, major, years of learning English, and type of high school graduated.

3.4.2. Achievement test

For the purpose of this study the students' achievement test scores in the fall semester, 2011 were utilized. The subjects took the achievement test at the end of A1 course, and its successful completion means that one is able to endure his education in A2 course. It consists of five sections: listening, use of English, reading, writing and speaking. The listening section consisting of five parts has got twenty five questions, and for each part students are to listen to recorded texts twice and answer the questions. The use of English section consisting of 119 questions with different types of questions tests grammar and vocabulary. The reading section has got four parts and twenty questions with different types of questions. The writing section consists of two parts, and students are to write a paragraph describing the tourist attractions of a city using the given information and to write a café review using the given information. Lastly,

speaking consists of two parts, and students take it with another student. Students are to talk on their own, with the teachers and the other student.

The achievement test scores have been used in various studies as global measures of language achievement, hence the researcher adopted this measure in the study (Aida, 1994; Bailey, 1983; Banya and Cheng, 1997; Chastain, 1975; Comeau, 1992).

3.4.3. The foreign language learning anxiety scale (FLCAS)

The Foreign Language Learning Anxiety Scale (FLCAS) was developed by Horwitz to measure students' anxiety about foreign language (Horwitz, 1983). It consists of 33 statements, and all items were designed for a Likert scale response using a five-interval scale of "Strongly agree", "Agree", "Neither agree nor disagree", "Disagree" and "Strongly disagree". Items 1, 2, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 represent high anxiety, and items 5, 8, 11, 14, 18, 22, 28 and 32 represent lack of anxiety. The high anxiety items are scored from 1 point (strongly disagree) to 5 points (strongly agree), and the lack of anxiety items are scored from 5 points (strongly disagree) to 1 point (strongly agree). The total scores of the scale range from 33, which is the lowest score and indicates that the subject strongly disagrees with all items, to 165, which is the highest score and indicates that the subject strongly agrees with all items.

The reliability of the FLCAS has been measured in terms of Cronbach's alpha coefficient. Horwitz (1983) states that internal consistency using Cronbach's alpha was .93 based on a sample of 108 introductory undergraduate subjects, and test-retest reliability after 8 weeks was $r=.83$ ($p<.001$). Similarly, other studies using FLCAS have also had high reliability scores: Aida (1994), Chen and Chang (2004), Tittle (1997) obtained Cronbach's alphas of .94, .95, and .92, respectively. Cronbach's alpha for the FLCAS used in this study was .93 which manifests a satisfactory reliability. However, item 5, 22 and 32 were excluded from the scale as their corrected item – total correlation were below .20 (.16, .18, .17 respectively).

3.5. Data Collection and Analysis

The questionnaire was administered in the second week of the academic year in 2011 by the researcher with the cooperation of English instructors to 331 students. To distribute the questionnaires to the subjects, permission was received from the Foreign Language Preparatory School, Abant İzzet Baysal University in 2011(See Appendix C). Before conducting the questionnaire, students were advised that there were not any correct or false responses, and their responses would not affect their course grades, and therefore, they were asked to answer honestly. The questionnaires took about 35 minutes to complete.

The analysis of the data was carried out using the SPSS statistical programme (Version 17.0). All the statistical analyses are listed below in the order of their performance.

1. Descriptive statistics such as means, standard deviations, maximum, minimum, and percentages of the variables were computed and used to summarize the FLCAS responses.
2. One-way ANOVA analysis was performed to assess the significance of the demographic information in the means of foreign language anxiety and language performance.
3. The Pearson correlation analysis was performed to test the relationships between the FLCAS and language performance.

CHAPTER IV

4. RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter presents the results of the major analyses conducted on the data obtained from the study. First, the research questions will be mentioned, and then the results of each research questions will be discussed by giving the related tables prepared with SPSS 17.0. After examining the results of the study, the results of the current study and the similar studies will be compared and discussed to reveal the similarities and differences of the studies conducted in Turkey and also in the different parts of the world.

4.2. Results

As it has been mentioned before, research questions will be given in the results and discussion section again, and the results will be examined by looking at each research question one by one to give a clear and understandable explanation.

4.2.1. Descriptive results

In this part, the results of descriptive statistics such as means, standard deviations, maximum, minimum, and percentages of the FLCAS are given in detail.

Results relating to research question 1

The first research question investigated the foreign language anxiety levels of Turkish EFL students in their English classes. In order to answer the question, the FLCAS was used to draw out Turkish EFL students' responses concerning foreign language anxiety.

First, the range, mean score and the standard deviation were computed on the 331 anxiety scores. The descriptive statistics (mean scores, standard deviation, and percentages) computed on the students' responses to each FLCAS item are presented in Table 1. These responses were grouped into four major categories: 1) communication apprehension (1,3,4,9,13,14,18,20,24,27,29,33), 2) fear of negative evaluation (2,7,15,19,23,31), 3) test anxiety (8,21), and 4) language anxiety related to learners' beliefs, perceptions and feelings (5,6,10,11,12,16,17,22,25,26,28,30,32). While forming these categorizations, similar former studies were consulted (Aydemir, 2011; Horwitz et.al. 1986; Sertçetin, 2006).

The statistical results showed that the participants' scores ranged from 37 to 145, with a mean of 93.5 and a standard deviation of 20.69. The range and the mean score suggested that the participants in the current study exhibited relatively low levels of anxiety in their English classes.

As shown in Table 1, the percentages of the subjects who supported the FLCAS statements indicative of communication apprehension in English classes ranged from 27.6% to 75.2%, and the responses revealed mixed results. 75.2% of the students in the present study endorsed the statement that "It frightens me when I do not understand what the teacher is saying in the foreign language" (Item 4). 59.7% of them agreed or strongly agreed with the statement "I start to panic when I have to speak without preparation in language class" (Item 9). 52.7% of them admitted that they never feel quite sure of themselves when they are speaking in their foreign language class (Item 1). On the other hand, 68.2% of them agreed or strongly agreed with the statement "I would not be nervous speaking the foreign language with native speakers" (Item 14). 61.2% of

them disagreed or strongly disagreed with the statement “I tremble when I know that I am going to be called on in language class” (Item 3). Accordingly, 57.9% of the subjects did not endorse the statements “I can feel my heart pounding when I am going to be called on in language class” (Item 20) and “It embarrasses me to volunteer answers in my language class” (Item 13) which suggested that many of these Turkish students do not experience the physical symptoms of anxiety in their language classes. Lastly, 44.5 percent vs. 40.6 percent disagreed with the statement “I get nervous when the language teacher asks questions which I have not prepared in advance” (Item 33), and 43.1 percent vs. 43 disagreed that they get nervous when they do not understand every word the language teacher says (Item 29).

Table 1. Frequencies of Responses (in %), Means, and Standard Deviations for the FLCAS

Statements	1	2	3	4	5	M	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.	7	27.9	12.4	34.8	17.9	3.29	1.24
2. I don't worry about making mistakes in language class.	9.1	29.4	9.1	34.2	18.2	3.23	1.29
3. I tremble when I know that I'm going to be called on in language class.	20.6	40.6	11.2	16.4	11.2	2.57	1.28
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	6.4	12.4	6.1	46.4	28.8	3.79	1.17
6. During language class, I find myself thinking about things that have nothing to do with the course.	22.7	52.7	12.4	9.1	3	2.17	0.98
7. I keep thinking that the other students are better at languages than I am.	14.8	42.4	12.1	23	7.6	2.66	1.2
8. I am usually at ease during tests in my language class.	6.1	35.5	16.1	31.5	10.9	3.05	1.16
9. I start to panic when I have to speak without preparation in language class.	5.8	21.8	12.7	43	16.7	3.43	1.16
10. I worry about the consequences of failing my foreign language class.	7.9	20.6	11.2	36.1	24.2	3.48	1.27
11. I don't understand why some people get so upset over foreign language classes.	7.9	29.4	34.2	21.8	6.7	2.9	1.04
12. In language class, I can get so nervous I forget things I know.	2.7	7.9	21.2	41.5	26.7	2.59	1.19
13. It embarrasses me to volunteer answers in my language class.	17.9	40	7	26.1	9.1	2.68	1.28
14. I would not be nervous speaking the foreign language with native speakers.	2.7	7.9	21.2	41.5	26.7	3.81	1
15. I get upset when I don't understand what the teacher is correcting.	14.8	35.8	11.2	27	11.2	2.84	1.28
16. Even if I am well prepared for language class, I feel anxious about it.	14.5	36.7	16.1	25.8	7	2.74	1.19
17. I often feel like not going to my language class.	41.2	38.5	7.9	8.8	3.6	1.95	1.08
18. I feel confident when I speak in foreign language class.	5.5	23.6	17.3	39.7	13.9	3.33	1.14
19. I am afraid that my language teacher is ready to correct every mistake I make.	21.8	52.4	11.2	9.7	4.8	2.23	1.05
20. I can feel my heart pounding when I'm going to be called on in language class.	15.2	42.7	7.6	24.2	10.3	2.72	1.27
21. The more I study for a language test, the more confused I get.	13	45.8	16.7	18.2	6.4	2.59	1.11
23. I always feel that the other students speak the foreign language better than I do.	14.2	40.6	18.8	16.7	9.7	2.67	1.19
24. I feel very self-conscious about speaking the foreign language in front of other students.	4.8	33	20.3	30.9	10.9	3.1	1.12
25. Language class moves so quickly I worry about getting left behind.	9.4	37.9	14.8	29.1	8.8	2.9	1.17
26. I feel more tense and nervous in my language class than in my other classes.	16.1	43.9	16.4	17.3	6.4	2.54	1.14
27. I get nervous and confused when I am speaking in my language class	11.8	40.6	12.7	28.2	6.7	2.77	1.17
28. When I'm on my way to language class, I feel very sure and relaxed.	3	20.9	17	43	16.1	3.48	1.08
29. I get nervous when I don't understand every word the language teacher says.	7.9	35.2	13.9	30.6	12.4	3.05	1.21

Statements	1	2	3	4	5	M	SD
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	9.7	39.4	16.7	25.8	8.5	2.84	1.16
31. I am afraid that the other students will laugh at me when I speak the foreign language.	21.8	43.9	12.1	15.5	6.7	2.41	1.18
33. I get nervous when the language teacher asks questions which I haven't prepared	12.4	32.1	14.8	31.2	9.4	2.93	1.22

Note: 1= strongly disagree (SD), 2 = disagree (D), 3= neither agree nor disagree (N), 4= agree (A), 5= strongly agree (SA), M=mean, SD= standard deviation.

The subjects' responses to the FLCAS items concerning fear of negative evaluation indicated that many of these Turkish subjects did not experience or did not have a tendency to experience fear of negative evaluation as the percentages of the subjects who disagreed or strongly disagreed the items ranged from 38.5% to 74.2%. 74.2% of the subjects disagreed or strongly disagreed with the statement that "I am afraid that my language teacher is ready to correct every mistake I make" (Item 19), and more than half of the students rejected the statement that "I get upset when I do not understand what the teacher is correcting" (Item 15) which can be interpreted as fairly many of these Turkish students did not get disturbed but welcomed and valued the corrections from their teachers. Accordingly, 65.7% of the students rejected the statement that "I am afraid that the other students will laugh at me when I speak the foreign language" (Item 31), and 57.2% of them did not agree with the statement that "I keep thinking that the other students are better at languages than I am" (Item 7). The students' responses to these items indicated that relatively majority of the students do not have a fear of negative evaluation by others, and more than half of the students do not compare their performance with others in the language class.

The subjects' responses to the FLCAS items concerning test anxiety revealed relatively mixed results. 41.6% vs. 42.4% disagreed or strongly disagreed with the statement that "I am usually at ease during tests in my language class" (Item 8), and students responses supported the Horwitz' s statement "test anxiety is also relevant to a discussion of foreign language anxiety" (1986, p. 127). On the other hand, 58.8% of the subjects rejected the statement that the more they study for a language test; the more confused they get (Item 21). The subjects' responses to these statements can be interpreted as student could be anxious during the test, but comparatively most of them

do not have any difficulty in learning the language when they study.

The subjects' responses to the FLCAS items the indicators of language anxiety related to learners' beliefs, perceptions and feeling are summarized below. 79.7% of the subjects disagreed or strongly disagreed with the statement "I often feel like not going to my language class" (Item 17), and 59.1% endorsed the statement that "When I am on my way to language class, I feel very sure and relaxed" (Item 28). On the other hand, 68.2% of them agreed with the statement "In language class, I can get so nervous I forget things I know" (Item 12), and subsequently 60.3% of them agreed that they worry about the consequences of failing their foreign language class (Item 10). Interestingly, 51.2% of them disagreed or strongly disagreed with the statement "Even if I am well prepared for language class, I feel anxious about it" (Item 16). More than half of the subjects (60%) rejected the statement "I feel more tense and nervous in my language class than in my other classes" (Item 26), and 75.4% of them did not endorse that statement "During language class, I find myself thinking about things that have nothing to do with the course" (Item 6).

4.2.2. One-way ANOVA results

In this part, the results of One-way ANOVA analysis performed to assess the significance of the demographic information in the means of foreign language anxiety and language performance will be given.

Results relating to research question 2

The second research question examined if there is a significant relationship among gender and foreign language anxiety and language performance.

Gender and foreign language anxiety and language performance

First, the relationship between gender and foreign language anxiety was examined. As it can be seen in Table 2, the F value is statistically significant at the

$p < .000$ level. Therefore, there is a significant difference between gender and foreign language anxiety.

Table 2. One-way ANOVA Results for Gender and Foreign Language Anxiety

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5863.623	1	5863.623	14.242	.000
Within Groups	135044.284	328	411.720		
Total	140907.906	329			

* $p < .05$

Then, the post-hoc test using Tukey was performed to understand if females or males are more anxious; however, as there are two variables, the test did not reveal any results. Hence, the means of the groups are given below.

Table 3. Descriptive Statistics of Gender

	N	M	SD	SD Error
Female	192	108.03	21.15	1.52
Male	138	99.48	19.02	1.61
Total	330	104.45	20.69	1.13

Note: N= number, M= mean, and SD= standard deviation

As it can be seen from the Table 3, the difference lies between female and male students. Female students (mean: 108.03) are significantly more anxious than male students (mean: 99.48).

Second, the relationship between gender and language performance was examined. As it can be seen in Table 4, the F value is not statistically significant at the $p < .402$ level. Therefore, there is not a significant difference between gender and language performance.

Table 4. One-way ANOVA Results for Gender and Language Performance

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	154.930	1	154.930	.705	.402
Within Groups	71827.344	327	219.655		
Total	71982.274	328			

* $p < .05$

Results relating to research question 3

The third research question investigated if there is a significant relationship among age and foreign language anxiety and language performance.

Age and foreign language anxiety and language performance

First, the relationship between age and foreign language anxiety was examined. As it can be seen in Table 5, the F value is not statistically significant at the $p < .564$ level. Therefore, there is not a significant difference between age and foreign language anxiety.

Table 5. One-way ANOVA Results for Age and Foreign Language Anxiety

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3315.383	9	368.376	.857	.564
Within Groups	137592.523	320	429.977		
Total	140907.906	329			

* $p < .05$

Second, the relationship between age and language performance was examined. As it can be seen in Table 6, the F value is statistically significant at the $p < .003$ level. Therefore, there is a significant difference between age and language performance.

Table 6. One-way ANOVA Results for Age and Language Performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3949.314	5	789.863	3.750	.003
Within Groups	68032.960	323	210.628		
Total	71982.274	328			

* $p < .05$

Then, the post-hoc comparisons were used here to further identify the relationship between age and language performance.

Table 7. Post-hoc Results for Age Groups

Age	Age	Mean Difference	Std. Error	Sig.	Lower Bound	Upper Bound
17	18	-8.745	6.585	.769	-27.62	10.13
	19	-3.397	6.612	.99	-22.35	15.56
	20	-1.131	7.017	1	-21.25	18.99
	21	3.723	7.626	.99	-18.14	25.59
	22	-7.771	8.485	.94	-32.1	16.56
18	17	8.745	6.585	.76	-10.13	27.62
	19	5.349*	1.756	.03	0.31	10.38
	20	7.614	2.933	.10	-0.8	16.02
	21	12.469*	4.185	.03	0.47	24.47
	22	0.974	5.6	1	-15.08	17.03
19	17	3,397	6.612	.99	-15.56	22.35
	18	-5.349*	1.756	.03	-10.38	-0.31
	20	2.266	2.994	.97	-6.32	10.85
	21	7.12	4.228	.54	-5	19.24
	22	-4.375	5.632	.97	-20.52	11.77
20	17	1.131	7.017	1	-18.99	21.25
	18	-7.614	2.933	.10	-16.02	0.8
	19	-2.266	2.994	.97	-10.85	6.32
	21	4.854	4.837	.91	-9.01	18.72
	22	-6.64	6.103	.88	-24.14	10.86
21	17	-3.723	7.626	.99	-25.59	18.14
	18	-12.469*	4.185	.03	-24.47	-0.47
	19	-7.12	4.228	.54	-19.24	5
	20	-4.854	4.837	.91	-18.72	9.01
	22	-11.495	6.794	.53	-30.97	7.98
22	17	7.771	8.485	.94	-16.56	32.1
	18	-0.974	5.6	1	-17.03	15.08
	19	4.375	5.632	.97	-11.77	20.52
	20	6.64	6.103	.88	-10.86	24.14
	21	11.495	6.794	.53	-7.98	30.97

*p<.05

The post-hoc test indicated that age group 18 (mean: 71.55) is significantly different than age groups 19 and 21 age. According to the results given in Table 8, 18 year-old students are more successful than 19 (mean: 66.20) and 21 (59.08) year-old students.

Table 8. Descriptive Statistics of Age and Language Performance

	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Min	Max
17	5	62.80	5.762	2.577	55.65	69.95	58	70
18	154	71.55	13.631	1.098	69.38	73.72	0	92
19	122	66.20	15.027	1.360	63.50	68.89	0	94
20	29	63.93	15.331	2.843	58.11	69.75	38	96
21	13	59.08	15.950	4.424	49.44	68.72	26	84
22	7	70.57	20.582	7.779	51.54	89.61	48	96
Total	330	68.25	14.799	.815	66.65	69.86	0	96

Note: N= number, Std= standard deviation, Min= minimum, and Max= maximum.

4.2.3. Pearson-correlation results

In this part, the results of Pearson product-moment correlation analysis examined relationship between foreign language anxiety and language performance will be given in detail.

Results relating to research question 4

The third research question examined the relationship between the FLCAS scores and learners' performance. In order to answer the question, correlations between the FLCAS scores and the achievement test scores were computed.

The relationship between two or more variables is defined via correlation tests. The coefficient of correlation is symbolized with the symbol "r" (Akgül&Çevik, 2003)

If $r = 0$, there is no correlation between X and Y

0. $0 < r \leq 0.30$, there is a very weak positive correlation

0. $0.30 \leq r \leq 0.70$, there is a medium positive correlation

0. $0.70 \leq r \leq 1$, there is a strong positive correlation

If $r = 1$ then it means that there is a complete positive correlation (Büyüköztürk, 2010)

Lastly, p value shows if the findings are significant or not. If p value is bigger than .05 then the findings are not significant, but if p value is smaller than .05 it means that the findings are significant.

Table 9. Intercorrelations between FLCAS scores and Language Performance

	FLCAS	Language Achievement
FLCAS	-	-.341 **
Language Achievement		-

*p<0.05

Table 9 shows the correlation between the FLCAS scores and the language

achievement. As it can be seen, there is a medium negative correlation between the FLCAS scores and learners' performance. Thus, it can be interpreted as when students are less anxious in a language class, they are apt to be more successful.

4.3. Discussion

In this part of the thesis, the results will be discussed by looking at the similar studies or research done both in Turkey and in different countries. The results will be compared by looking how similar or different than those studies. The research questions will be examined one by one to provide a clear understanding.

4.3.1. Discussion relating to research question 1

“What are the levels of foreign language anxiety of EFL university students studying at a preparatory school?”

As mentioned in the results section, the results showed that the FLCAS scores ranged from 37 to 145, with a mean of 93.5 and a standard deviation of 20.69. Therefore, participants in the current study exhibited relatively low levels of anxiety in their English classes (M: 93.5 SD: 20.69) when it is compared to other studies using the FLCAS (Aida, 1994; Anyadubalu, 2010; Chiang, 2006; Horwitz, 1986; Kao and Craigie, 2010; Kunt, 1997; Matsuda and Gobel, 2003; Wang, 2005).

Aida (1994) studied with 96 second-year Japanese students to find out their foreign language anxiety levels, and the findings of the study showed that the FLCAS scores changed from 47 to 146 with a mean of 96.7 and standard deviation of 22.1.

Horwitz (1986) conducted a study to find out foreign language anxiety levels of 300 students in introductory undergraduate foreign language classes at the University of Texas in Austin, and in one sample of 108 students, the FLCAS scores ranged from 45 to 147 with a mean of 94.5 and standard deviation of 21.4.

Accordingly, the findings of the study conducted by Chiang (2006) reports that the total FLCAS scores of the 327 Taiwanese students ranged from 41 to 150, with a mean of 92.9 and standard deviation of 17.9.

Similarly, Anyadubalu (2010) carried out a study to investigate Thai students' perception of self-efficacy and anxiety in acquiring English language and to examine the relationship among the independent variables, confounding variables and students' foreign language performance. In his study, the findings showed that the FLCAS scores ranged from 54 to 146 with a mean of 103.74 and a standard of 16.25. Also, Kao and Craigie (2010) studied with 101 Thai students and the findings showed that the participants in their study is lower than the Anyadubalu's (2010) study with a mean of 98.05.

Wang (2005) studied with 175 first and second year Chinese students and the findings of the study showed that the FLCAS scores changed from 69 to 147 with a mean of 101 and a standard deviation of 12.62.

Matsudo and Gobel (2003) studied with 252 Japanese students at Kyoto University and the findings showed that the FLCAS scores changed from 72 to 133 with a mean of 100.75 and a standard deviation of 11.14.

On the other hand, Kunt (1997) conducted a study with 882 Turkish speaking students of English in two preparatory schools of universities, located in Cyprus. The findings showed the mean score of the first group is 89.48 with a standard deviation of 20.31, and the second group's mean score is 90.79 with a standard deviation of 19.12.

The reported anxiety levels of the participants in the current study are lower than those of American foreign language students (Aida, 1994; Horwitz, 1986), Taiwanese students (Chiang, 2006), Thai students (Anyadubalu, 2010; Kao and Craigie, 2010), Japanese students (Matsudo and Gobel, 2003) and Chinese students (Wang, 2005). However, it is relatively higher than the English speaking Turkish students in Cyprus (Kunt, 1997) and Taiwanese students (Chiang, 2006).

4.3.2. Discussion relating to research question 2

“Is there a significant difference among gender and foreign language anxiety and language performance?”

The research data showed that there was a significant negative difference between gender and foreign language anxiety with females reporting higher anxiety levels than males ($p = .000$), but there is no significant difference between gender and foreign language anxiety. The findings showed that female students are more apt to suffer from foreign language anxiety, and they are consistent with the findings in the numerous studies (Aydın et.al. 2006; Dalkılıç, 2001; Pappamihel, 2001, 2002).

Dalkılıç (2001) conducted a study with freshman ELT students at the Faculty of Education of Dicle University using both quantitative and qualitative methods and found that female ELT students are significantly more anxious than male students. Similarly, Pappamihel (2002) studied with 178 middle-school Mexican immigrant students studying in the U.S.A and concluded that gender and foreign language anxiety is significantly correlated ($p = .021$), and female students are more anxious than male students.

However, gender-related anxiety research yielded conflicting results. Some researchers (Cample, 1999, cited in Dalkılıç; Kitano, 2001; Sertçetin, 2011) found that male students are more anxious than female students whereas other researchers (Aida, 1994; Chang, 1996; Kao and Craigie, 2010; Matsuda and Gobel, 2003; Onwuegbuzie et.al., 1999) did not find any relationship between gender and foreign language anxiety.

Sertçetin(2011) conducted a study at Preparatory School at Gazi University and found a significant correlation between gender and foreign language anxiety; however Aida (1994), in her study with 96 students at Austin University, did not find any relationship between gender and foreign language anxiety. One possible explanation for these findings could be that males are less likely to admit anxiety than females (Williams, 1996, cited in Pappamihel, 2002).

As understood from various findings given above, the relationship between gender and foreign language anxiety is complex, and it is difficult to assess and come to a conclusion.

4.3.3. Discussion relating to research question 3

“Is there a significant relationship among their age and foreign language anxiety and language performance?”

The research data showed that there was not a significant difference between age and foreign language anxiety whereas there was a significant difference between age and language performance ($p = .003$). 18 year-old language learners are more successful than 19 and 21 year-old language students.

It is commonly believed that older learners achieve lower levels of success in L2 than younger learners (Garcia Mayo and Garcia Lucemberri, 2003), and this common belief is consistent with the findings in the numerous studies (Collier, 2012; Nikolov and Djigunović, 2006). However, as this current study conducted at a state higher educational setting, the age range is limited to 17 to 27; therefore, it is difficult to generalize the findings. One possible explanation for this could be the time gap before entering university. 19 and 21 year old students could be more anxious due to this time gap.

4.3.4. Discussion relating to research question 4

“What is the relationship between EFL university students’ level of foreign language anxiety and their performance at a preparatory school?”

The present study found that the FLCAS was significantly and negatively related to language performance as measured by achievement scores. The findings were similar to the findings of several previous studies that examined the relationship between foreign language anxiety and language performance (Awan et. al., 2010; Batumlu &

Erden, 2007; Horwitz, 1986; MacIntyre & Gardner, 1989; Saito & Samimy, 1996; Tallon, 2006; Wang, 2011).

Horwitz (1986) studied with 35 beginning Spanish and 32 beginning French students to investigate the relationship between foreign language anxiety and language performance. The findings showed that higher levels of anxiety are associated with lower final grades respectively ($r=-.49$, $p=.003$, and $r=-.54$, $p=.001$).

Furthermore, MacIntyre and Gardner (1989) used French Class Anxiety Scale to examine the relationship between language anxiety and vocabulary learning task performance and they found that there was a significant negative correlation between language anxiety and performance on a vocabulary learning task at the significance level of .34.

Additionally, Aida (1994) studied with second-year American Japanese students at the University of Texas at Austin and found a significant negative correlation between FLCAS scores and final grades. Correspondingly, Saito and Samimy (1996) in a study of 257 American Japanese students found similar correlation in their study. Moreover, Tallon (2006) tested the relationship between foreign language anxiety and self assessed achievement with 413 heritage and non-heritage students at the University of Texas. The results showed that in most cases, there was a strong, negative correlation.

In the Asian context, Wang (2011) conducted a study with 363 medical university students in Taiwan and the research data revealed that composite foreign language anxiety had significant relationship with English academic performance assessed by English academic performance survey. Similarly, Awan et al. (2010) conducted a study with 149 undergraduate students in Pakistan and the findings showed that foreign language anxiety was negatively correlated with language performance with a relationship value $r= -.273$, $p< 0.01$. Lastly, Batumlu and Erden (2007) studied with 150 preparatory students at YıldızTeknik University in Turkey, and they found that there was a significant negative correlation between students' foreign language anxiety

and their English achievement at the significance level of 0.45.

CHAPTER 5

5. CONCLUSION AND SUGGESTIONS

5.1. Overview of the Study

Foreign language anxiety levels of the A-1 level students at Preparatory School of Abant İzzet Baysal University were investigated in this study. Moreover, the related literature on foreign language anxiety was reviewed and answers to four research questions were answered in detail. The research questions were as follows:

1. What are the levels of foreign language anxiety of EFL university students studying at a preparatory school?
2. Is there a significant relationship among their gender and foreign language anxiety and language performance?
3. Is there a significant relationship among their age and foreign language anxiety and language performance?
4. What is the relationship between EFL university students' level of foreign language anxiety and their language performance at a preparatory school?

The purpose of this survey study is to examine the foreign language anxiety levels of English preparatory school students enrolled at Abant İzzet Baysal University and find whether there is a relationship between FLCAS scores and language performance.

The research was based on determining the mean scores of foreign language anxiety levels of the 331 subjects who enrolled at Abant İzzet Baysal University preparatory school in the 2011-2012 academic year. The data was obtained by

conducting the translated version of Foreign Language Classroom Anxiety Scale (FLCAS) prepared by Horwitz, Horwitz and Cope (1986). The questionnaire was administered in the second week of the academic year 2011. The data obtained from the raw scores of the questionnaire was analyzed by means of appropriate statistical methods.

5.2. Summary of the Findings

The first research question investigated the foreign language anxiety levels of the subjects. In the current study, the statistical results showed that the participants' scores ranged from 37 to 145, with a mean of 93.5 and a standard deviation of 20.69. The results suggested that the reported anxiety levels of the participants are lower than the empirical studies stated in the results chapter, however they are relatively higher than the Kunt's (1997) study.

The second and the third research questions examined if there is a significance relationship among age, gender and foreign language anxiety and language performance. The results showed that there is a significant difference between gender and foreign language anxiety, and female students are more apt to be anxious in language classes; whereas, there is not a significant difference between gender and language performance. On the other hand, significant difference was found between age and language performance. 18 year-old language students are more successful than 19 and 21 year-old language students, but no significant difference was found between age and foreign language anxiety.

Lastly, the fourth research question tested the relationship between foreign language anxiety and language performance. The results showed that there is a significant negative relationship between these two variables.

5.3. Pedagogical Implications

The purpose of this study is to find out the foreign language anxiety levels of students, and to determine if there is a significant difference between age, gender and foreign language anxiety and language performance, and to investigate the relationship between foreign language anxiety and language performance. Given that there is a significant negative correlation between foreign language anxiety and language performance, it is crucial in language classes that language instructors not only recognize that anxiety has a major effect on language learning but also help them overcome their feelings of unease and discomfort. Therefore, the following recommendations can be made.

First and the most important, language instructors should recognize the symptoms of anxiety such as a lack of confidence, a reluctance to speak which are the signs of debilitating anxiety, and they should acknowledge the existence of students' feelings of anxiety in foreign language learning atmosphere. To help students be aware of their feelings, anxiety scales such as the FLCAS or other scales could be used or more simple as Foss and Rietzel (1989, cited in Young, 1999, p.430) recommended teachers may ask students to talk about their fears about language learning. Another technique proposed by Foss and Rietzel is using dialogue journals to decrease the students' anxiety level. By this way, students could recognize their signs of stress in a secret way and share them with the teacher. Hereby, teacher will be able to detect the anxious feelings of students and may take initiatives for their reduction.

Some of the questionnaire items that learners agreed or strongly agreed (Item 9, 10, 12, 29) revealed that students being anxious might be bound up with instructional and methodological practice. Accordingly, Young, one of the notable researchers of foreign language anxiety and its components, (1999) advocated that it may be beneficial for instructors to examine their own language teaching by videotaping or reciprocal class visit. While doing it, instructors should not only pay attention to instructional or methodological practice but also their attitudes toward learners which is believed as one of the main causes of language anxiety. She notes that personal trait such as being

patient, relaxed, friendly and having a sense of humor are helpful in reducing foreign language classroom anxiety.

Lastly, combining the responses given to the Foreign Language Classroom Anxiety Scale, the characteristics of a typical A-1 level student in Abant İzzet Baysal University Preparatory School can be listed as follows. The language learner:

1. Never feels quite sure of himself when he is speaking in his foreign language class.
2. Does not worry about making mistakes in language class.
3. Does not tremble when he knows that he is going to be called on in language class.
4. Is frightened when he does not understand what the teacher is saying in the foreign language.
5. Does not find himself thinking about things during the class that have nothing to do with the course.
6. Does not keep thinking that the other students are better at languages than he is.
7. Starts to panic when he has to speak without preparation in language class.
8. Worries about the consequences of failing his foreign language class.
9. Can get so nervous he forgets things he knows in language class.
10. Does not embarrass him to volunteer answers in his language class.
11. Feels confident when he speaks in foreign language class.
12. Is not afraid that his language teacher is ready to correct every mistake he makes.
13. His heart is not pounding when he is going to be called on in language class.
14. Does not get more confused when he studies for a language test more.
15. Does not always feel that the other students speak the foreign language better than he does.
16. Does not feel more tense and nervous in his language class than in his other classes.
17. Does not get nervous and confused when he is speaking in his language class.

18. Is not afraid that the other students will laugh at him when he speaks the foreign language.

5.4. Suggestions for Further Research

This study was conducted in an EFL setting with 331 university students studying at the Preparatory School of Abant İzzet Baysal University in Turkey. Therefore, the findings of this study cannot be generalized for all the foreign language students. However, this study can be replicated with a large number of learners from different age groups and background in a different EFL context in order to get a detailed analysis.

Second, since this study was conducted in limited period of time, a longitudinal study can be carried out with a group of participants to investigate the relationship between foreign language anxiety and language performance to see the long-term effects. Additionally, a follow-up questionnaire could be applied.

Finally, since this current study does not intend to determine the sources of foreign language anxiety, another study can be conducted to investigate the sources of foreign language anxiety using both quantitative and qualitative methods.

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APPENDICES

APPENDIX A

Foreign Language Classroom Anxiety Scale

Sevgili Öğrenciler,

Bu ölçek, öğrencilerin sınıfta İngilizce öğrenirken kaygı ve endişe yaşadıkları durumları belirlemek amacıyla hazırlanmıştır. Bu ölçek bir yüksek lisans tez çalışması kapsamında hazırlanmış olup ölçeğin sonuçları sadece bilimsel amaçlarla kullanılacaktır.

Her bir ifadeyi açık yüreklilikle cevaplamanız bu çalışma için çok önemlidir. Bu ankette yer alan hiçbir ifadenin doğru ya da yanlış cevabı yoktur. Tüm ifadeleri okuyup, her bir ifade ile ilgili size en uygun cevabı işaretlemeniz önemlidir.

Yardımlarınızdan dolayı teşekkür ederim.

Okt. Özkan DEMİRDAŞ

1. İsim: _____ Soy isim: _____
2. Öğrenci Numarası: _____
3. Cinsiyetiniz: Kadın _____ Erkek _____
4. Yaşınız: _____
5. Öğretim Türü: Gündüz _____ Gece _____
6. Yeni Öğrenci: _____ Tekrar Eden Öğrenci: _____
7. Bölümünüz: _____
İsteğe bağlı: _____
Zorunlu: _____
8. Kaç senedir İngilizce öğreniyorsunuz? _____
9. Mezun olduğunuz lise?

10. Hiç yurtdışına çıktınız mı? Evet _____ Hayır _____
Eğer evet ise:
a) Hangi ülke veya ülkeler?

b) Kaldığımız süre?

		Büyük ölçüde katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1.	İngilizce derslerinde konuşurken, hiçbir zaman kendimden yeterince emin olamıyorum.	(1)	(2)	(3)	(4)	(5)
2.	İngilizce derslerinde hata yaptıkça rahatsız oluyorum.	(1)	(2)	(3)	(4)	(5)
3.	İngilizce derslerinde konuşma sırasının bana geleceğini bildiğimde titriyorum.	(1)	(2)	(3)	(4)	(5)
4.	İngilizce öğretmeninin söylediklerini anlamamak beni huzursuz eder.	(1)	(2)	(3)	(4)	(5)
5.	Daha çok İngilizce dersleri almaktan asla rahatsız olmam.	(1)	(2)	(3)	(4)	(5)
6.	İngilizce dersleri boyunca dersle ilgili yapacak hiçbir şeyimin olmadığını düşünüyorum.	(1)	(2)	(3)	(4)	(5)
7.	Sürekli olarak, diğer İngilizce öğrenen öğrencilerin benden daha iyi olduklarını düşünüyorum.	(1)	(2)	(3)	(4)	(5)
8.	Yabancı dil sınavlarında genellikle rahat oluyorum.	(1)	(2)	(3)	(4)	(5)
9.	Yabancı dil derslerinde hazırlıksız olarak konuşmak zorunda kaldığım zaman, panik oluyorum.	(1)	(2)	(3)	(4)	(5)
10.	İngilizce derslerinden başarısız olacağımı bilmek beni huzursuz ediyor.	(1)	(2)	(3)	(4)	(5)
11.	Bazı insanların dil dersleri konusunda endişeli olmalarına anlam veremiyorum.	(1)	(2)	(3)	(4)	(5)
12.	İngilizce derslerinde oldukça gergin olduğumdan bildiklerimi unutuyorum	(1)	(2)	(3)	(4)	(5)
13.	İngilizce derslerinde sorulara gönüllü olarak cevap vermekten çekiniyorum.	(1)	(2)	(3)	(4)	(5)
14.	Anadili İngilizce olan insanlarla İngilizce konuşmak beni rahatsız etmiyor.	(1)	(2)	(3)	(4)	(5)
15.	Öğretmenin hatalar üzerinde yaptığı düzeltmeleri anlamamaktan huzursuz oluyorum.	(1)	(2)	(3)	(4)	(5)
16.	İngilizce derslerine iyi hazırlanmama rağmen, kendimi endişeli hissediyorum.	(1)	(2)	(3)	(4)	(5)
17.	Çoğu zaman İngilizce derslerine gitmemeyi bile düşünüyorum.	(1)	(2)	(3)	(4)	(5)
18.	İngilizce derslerinde konuşurken kendimi rahat hissediyorum.	(1)	(2)	(3)	(4)	(5)
19.	Öğretmenin yapacağım her hatayı düzeltmeye girişecek olmasından huzursuz oluyorum.	(1)	(2)	(3)	(4)	(5)
20.	İngilizce derslerinde konuşma sırasının bana geleceğini hissederken kalbim çarpıyor.	(1)	(2)	(3)	(4)	(5)
21.	İngilizce sınavlarına fazla çalıştıkça, zihnim karışıyor.	(1)	(2)	(3)	(4)	(5)
22.	İngilizce derslerine çok iyi bir şekilde hazırlık yapmak için üzerimde baskı hissetmiyorum.	(1)	(2)	(3)	(4)	(5)
23.	Diğer öğrencilerin her zaman İngilizceyi benden daha iyi konuştuklarını hissediyorum.	(1)	(2)	(3)	(4)	(5)

24.	İngilizceyi diğer öğrenciler önünde konuşurken kendimden emin bir şekilde konuşuyorum.	(1)	(2)	(3)	(4)	(5)
25.	İngilizce dersleri çok çabuk ilerliyor ve ben geride kalmaktan endişeleniyorum.	(1)	(2)	(3)	(4)	(5)
26.	İngilizce derslerinde, diğer derslere oranla daha gergin ve huzursuz oluyorum.	(1)	(2)	(3)	(4)	(5)
27.	İngilizce derslerinde konuşurken bildiklerimi karıştırıyor ve gergin oluyorum.	(1)	(2)	(3)	(4)	(5)
28.	İngilizce derslerine girerken, kendimi rahat ve emin hissediyorum.	(1)	(2)	(3)	(4)	(5)
29.	Öğretmenin her söylediği kelimeyi anlamadığım zaman sinirleniyorum.	(1)	(2)	(3)	(4)	(5)
30.	İngilizce konuşmak için bir sürü kuralları bilmemin gerekli olması beni rahatsız ediyor.	(1)	(2)	(3)	(4)	(5)
31.	İngilizce konuştuğum zaman diğer öğrencilerin bana gülmesinden çekiniyorum.	(1)	(2)	(3)	(4)	(5)
32.	Anadili İngilizce olan insanların yanında İngilizce konuşmak belki de beni daha çok rahatlatacaktır.	(1)	(2)	(3)	(4)	(5)
33.	İngilizce öğretmeninin önceden hazırlıksız olduğum soruları sorması beni huzursuz ediyor.	(1)	(2)	(3)	(4)	(5)

APPENDIX B

Foreign Language Classroom Anxiety Scale

Each of the following statements refers to how you feel about your English language class. Indicate your feelings by checking the appropriate box next to each statement. Please give your first reaction to each statement. Please mark an answer for every statement.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I never feel quite sure of myself when I am speaking in English.					
2. I DON'T worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the English language.					
5. It wouldn't bother me at all to take more English language classes.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at language than I am.					
8. I am usually at ease (comfortable) during tests in my language class.					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my language class.					
11. I don't understand why some people get so upset over language classes.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would NOT be nervous speaking the English language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in English in my language class.					
19. I am afraid that my language teacher is ready to					

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

APPENDIX C**Official Permission to Conduct the Study at Preparatory School**

T.C.
ABANT İZZET BAYSAL ÜNİVERSİTESİ REKTÖRLÜĞÜ
DİL EĞİTİMİ, ARAŞTIRMA ve UYGULAMA MERKEZİ MÜDÜRLÜĞÜ'NE
BOLU

Abant İzzet Baysal Üniversite'si, Eğitim Bilimler Enstitüsü İngilizce Öğretmenliği Anabilim Dalı Yüksek Lisans öğrencisiyim. Yüksek Lisans tez çalışmamın anket uygulamalarını kurumunuz bünyesinde hazırlık eğitimi alan öğrencilere uygulamak istiyorum.

Gereğini bilgilerinize arz ederim.

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