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**THE ROLE OF FOREIGN LANGUAGE ANXIETY IN ENGLISH LESSONS OF
8TH GRADE STUDENTS**

THESIS BY

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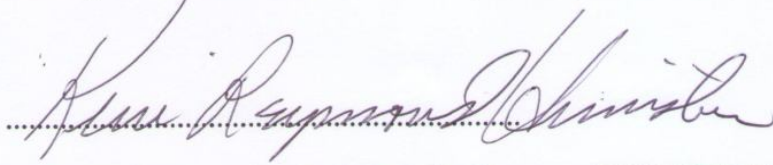
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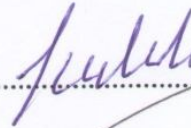
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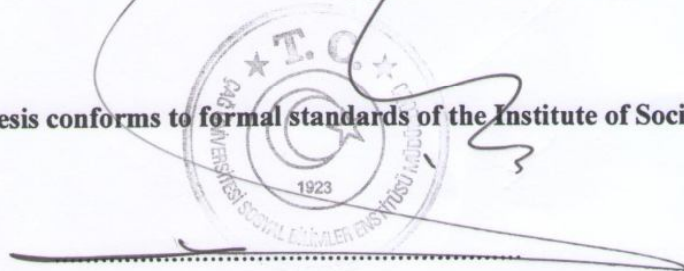
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ÖZET

YABANCI DİL KAYGISININ 8. SINIF ÖĞRENCİLERİN İNGİLİZCE DERSLERİNDEKİ ROLÜ

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Belirgin bir şekilde görülmektedir ki öğrencilerin olumlu ve olumsuz duyguları yabancı dil öğrenme süreci üzerinde önemli bir etkiye sahiptir. Olumsuz duyguların bir çok alanda negatif etkilere sahip olduğu gibi, dil öğrenme süreci üzerindeki etkilerinin de aynı yönde olduğu söylenebilir. Bu yüzden çoğu eğitimci ya da öğretmen, dil öğrenme ya da öğretme süreci boyunca öğrencilerinin duygularına önem vermektedir. Bütün olumsuz duygular arasında, yabancı dil öğrenmede kısır döngülerden bir tanesi olan yabancı dil kaygısı geçmişten günümüze araştırılmaya gerek duyulan önemli bir faktördür. Öğrencilerin kendilerini daha rahat hissedebilecekleri bir ortamdan ziyade stres dolu bir atmosferi seçmelerinin mümkün olmadığı açık bir gerçektir. Bu yüzden bu çalışmanın amacı ilk olarak bu araştırmada yer alan öğrencilerin kaygı seviyelerini bulmak. Katılımcıların kaygı seviyelerini bulduktan sonra, kaygı düzeylerinin cinsiyet yönünden anlamlı bir farkın olup olmadığını belirlemektir. Bu çalışma, en sonunda öğrencilerin bakış açılarından yabancı dil kaygısının nedenlerini, etkilerini ve bu duyguyla nasıl başa çıkılabileceğinin yollarını bulmaya odaklanmıştır.

Bu çalışma İstanbul, Esenyurtta bir devlet okulunda yürütülmüştür ve araştırmaya 297 (152 kız ve 145 erkek) öğrenci katılmıştır. Katılımcıların kaygı düzeyleriyle ilgili veriler iletişim endişesi, olumsuz değerlendirilme korkusu, test kaygısı ve genel kaygı duygusu gibi dört kategorinin yer aldığı 33 seçenekli bir anket aracılığıyla toplanmıştır. Öte yandan, öğrencilerin bakış açılarından yabancı dil kaygısının nedenlerini, etkilerini ve bu duyguyla nasıl başa çıkılabileceğinin yollarını bulmak için yarı yapılandırılmış görüşme ve bu görüşmedeki sorularla aynılarının yer aldığı açık uçlu bir anket kullanılmıştır. Görüşme sürecine 32 öğrenci katılmıştır ve onlardan alınan veriler içerik analizi yoluyla analiz edilmiştir.

Çalışmanın sonuçları uygulanan anketin sonuçlarına bağlı olarak katılımcıların biraz kaygılı olduğunu ortaya koymuştur. Ayrıca, bulgular cinsiyet açısından katılımcıların kaygı düzeyinde anlamlı bir fark olmadığını göstermiştir. Son olarak, görüşme sürecinden alınan bilgilere göre öğrenciler yabancı dil kaygısının bazı nedenleri ve etkileri olduğunu belirtmişlerdir. Ayrıca, bu duygunun üstesinden gelebilmek ya da onu azaltmak için önemsedikleri bazı yollardan da bahsetmişlerdir.

Anahtar Kelimeler: Yabancı Dil Kaygısı, İletişim Endişesi, Olumsuz Değerlendirilme Korkusu, Test Kaygısı.

ABSTRACT

THE ROLE of FOREIGN LANGUAGE ANXIETY in ENGLISH LESSONS of 8th GRADE STUDENTS

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It has been clearly seen that the positive and negative emotions of the learners have a significant role on their foreign language learning process. As unfavorable emotions have negative effects on most areas, the impact of them on language learning process might be said to be the same. Therefore, many educators or teachers' pay attention to the emotions of their students during language learning or teaching process. Among all of the negative emotions, foreign language anxiety one of the vicious cycles is an important factor that needed to be explored from the past to the present. It is an obvious fact that, students rather than a language environment in which they feel more comfortable do not likely to choose an atmosphere full of stress. So, the aim of this study is firstly to find out the anxiety levels of the students including in this research. After finding the anxiety level of the participants, it tries to determine whether the difference of anxiety level in gender is significant or not. The study at last focused on finding the causes, effects of the foreign language anxiety and the ways how to cope with this feeling from the perspective of the subjects.

This study conducted at a state school in Esenyurt, İstanbul and 297 students (152 females and 145 males) participated in the research. The data related to the anxiety

level of the participants were collected through a questionnaire including 33 items of four categories such as communication apprehension, fear of negative evaluation, test anxiety and general feeling of anxiety. On the other hand, a semi structured interview and an open ended questionnaire involving the same questions in the interview were used in order to find the causes, effects of foreign language anxiety and ways how to cope with it from the participants' perspectives. 32 students participated in the interview process and the data obtained from them were analyzed by means of content analysis.

The results of the study revealed that the participants could be accepted slightly anxious due to the results of the applied questionnaire. Additionally, the findings showed that there was no significant difference in anxiety level of the participants in terms of gender. Lastly, according to the data taken from the interview process, students indicated that there were some causes, effects of foreign language anxiety. They also mentioned about some ways which they put emphasis on in order to overcome or decrease this feeling.

Key Words: Foreign Language Anxiety, Communication Apprehension, Fear of Negative Evaluation, Test Anxiety.

ABBREVIATIONS

FLCAS : Foreign Language Classroom Anxiety Scale

FLL : Foreign Language Learning

CA : Communication Apprehension

FNE : Fear of Negative Evaluation

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CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

As a way of communication, language has always been an inevitable tool for humanity so far. Not only has it necessarily become the way of conveying the messages from sources to receivers but it has also had the opportunity to shorten the distances among those living all over the world. In many places, although people communicate with each other, it is known that getting in touch with the other people living in other countries has been a significant need for humanity since the earliest times of the life. Therefore, it has truly a crucial effect on people since they need to eliminate the distances among themselves. Moreover, while migrating from one place to another or during trade, human being undoubtedly had to learn the other languages to interact with each other so as to meet their needs and remove the barriers or obstacles hindering their way of living. In addition to these, lots of languages became popular from time to time, but, despite the fact that since the earliest times humans used lots of languages, except for English, none of them have had a long popularity and a distinction of being a global language all over the world.

“At the present time, since English is the most common language spoken and has become more dominant all around the world, no one can disclaim and ignore its importance” (Klavuz 2014, p.2). This language also has become indispensable in many countries since the impact of America’s globally cultural and economic growing on the surface of the world. Because of these effects, English has necessarily become an official language as well as a necessity in many workplaces or areas where a great majority of people work. However, in many countries where the official language is not

English, it is taught as a foreign language at schools. Turkey, where official language is Turkish and English is a need as a foreign language besides being compulsory in many areas is one of those countries. In Turkey during 12-year-compulsory education system, foreign language learning (FLL) used to start from 4th grade in the curriculums, but starting from 2013 the Ministry of Education has taken English into consideration and given much more importance to language learning which is to be started from 2nd graders at state schools. Therefore, in the curriculums the English language has become so significant that parents of those pupils have become much more enthusiastic than before so as to support their children to learn this foreign language. Additionally, although this system change has become a favorable step to have the possibility of learning a foreign language in earlier years, in our country apparently it can be said that still FLL is such a vicious cycle that it cannot go beyond grammar learning or it rarely has become a productive tool of communication for the learners to express themselves easily. As stated in a research of EF Education First's 2nd English Proficiency Index in TodaysZaman (2013) since the previous years, although Turkey has had a little progress on the way of learning English according to the previous Index, it shows that Turkey has become the fourth in the category of Low Proficiency Level and it briefly points out that we have stayed behind such countries as Hungary, the Czech Republic, Slovakia, Singapore, Malaysia, Uruguay and Iran. As supported by EF Academic Programs and Pathways President Holzknicht (2013) in TodaysZaman, the reason of this problem is mostly grammar based language teaching not practicing the language and he also claims that the education on the field of English in Turkey is quality enough to compete with other countries, but the biggest problem is based on lack of daily practice. He also has paid attention to the importance of the psychological well-being of the students while they try to practice the language by advising to increase positive and decrease negative

feelings of the students against language learning. As shown in the research, the purpose of escaping from the failure might be based upon learners' constantly use of the target language in order to gain practice and taking into account of variables having dense impact on language learning or practicing is an explicit need. Therefore educators or teachers might be aware of those affective variables having a direct effect on creating a high quality of language learning and teaching atmosphere.

Recently the affective variables have become an important issue as well as an extensive research for teachers, educators and researchers, since it has a clear effect on the learner's language learning process. Any student trying to learn or use the target language inevitably is faced with staying under the influence of some emotional variables. According to Gardner and MacIntyre (1993), these variables can be broken down into two major categories: cognitive and affective and they include motivation and language attitudes, self- confidence, and language anxiety" (Cited in Liu 2012). Zhang & Zhong (2012) state that "over the last few decades, researchers have focused attention to the role of affective variables in addition to cognitive factors in the process of second language learning" (p.27). Therefore, FLL includes both cognitive sides and affective variables of the learners in order to overcome the problems breeding from psychological factors that have effects on students. Additionally, it is possible to say that affective variables which the learners suffer from are likely to have a big role on the learners' language learning. Brown (1987) defines the emotional factors of affective variables as "the emotional side of human behavior in the second language process" (p.99). According to Gardner (1985) there are many emotional sides that have a direct effect on the learners' learning, performance or practice. Among such emotional sides like *self-confidence*, *self-esteem*, *motivation*, *anxiety* and so on, anxiety has become one

of the most researched and decisive predictors of language learning interpretation of which is usually ambiguous (cited in Zhang & Zhong 2012). Heinrich (1979) states that “the relationship between anxiety and learning has been a topic of intense interest for psychologists and educators over the past quarter century” (p. 352). Anxiety for many people has an emotional effect on language learning. It has been found that it has a direct relation with many types of learning as well as in both psychology and education it is one of the most researched factors (Horwitz, 2001). However, since it has an unfavorable effect on the learner's performance, in language acquisition, it has been seen as a significant field of research (Tseng, 2012).

Since learning a foreign language has become a challenging situation for many language learners, to be exposed to the feeling of anxiety makes the learners have great difficulty in accomplishing a task. Liu (2012) states that “Students with anxiety attending the class will feel nervous and afraid to cooperate with teachers and then they cannot concentrate on the learning points and waste their energy or they just want to flee the learning task” (p.1509). Therefore, anxiety has the characteristic of being a big barrier on the way of language learning. Tension, nervousness and uneasiness mostly prevent the language learning as well as the performances of the students and according to many researchers, anxiety during the process of learning English or another foreign language is a big obstacle that the learners need to overcome (Khattak, Jamshed, Ayaz and Baig 2011). The number of the students who feel anxious during the language lessons is undoubtedly high and the effects of this variable may bring out many problems about learning process. Students might get bored and get far away of the purpose of the learning and this may cause them to find the lesson unnecessary or less enjoyable. Therefore, most of the language teachers might pay attention to such kind of

factors that play an unfavorable role in the learner's learning process either. Moreover, they might possibly need step forward to find a solution or hinder those problems so that they are able to give vividness to the lesson and enable themselves to arouse students' favorable feelings and thoughts against language learning. On the contrary, for educators and teachers it might necessarily not only become significant to be aware of the causes and effects of anxiety, but also students' perceptions are really important. Riasati (2011) states that it is decisive to examine anxiety and factors that causes the learners feel unfavorably from the perspective of the learners and in order to design a much more efficient language learning atmosphere teachers and educators may accomplish this by eliminating and decreasing those factors. If they are aware of this affective variable as well as causes and effects of this kind of feeling, then they can help themselves reduce these unfavorable feelings and replace them with favorable ones.

1.2. Problem Statement

The psychological factors having effect on the FLL is based on self-reported data to describe scientifically that is why they might have an immense impact on learners' performances. However, teachers are not totally aware of or don't consider the significance and impact of the psychological factors on the performance of the students during the language learning process, when especially speaking skills are mostly has been affected by these factors. Anxiety being one of these emotional factors, often times, is crucial to a language learners' performances or achievements, and it is commonly deduced as the teacher's responsibility to help students feel self-worth and self-confidence in academic settings. Even students being aware of this feeling do not consider about its causes and effects on their learning process and performance in FLL. However for teachers enabling the students an anxiety free atmosphere and students

being aware of this feeling's causes and effects and trying to overcome it might enable the possibility and opportunity to express them in the classroom easily. According to Krashen (1982) it is a must both creating a stress free atmosphere and encouraging the participation of the students in learning English. Reducing unfavorable feelings may be crucial because these feelings may become a block for second language learners' learning process. Further, it is important to be aware of the causes and effects from the perspective of the learners and to know what the learners need to do in order to reduce or eliminate it from their learning environment.

1.3. Significance of the study

Anxiety among most of unfavorable feelings is a major factor having an immense effect on language learning. For educators or teachers it needs more exploration since if teachers do not hope to come across with unfavorable effect of emotional feelings' on students' performances. Language teachers might keep in their mind the fact that nearly all of the language learners considerably suffer from anxiety consequently causing failure in language learning. However, for them being aware of its causes and considering how to reduce it might be a supportive improvement on students' achievement. From the perspective of the students trying to find the levels of their anxiety and the causes and effects of this feeling give opportunity to see what learners feel exactly during learning process. Studies focusing on both language and anxiety may serve a good guide for language teachers in terms of helping and understanding the language and anxiety from the perspectives of the learners (See Chao 2003, Riasati 2011, Young 1990, Worde 1998). Studies conducted on this field also enable language teachers to find out the ways reducing the level of anxiety as well as raise self-confidence of the learners and positive feelings towards language learning by

means of necessary strategies. In addition, this study contributes to language teachers by supporting them to see clearly how much students are affected by anxiety and understand both causes and effects of this feeling by allowing them to take precautions that students take into consideration against language anxiety especially from the perspective of the learners.

1.4. Objectives of the Study and Research Questions

This study is aiming to investigate the issue of FLL anxiety from the perspective of the learners. More specifically, the study aims to find out both the anxiety level of 8th grade male and female students studying at a state school and aims to find out whether there is a significant difference in gender. Additionally the research focuses on the causes and effects of the FLA as well as the thoughts about this emotional variable from the perspective of the learners. The study follows to find answers to such research questions as sequenced below;

1. What level of foreign language anxiety do 8th grade secondary school students have?
2. Is there a significant difference between the foreign language anxiety level of female and male students?
3. What are the students' thoughts about causes of foreign language anxiety in their speaking activities?
4. What are the students' thoughts about effects of foreign language anxiety in their speaking activities?
5. What are the students' thoughts about overcoming foreign language anxiety?

CHAPTER II

2.1. LITERATURE REVIEW

2.1. Introduction

This chapter displays a review of literature related to FLA in language learning. It focuses on general terms of anxiety and how anxiety affects language learning, besides this part elaborates the causes as well as the sources of this negative feeling. It also gives information about the ways to overcome or be able to reduce the level of anxiety by means of recommendations both for teachers and learners.

2.2. Anxiety

In order to be aware of the effect of anxiety in foreign language classes it might be appropriate to understand the general terms of it. Anxiety having the characteristic of being a negative feeling hindering the way of the learning process is defined and handled by many researchers. According to Arnold (1999), anxiety having a relation with negative emotions such as irritation, discomfort, worry, stress and self-doubt is probably the most common emotional factor that prevents the learning process (p. 8). Scovel (1991) describes anxiety as a state of emotions like uneasiness, dread and an ambiguous circumlocutory affiliated with an object (as cited in Tanveer, 2007, p. 3). Similarly, Spielberger (1983) defines it as an instinctive emotion awakening involuntarily, including stress, uneasiness, apprehension and disquiet (p. 15) and May (1977) captures anxiety as “a response to threats on the basic level of personality” (p.205). Furthermore, while Chansky (2004) describes it as “an over-estimation or magnification of risk and an underestimation of coping ability”(p.63), according to Cannon (1915) anxiety, as well as being always affiliated by a reaction of worry,

excruciatingly is an essential human feeling of compression, angst and internal unrest corporeally occurring in obscure and menacing conditions (as cited in Agorastos, Demiralay, Huber, 2014).

2.2.1. Types of Anxiety

MacIntyre & Gardner (1991) focus on the research of anxiety which make them categorize the types of anxiety as a trait, state and situation – specific anxiety (p. 87-92). Similarly, according to Zheng (2008) there are commonly three types of anxiety in literature; trait, situational and state anxiety, but no definite explanation between them is claimed to be. They are related to 'continuum from stability to transience'. That is the essence of the types of anxiety is based on whether it is stable or not since in some circumstances our anxiety tends to change and this does not become deteriorated, but if it becomes as a part of our character, then this undoubtedly means that it becomes a stable problem which the person may not get rid of.

2.2.1.1. Trait Anxiety

Trait anxiety refers to “the stable predisposition to become anxious in a cross-section of situations” (Spielberger, 1983 as cited in MacIntyre & Gardner 1994a, p.2). Greenberg (2006) defines it as “a general series of anxiety not specific to a particular stimulus” (p.121). Moreover, according to Birjandi and Alemi (2010) it is “an aspect of personality, a more permanent predisposition to be anxious” (p.2). Additionally, according to Spinello (n. d.) trait anxiety is accepted as a constant state of anxiety. It is a continuous but a stable type of anxiety having the possibility of being a part of personality and having crucially negative effect on the learning process. Riasati (2011) claims that because of being a part of the personality and therefore it is stable; disposing

of trait anxiety is hard and this type of anxiety not only makes the person suffering from it feel anxious in different conditions but also it impedes language learning performance. Similarly, Ormrod (2010) states that the learner who feels anxious even in secure conditions feels the trait anxiety being an obstinate manner that impedes the maximum potential performance of the learner. The persons having such kind of anxiety become more anxious as well as they have a tendency of showing unhealthy reactions to the stimulus affecting their level of anxiety (Spinello, n. d.).

2.2.1.2. State Anxiety

Spinello (n. d.) describes state anxiety a sentimental stimulant, but troublesome appearing when a person exposes to daunting worries and uneasiness. Hatfield (2013) indicates that state anxiety is a negative experience of feeling at the time of being encountered with particular conditions, demands or specific object or phenomenon. State anxiety rises up during intellectual evaluation of some types of intimidation. If the intimidation disappears, then the person does not suffer from it any longer. Therefore, like state anxiety trait anxiety rises up if a person is exposed to an intimidation; however the density, continuation and diversity of situations in which it appears are different. Trait anxiety is related to the diversity of a person being inclined to the expose of the reaction to threat intuition. The persons having a high level trait anxiety have more density of state anxiety as well than others and they also sustain more anxiety to situations and objects. Therefore, rather than a transient emotion trait anxiety is a characteristic of individuality. According to Ellis (1994) being associated with specific cases or conditions state anxiety is temporary and moment to moment experience of worry appearing at specific times (p. 121). Birjandi and Alemi (2010) describe state anxiety as “an apprehension experienced at a particular moment in time as a response to

a definite situation. It is a combination of trait and situation-specific anxiety. State anxiety is identified as an unpleasant emotional stimulation that occurs while a person is coming into contact with frightening stressors or dangers while trait anxiety signifies a person's continual tendency to react with state anxiety, because they're persistently expecting bad circumstances to transpire”(p.2). According to Omrod (2010), nearly everyone suffers from anxiety during the life and state anxiety includes transient emotions which are the moments of this kind of anxiety. Therefore, he claims that students become stressful before a test if they know it is difficult or if they have to speak in front of their classmates.

2.2.1.3. Situational - Specific Anxiety

Birjandi & Alemi (2010) indicate that “situation-specific anxiety is aroused by a specific type of situation events such as public speaking, examinations, or class participation, language anxiety is a type of situation-specific anxiety associated with attempts to learn an L2 and communicate with it” (p. 2). The term of specific anxiety response is used by psychologists in order to distinguish the individuals usually becoming anxious in a range of conditions rather than becoming anxious in just particular conditions Horwitz, Horwitz, & Cope, (1986). Being in the center of continuity, situational anxiety stands for the person's likely becoming stressful in a specific type of condition (Zheng 2008). According to Spielberger (1983) “situation – specific anxiety can be considered to be the probability of becoming anxious in a particular type of situation, such as during tests” (as cited in MacIntyre & Gardner 1994a, p. 2).

2.3. Foreign Language Anxiety

A large number of students suffer from FLA being a critical problem in second or foreign language classes. Therefore, Horwitz (2001) states that “researchers, language teachers, and even language learners themselves have been interested in the possibility that anxiety inhibits language learning for quite some time” (p. 112). (FLA) is defined as originating from learning a language; it is a species complex of such feelings associated with LL in classroom as self-concept, beliefs, emotions and attitudes (Horwitz et al. 1986, p. 128). MacIntyre (1998) describes the language anxiety as apprehension or an unfavorable feeling response during the usage of a second language or the learning process (p. 27). The fact that anxiety may occur in nearly all of the skills during the language learning process has been explored by many researchers, especially Brantmeier (2005), Young (2000), Zin (2000) have explored its relation with reading and Elkhafaihi (2005), Vogely (1999), Cheng (2002) have investigated listening and anxiety. Moreover, Daly and Miller (1975), Faigly, Daly and Witte (1981), Kean, Gylmn, and Britton, (1987) have studied on writing apprehension. No matter how it has a relation with reading, writing and listening skills of the students, it is mostly seen as a major factor to be taken into consideration in the field of communication or during the oral performance of the students. Research on the field of speaking anxiety has been carried out by some researchers (see, Cyphert, 1997, Mejias, Applaubum, & Trotter, 1991, Lucas, 1984, Mccroskey, 1977) as a problem of communication apprehension among learners. This type of anxiety which mostly occurs in a communicative atmosphere can be said to be a block on the display of the maximal or potential performance of the students. Therefore, it is significant for educators and teachers to become aware of the crucial effect of the communicative environment on students’

personal positive and negative feelings. Arnold (1999) states that “with communication involving more personal aspects of one’s being, such feelings, if care is not taken to provide an emotionally safe atmosphere, the chance for the development of anxiety – provoking situations can increase greatly”(p. 9). Speaking anxiety occurs when people communicate in various situations which sometimes leads to failure and causes disappointment contemporaneously having a negative effect as well. This type of anxiety because of having been found detrimental effect on language acquisition and performance has been differentiated from other types of anxieties (Worde 1998).

2.4. The Effect of Anxiety in Language Learning

In Oxford Advanced Learner's Dictionary (2014) there can be seen two kinds of definitions of anxiety one of which is “the state of feeling nervous or worried that something bad is going to happen”, while the other is identified as “a strong feeling of wanting to do something or of wanting something to happen.” Both definitions of anxiety clearly show that it has not only a positive but also a negative meaning as well. These two definitions may indicate that not only has anxiety a favorable effect which is called in literature facilitating but also it has an unfavorable impact called as a debilitating effect on learning or performance of the learners.

In his article, Abderrezag (2010) agrees that anxiety has ‘debilitative’ and ‘facilitative’ forms and he believes that stress has both negative and positive relation with motivation since stress may enable the person the possibility of being active or motivated and on the contrary, some stress also may have destructive impact and causing the person failing to remember some issues during an exam. So, according to him, these two types of anxiety are called as facilitating (positive) and debilitating

(negative) one. The first one might enable the possibility of being motivated and successful as well as not hindering of preparation for exams either.

Omrod (2010) displays the differences between facilitating and debilitating anxiety by claiming that, however, anxiety has a role of being able to advancing the performance of the learners, the excessive amount of it hinders their efficient performance as well as their skills of processing, retrieving the information and demonstrating. Additionally Zheng (2008) believes that if the task is difficult enough, this induces the appropriate amount of anxiety, then facilitating anxiety comes out, but no matter how particularly a proper level of anxiety has a positive effect, excessive amount of it leads to get away from the task or result in lack of performance. The learners might show effort if they face with a task by means of their facilitating anxiety.

According to Scovel (1978) with the earlier perspectives of the results related to the relationship between language learning and anxiety has not been found consistently. Therefore, he claims that only drawing the relationship between facilitating and debilitating anxiety might lead to the positive findings of unclear experimental results. He also points out that if the difficulty level of the task is enough to produce the appropriate amount of anxiety, then this type of anxiety is beneficial, contrarily too much level of anxiety causes of both getting away from the task or having lack of work performance (as cited in Zheng, 2008, p. 2 & Tanveer, 2007, p. 11). While Gardner (1985) claims that "a construct of anxiety which is not general but instead is specific to the language acquisition context is related to second language achievement" (p. 34), Arnold (1999) indicating that such feelings as apprehension and tension are interior points out that if seen in the classroom anxiety becomes a negative effect since it leads

to tension and apprehension as a result of which lack of performance occurs and additionally the more anxiety results in the worse performance.

2.5. Anxiety and Gender

In general being dealt with in terms of sensuality, females compared to males are known to have a much more emotional approach to the events and situations than males do and this is accepted as a profound influence on their lives. Research with regard to learning has paid extensive effort to the studies in order to reveal the relation between gender and language learning. Especially, not being able to come up with an exact result about the relationship between anxiety and gender, while some researchers have found parallel findings, some others have concluded contrast results of the relation between both. For instance, Ezzi (2012) explores the gender effect in his study by means of the FLCAS (Foreign Language Classroom Anxiety Scale) designed by Hortwitz et al. (1986) at Yemeni University. The study is conducted on 163 students 12 of whom are males and 151 females. In his research Ezzi finds out that in Yemeni University gender has its impact on language learning anxiety of those students among whom the level of females is higher than males.

Öztürk & Gürbüz (2012) study with 225 female and 158 male pre - intermediate students in order to find out the impact of gender on both motivation and speaking anxiety of the learners. In their study, they find out that females not only have displayed higher levels of motivation, but also they have the tendency of being much more anxious than males as well. Moreover, a study conducted by Gürses, Kaya, Doğaç, Güneş, & Yolcu, (2010) including a semi structured interview supports the impact of anxiety on females more than males as well. The study consists of 50 students (24 female and 26 male) and on the contrary to other studies dealing with different types of

anxiety it focuses on the test anxiety. Although, over half of the participants according to the interview results indicate that there is no connection with family expectations on the test anxiety, in general girls are more anxious than males in some aspects. The females think that exams affect their social activities, successful persons in the family triggers their anxiety and the examination times becomes a cause of anxiety for them as well as a problem of sleeping. Such conditions expressed by females clearly indicate in the research that they are more anxious and this has also an effect on their language learning. On the contrary, another researcher finds out the anxiety level of both males and females have a relation to language learning.

Ekström (2013) focuses on an investigation of the relationship between levels of different types of foreign language communication anxiety, especially including four skills, speaking, listening, writing and reading anxiety, and such variables as gender, age, performance and multilingual competence. He comes up with the results showing that both boys and girls have a tendency of being anxious towards specific skills. While the boys, particularly experiences much more for listening and writing skills, girls, on the contrary, seems to be anxious for speaking and reading skills. However, in the research it has been seen that neither females nor males are superior to each other in this regard. Additionally, it is possible to find out some other research on this issue. In some of them, however the findings show no relation (see Sarıgül 2000 & Batumlu 2006), some others displays that the anxiety level of the females and males differentiate (see Dalkılıç 2001 & Aida 1994).

2.6. Components of FLA

The FLA is mostly an important emotional variable the components of which need to be taken into account in order to be aware of it implicitly. The explanation of

these components enables not only the possibility of comprehension of the sources and causes of FLA, but also it creates an opportunity to handle this type of anxiety as a whole. Tanveer (2007) and Horwitz et al. (1986) find it proper to emphasize the concern between anxiety and three types of performance anxieties, since in the context of academic and social; anxiety is related to the evaluation of performance. These types of anxieties are ‘communication apprehension, fear of negative evaluation and test anxiety.’

2.6.1. Communication Apprehension (CA)

CA having a miserable impact on the learners’ communicative competence occurs especially in a second or foreign language much more than in a first language and it also appears in speaking skills among such learners who finds it difficult to speak in front of their peers or friends. Dalkılıç (n. d.) points out that from the perspectives of the learners, the highest level of anxiety is thought to increase mostly in foreign language classes where speaking takes part in.

McCroskey (1977) defines CA as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (p. 78). According to him, the person experiencing a high level of CA mostly tries to escape from both speaking and such feelings as anxiety and fear that communication brings out. He claims that the person suffering from high levels of CA does not necessarily mean that he/she never participates in the speaking activities, but that person will have the choice of having less participation than those with lower levels of CA. Similarly, Horwitz et al (1986) agree with that “CA is a type of shyness characterized by fear of or anxiety about communication with people” (p.127). According to them, CA and related responses clearly have a big role in FLL. The

persons who have trouble in communication have even more difficulty in such places where they need to take the control of the communication or where their performance is usually observed. Moreover, as well as the usual relevancies related to speaking, the foreign language classes entail an atmosphere in which limited opportunities are equipped with. CA being in FLL probably comes out of the students' personal knowledge which leads them unfavorably to the need of having the necessity of understanding others or being understood by them. For this reason except for the talkative ones, many of them keeps silence in a foreign language class.

2.6.2. Test anxiety

Test anxiety is explained by (Horwitz & Young 1991) as a feeling of uneasiness on assessment in academic settings. In many cases, it is a displeasing conscious or unconscious experience held by learners or it is a discomfort of failure in test conditions. It is a kind of anxiety related to the feeling of uneasiness on the assessment of academic performance which comes out because of the fear of failure (as cited in Aydın, Yavuz & Yeşilyurt 2007). Students who suffer from test anxiety mostly have unrealistic expectations that they put on themselves and for them, not being perfect in a test situation means a failure. Because not only the clever but also the most studying students usually make mistakes on tests and quizzes, test anxious students in a foreign language class have great difficulty with both of them (Horwitz et al., 1986). Rather than, regarding the foreign language process, particularly the communication skills as an opportunity for practicing speaking and improvement in this skill, test anxious students conceive this process as test situation (Tsiplakides & Keramida, 2009). Therefore, oral tests make emotional students suffer from test as well as communication anxiety concurrently. Foreign language learners feeling often anxious in testing

conditions inform that they have the knowledge of specific grammar rules, however, feel that they do not remember during a test or speaking activity where they need to perform the grammar points well at not only reminding but coordinating concurrently. Moreover the carelessness of the students especially in spelling and syntax can be taken into account since usually students after the test becomes aware of that they gave the wrong answer for being worry no matter how they know the right one. So, anxiety and mistakes of the students can be diminished if not being exposed to preventative errors (Horwitz et al., 1986).

2.6.3. Fear of negative evaluation (FNE)

The third component of FLA is based on the assessment occurring in the classroom during the language learning process. Students who are nervous about making errors and who consider about being assessed negatively by others tend to be more anxious than others who believe in that the purpose of the language is just for conveying the messages or communication. FNE is defined by Watson & Friend (1969) as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (p.449). Additionally Jones (2004) states that the past research “both ethnographic and empirical, supports the notion that language anxiety, for untold numbers of learners, has its origin in the fear of making mistakes and attracting the derision of classmates” (as cited in Tseng 2012, p. 82). As well as Jones points out the fear of evaluation among students, Arnold (1999) supports it by stating that “anxiety for some time may be a case of having been ridiculed for a wrong answer in the class” (p.9). Moreover Aida (1994) mentions about the behaviors of the students with FNE by expressing that these kinds of learners prefer to stay passive in the class and they avoid doing the activities rather than improving their

foreign language skills or removing the classroom as a problem of creating anxiety situations (p. 157). Additionally, Horwitz et al. (1986) consider that in content, FNE is deeper despite of being similar to test anxiety for not just taking part in testing conditions, whereas it appears in such situations as social, assessed conditions like a job interview or in a foreign language class where speaking occurs. Only the teacher, the fluent person, in the class assesses the foreign language being uncommon in academic settings where it needs to be continually assessed. Therefore the learners might in real or imaginatively be delicate to their peers' assessments.

2.7. Research on Causes of Anxiety:

FLA has become a mental block so far and it has the possibility of being a frightful experience for the learners in the classroom. “In view of the general negative impact of anxiety on second language learning, it is important to examine the possible causes of language anxiety so that a wider range of insights can be gained for effective teaching and learning” (Zhang & Zhong 2012, p.27). Therefore, the causes of FLA are one of the most significant issues to be taken into account by teachers and educators.

The recent research has indicated that there are many sources of anxiety affecting the FLL. Tseng (2012) addresses five significant causes of anxiety such as family pressure, thoughts of not being capable enough at learning English, being afraid of making mistakes, to believe in that learning English is hard and being afraid of natives or their attitude. Price (1991) finds such feasible causes of anxiety from his case studies as the language classes' level, the perception of the learners against language ability, specific characteristic variables and nervous experiences occurring in the classroom.

Young (1991) elaborates on the causes of anxiety and finds out six probable causes from the aspects of the learner, the teacher and the instructional practice. He claims that it is caused by 1) personal and interpersonal anxiety, 2) learner beliefs about language learning, 3) instructor beliefs about language teaching, 4) instructor – learner interactions, 5) classroom procedures, and 6) language testing. Similarly Horwitz et al. (1986) consider that specific beliefs of the learners are the causes of their anxiety in the class. According to them, especially students consider that if they can't correctly express themselves in the target language, then there is no need for talking and prediction of an unknown word is not all right for them. Such kind of beliefs lead the students to be supposed to speak in the target language, however they do not gain fluency, yet more the brilliant students learning foreign language most of the time might forget or need to predict the words. On the other hand, Worde (1998) mentioning about the unfavorable effect of anxiety on cognitive functioning, especially from the aspect of acquisition and success in a foreign language, also believes that there are many sources of anxiety some of which are related with learners, teachers and methodology or instructional practice. Worde additionally believes that lack of self-esteem, erroneous beliefs, culture or foreign language related unfavorable experiences or common experiences of language learning might be the possible causes of anxiety as well.

Aiada (1994) in her research focuses on teachers' characters and their way of teaching as an effect of anxiety. She concludes from her research that not only the behaviors of the teacher, but also a strict way of teaching style might result in a frightening atmosphere where the students feel nervous and get far away from that atmosphere. In another research of Chan & Wu (2004), it is claimed that teachers are not sufficiently aware of the FLA and the findings show that elementary EFL school

students are clearly distressed. Chan mentions about six variables of language anxiety such as having an apprehensive character, uneasiness of negative appraisal, lack of proficiency, peer pressure as well as their parents and game competition. Additionally, he indicates ‘tests, speaking in front of others, spelling, incomprehensible input, and speaking to native speakers’ as anxiety – provoking matters. Chan in his study also focuses on other potential sources of learners’ anxiety. He points out that the behavior of the teacher and appraisal, interaction between the learners and instructors, expectation of the families, the attitude of the students, students’ own success are other major causes of FLA.

Basic (2011) interviews with two teachers and finds out the reason that has an immense effect on learners’ language learning is basically not also because of the inhibition caused by speaking anxiety, but also teachers’ having a lack of knowledge about anxious students especially from the point of unawareness of the solutions or ways of helping them to overcome such kind of feeling. Furthermore, the effect of students might not be ignored since one of the densest impacts of anxiety is the learner as well as other factors. As in his research investigating that the learners’ perspective on both anxiety and their communication Young (1991) finds out that one of the most anxious moments for the learners in a language class is when they have to communicate in front of their friends. His research shows how the peers’ attitudes are so effective in the class. From a similar aspect Horwitz et al. (1986) finds the classroom as a threatening atmosphere since while the learners are expected to talk in a foreign language, they are evaluated in public as well (as cited in Bekleyen 2004, p.51).

2.8. Dealing with anxiety

The role of anxiety one of the major effects among emotional factors in FLL is significant and undeniable and in order for teachers to deal with or try to overcome this problem both they and students might be aware of this negative feeling's impact on language learning. As language learning is a complex process from the aspect of the learners' feeling teachers and students might need considerable suggestions to handle this unfavorable variable.

2.8.1. Ways for learners to decrease anxiety

“Since anxiety can have profound effects on many aspects of foreign language learning, it is important to be able to identify those students who are particularly anxious in a foreign language class” (Horwitz et al., 1986, p.128). Moreover, these identified students might be observed and supported by teachers or educators to let them overcome this type of negative feeling. Although teachers think that students are anxious in a language class, it needs to be taken into account that they are potential sources who wait for help to overcome such kind of problem. Therefore, some suggestions or ways are introduced to them so as to become aware of the problem on their own and consequently they might reduce or overcome this problem. Some researchers focus on this issue and from their research they conclude suggestions or ways that can be a help for the anxious learners to cope with this unfavorable feeling. Tseng (2012) in his research shares some advises for the learners in order to eliminate their anxiety in language learning. To overcome their anxieties, it might be helpful for the learners to implement the following suggestions. Firstly, learners need to be positive and aware of that, everyone has the tendency of making mistakes which might be thought as a part of the language learning process too. They might learn how to relax

and avoid stress by means of this strategy. In order to express themselves, they might consider what they want to say exactly and focus on the message rather than the persons or get far away from the thoughts of the people about them. Moreover, to know all of their friends provide them to express themselves since the better they are familiar with their classmates the more possible they provide themselves to talk to them freely. Getting to know the teacher also might be an opportunity to feel secure and communicate with her/him easily. In order to stay at the back row of the class they might try to get closer from time to time because they can speak easily as well. They might speak in the target language as much as possible; this lets them have self-confidence which creates a possibility of talking much more without feeling stressful.

2.8.2. Ways for teachers to decrease anxiety

“Foreign language anxiety can probably be alleviated, at least to an extent, by a supportive teacher who will acknowledge students' feelings of isolation and helplessness and offer concrete suggestions for attaining foreign language confidence”. In an academic setting where FLL occurs and student performance is inevitably assessed anxiety also keeps on expanding. Therefore, as well as they designate the causes of this type of feeling by observing the classroom atmosphere, teachers or educators might give support to students about this issue (Horwitz et al., 1986, p.132). Teachers are one of the most significant anxiety preventive sources during language learning in a foreign language classroom. From literature lots of advises may be elicited because these advises can be said to be a magic touch on changing students' negative feeling into positive ones.

Basic (2011) denying that input coming from the teacher is the only source of students' communication or realization of language use believes that a communicative

atmosphere where students find the chance of speaking the target language needs to be created by the teachers and speaking exercises have a significant role since they provide students to improve the language and fluency during communication. While approaching to the anxious students, educators have two preferences according to Horwitz et al., (1986) firstly the existence of FLA needs to be accepted by teachers, then they might enable the learners to learn how to deal with the anxiety causing conditions and might create a stress free context. Moreover, students might be taken into consideration without leaving them alone among this feeling since they need to be supported by a guide who enables them to find the solutions of handling this feeling.

Worde (1998) from his research concludes that students always feel that they are left alone with the feeling of anxiety or fear and this kind of attitude blocks acquiring the language as well as threatens them to lose their self- esteem and perception. Thus, students need to be aware of not only that everyone may have the possibility of suffering from such common feeling, but also that others might have the same negative feelings as they experience. On the other hand, Chan and Wu (2004) focus on the role of the teachers from the perspective of encouraging teachers, students and parents. Especially they indicate such important points for eliminating the feeling of anxiety as encouraging teachers for being aware of the language anxiety and interested in the situations that provoke anxiety, using more elicited input, fostering the students to take part in the activities and sharing their anxiety related experiences and fostering also the parents for their participation in their pupils' learning. Meanwhile, Tsiplakides and Keramida (2009) recommend teachers include project work in the learning process since it enables the learners to find themselves in a stress free atmosphere where they can use the language fearless. Then, a friendly classroom atmosphere is significant

because it helps anxious students eliminate ‘the perception of flow ability’ and the uneasiness of negative assessment.

2.9. Research on Anxiety in Turkish Context

Leaving the traditional methods and techniques much beyond, the modern ways of teaching which cares much more on humans' psychological well-being has taken part on the field of education. The importance of the emotional variables that have either positive or negative effect on language learning process has been a significant issue for researchers so far. Especially, on the field of language learning, one of these variables, anxiety is accepted as a complex factor that has an immense effect on the learning a foreign language and this undoubtedly lead the learners not appropriately to express themselves in the target language easily as well. Therefore some researchers have tried to care about this issue and find out how this emotional variable reveals itself in language learning. A study taking part in young learners has been carried out by Ay (2010) examines the foreign language from the perspective of language skills at different levels. The research including 160 Turkish participants reveals that the FLA becomes as a beginner level in receptive skills but advanced levels of it occurs in productive skills. The researcher from her findings claims that FLA in receptive skills does not occur so much as in productive skills, this is because students do pay more attention in listening and reading rather than practice on productive part, speaking and writing.

The research on the field of anxiety are generally seen many especially conducted in high schools or universities, however a little research have been investigated in elementary or secondary school students. Similarly, in our country while just a few samples in elementary schools are explored, it can be seen clearly that many

researchers have focused on anxiety mostly in high schools or universities. One of these researchers is Dalkılıç (2001) and she aims to explore, in ELT Department of Dicle University, Education Faculty, the correlation between students' anxiety and their success in their speaking courses. 41 males and 74 females participated in the research the results gained from the study shows an important relationship between anxiety level of the students and their achievement in speaking. Consequently, the researcher finds out such factors triggering the feeling of anxiety as 'conspicuousness, lack of self - confidence, shyness, lack of knowledge and high expectations of others'. In her study the researcher also finds out that the most significant effect of their anxiety is on their failure in speaking lessons.

Bekleyen (2004) tries to find out whether there is an impact of both teachers and peers on foreign language classroom levels of the learners studying at Dicle University in ELT Department, Faculty of Education. She has used Horwitz et al. (1986) FLCAS and an interview in order to get the results of the impact of not only teachers but also peers on the learners having different level of anxiety. She has found out that the influence of teachers and peers has a direct relation with the level of anxiety of the subjects. On the other hand, in their research Öner & Gedikoğlu (2007) focus on the effect of anxiety in LL of high schools in which English is taught as a foreign language. In the research, they after finding that the effect of the education level and occupations of the students' parents, their sexes, the school they graduated or type of their schools have no effect on the learners' anxiety level, conclude that the success level of the schools in which students suffer from high level of anxiety has been found low. Also the level of anxiety has been found a negative effect on both these students' language

achievement and their end of year grades. On the contrary those who have lower anxiety have better final grades.

A research carried out by Aydın (2008) shows the relation between FNE and anxiety. He explores the sources and levels of both FNE and anxiety among Turkish EFL students. The result of the research indicates that learners are influenced by anxiety and FNE which is found as a source of anxiety as well. Meanwhile, Baş (2014) explores the factors that cause the FLL at three different high schools from 24 students in Niğde. At the end of his research Baş categorizes the findings into seven groups like speaking activities, listening activities, teaching methods and techniques, fear of making mistakes, environment, the attitudes of the teacher and exams. Batumlu and Erden (2007) in their research try to find out the relation between foreign language and anxiety from the aspect of not only achievement and anxiety, but also such variables as proficiency and sex. The findings of the research reveal that the language proficiency level in language learning and gender are not significant variables and the result also shows that there is a negative relationship between success and anxiety.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter captures the methodology part of this thesis study including research design, participants, instruments, data collection procedures, and data analysis techniques. The study firstly aims to find out the anxiety level of 8th graders in a secondary state school in İstanbul and tries to explore whether there is a significant difference between the anxiety levels of females and males; then, it tries to investigate the causes and effects of FLA from the perspective of the students and lastly it focuses on the ways which the students put emphasis on in order to cope with or decrease the effects of this negative feeling on their FLL.

3.2. Research Design

This study is based on not only qualitative but also quantitative research. This research is qualitative since it provides to get realistic data or information about the topic by means of subjects' thoughts, attitudes or feelings against events, cases or conditions. According to Yıldırım and Şimşek (2008) this kind of research type is “a research including a qualitative process in which such qualitative data collection techniques as observation, interviews and document analysis are used for determination of the perceptions and events with a realistic and holistic manner in the natural environment” (p. 39). Moreover, because such an approach allows us to take high degree level of natural and interpretive results, it becomes more possible to obtain deep and rich information about the person's thoughts on the causes and effects of FLA. The study on the other hand has a quantitative feature since it handles the FLA from

statistical aspects. It, on the basis of statistical data, provides a description of the relationship between two variables like gender and language anxiety and the application of the questionnaire related to finding the anxiety level of the participants also contributes to the quantitative side of this study by means of these statistical results.

3.3. Participants

The study was carried out during 2014-2015 education year in one of the secondary state schools in Esenyurt, İstanbul. It consists of 6 classes of 8th graders whose average ages approximately change between 14 and 15. Although it was supposed to include nearly 320 students for the questionnaire, the number of the participants was first reduced and fixed to 306 students by the researcher due to the 4 absent, 10 reluctant ones on the day of application. Later, the number of the participants during analyzing was fixed to 297 students (152 females and 145 males) because nine participants responded all the items in the questionnaire as either strongly agree or strongly disagree. . In the second phase, after the application of the FLCAS, 35 anxious students, 15 males and 20 females, were chosen randomly for semi-structured interview. However, like in the application part of the questionnaire, 3 students were reduced from the total number because of being reluctant and therefore the number was fixed to 32 (14 males 18 females) for the interview process. The researcher interviewed to these students and aimed to gain information about their feelings and thoughts against FLA.

3.4. Data Collection Instruments

In this study two different research techniques were used. Since the study had the characteristics of both quantitative and qualitative methods, in order to support the quantitative aspect, a scale questionnaire was used; however, for contribution of the

qualitative sides of the study a semi structured interview was prepared for collecting the data.

3.4.1. Foreign Language Classroom Anxiety Scale (FLCAS)

The questionnaires are significant parts of quantitative research since it is possible with statistical results to get information for a study in all at once. Dörnyei claims that “they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily process able” (2003, p.1). The research instrument used for this study is a translated version of FLCAS designed by Hortwitz et al. (1986) since it might be much more appropriate for the participants to understand the items in the questionnaire and grasp the purpose of the research. The questionnaire includes 33 items in total 11 items of which are named as the English classroom anxiety, 8 items for CA (1, 9, 14, 18, 24, 27, 29, and 32), 9 items for FNE (3, 7, 13, 15, 20, 23, 25, 31, and 33) and 5 items for test anxiety (2, 8, 10, 19, and 21). The respondents were asked to rate each item on a five-point Likert scale ranging from 1 “strong disagreement” to 5 “strong agreement”. All these items included in the questionnaire originally focus on different types of anxiety as grouped above. The questionnaire contains such sentences as “I don't worry about making mistakes in language class” (Item 2), “ I worry about the consequences of failing my foreign language class” (Item 10), “Even if I am well prepared for language class, I feel anxious about it” (Item 16), “I don't feel pressure to prepare very well for language class” (Item 22), “I feel overwhelmed by the number of rules you have to learn to speak a foreign language” (Item 30). The entire translated version of the items is listed in (Appendix 1).

3.4.2. Reliability of FLCAS

The scale used in this study is a translated version of FLCAS from English into Turkish taken from the research of Dalkılıç (2001) entitled by *The Role of Foreign Language Classroom Anxiety in English Speaking Courses*. In the study of Dalkılıç (2001), this scale was first translated into Turkish by two lecturers working at the Department of Educational Sciences of Dicle University to eliminate the accuracy problems. Then, in order to measure the accuracy of the adapted version of the scale, after comparison, it was back translated into English. Finally, after each item of the scale was compared with the original one, a pilot study was conducted to ensure this process. According to Hortwitz (1986, p. 129), at the University of Texas in Austin, with Spanish students the pilot testing of the scale demonstrated a high reliability and validity. The internal reliability measure of FLCAS showed an alpha coefficient of .93 and over eight weeks test – retest reliability provided an $r = .83$ ($p < .001$). On the other hand Aida (1994) in her study aimed to validate Hortwitz scale for Japanese students. Her study represented that the internal reliability of the scale is .94. That is, the reliability, mean, standard deviation and range obtained from her study were very similar to those of Hortwitz (1986).

Similarly to Hortwitz (1986) and Aida (1994) other studies in which the same scale was used showed a high internal reliability of it as well. For instance, in the study of Dalkılıç (2001) the internal reliability of the adapted version of the scale was measured and the scale demonstrated .91 of internal reliability and in another study which was conducted by Tóth (2008) the adapted version of Hungarian FLCAS was measured by the method of internal consistency and the result was .93. Additionally, an adapted Arabic version of this scale was used for Arab students in the study of Al-Saraj

(2014) in which the internal consistency of the scale was .89 indicating a highly acceptable and reliable result for the study. In fact this scale, for similar purposes, is the most frequently used one recently and it may be seen in many studies being shortened or translated into other languages due to having the possibility of adaptation without encountering problems (e.g. Saito & Samimy 1996, Aydın 2001, Chen & Chang 2004, Sertçetin 2006, Tallon 2006, Batumlu & Erden 2007, and Öner & Gedikoğlu 2007). Similarly, for this study by means of SPSS program the internal consistency of the items in the questionnaire have shown such a high reliability as .907 which can be accepted as appropriate and high enough for this study too.

3.4.3. Semi – Structured Interview and Open Ended Questionnaire

During the research process an interview and open ended questionnaire were also used as a data collection tool for qualitative approach which enabled the research to gain deep information from the interviewees' inner world. The communication occurring between the researcher and interviewee is of great importance since interviews are a direct bridge of getting to the information which is needed for a high quality analysis. Mishles (1986 as cited in Maykut & Morehouse 1994, p. 75) states that;

An interview is a *joint product* of what interviewees and interviewers talk about together and how they talk with each other. The record of an interview that we researchers make and then use in our work of analysis and interpretation is a representation of that talk.

The interview used in this study is a semi structured interview and it gives the opportunity to get information about the learners' feelings especially anxiety being one

of the most important unfavorable feeling having effects on language learning process. According to Barriball and While 1994) “semi-structured interviews are well suited for the exploration of the perceptions and opinions of respondents regarding complex and sometimes sensitive issues and enable probing for more information and clarification of answers” (p. 330). The researcher by means of this instrument was able to see the causes and effects of anxiety deeper especially from the perspective of the participants. On the other hand, the researcher applied the interview questions as extra open-ended questionnaire to the participants after the interview process (see Appendix 3). His purpose of doing so is to be able to get full and detailed data from the participants who might have refrained from answering because of having negative emotions during the interview. Additionally, the questions both in the interview and replaced in open ended questionnaire directed to the participants were conducted in the participants’ native language in order to avoid the problems about self-expression.

The researcher after taking permission from the school manager prepared a silent and safe atmosphere for the participants in order to let them express themselves easily. Then after providing sufficient confidence and allowing them to realize the purpose of the research, they were told that the interview would be recorded. All these recordings would be kept and never be shared by another person. The interview and open ended questions were related to their feelings and thoughts about FLA and these questions aimed to find answers to what the causes and effects of anxiety might be or what these participants could do in order to take the control of this feeling or eliminate it. These questions were translated into Turkish (see Appendix 2 for Turkish version) in order to make the participants understand better and answer the questions easily. The questions directed to the participants were;

1. Could you please tell me your opinions about your English lessons, what do you like or dislike in this lesson?
2. Do you feel stressful or confident in this lesson? If you feel stressful what do you think the reason is?
3. What do you think about your English teacher's attitudes towards you, especially when you are stressful?
4. How do you think your classmates or English teachers react to your mistakes?
5. How does this kind of feeling have effect on you, could you please describe your thoughts about the effects of this feeling on you in your English lessons?
6. What do you generally do when you feel stressful and how do you deal with this feeling during the lesson?
7. How do you think a person can be less anxious or stressful in English lessons?
Or what can be done in order to deal with this feeling?

3.5. Data Collection Procedure

After informing the scope of the research and receiving permission from Esenyurt Secondary School administration in 15th January, 2015 for the application of FLCAS and the interview, the researcher firstly prepared and distributed the copies of Turkish version of the scale and wanted the participants to fill them out according to the scores (from 5 to 1) given. Since the students were the researcher's own students, without any problem, he told the participants the purpose of the application and how to fill it. Before starting to distribute the copies of the scale, the researcher informing them that the participation was based on voluntary basis eliminated the ones who did not intend to participate in this application process. The questionnaire filling process by the students took approximately 20 minutes.

According to the scores of the participants, the researcher selected 32 anxious students for a semi structured interview which was prepared in order to get information about their thoughts and feelings towards English Language by which the researcher wanted to interpret the participants' interests and attitudes towards anxiety. Furthermore, with this interview it was aimed to find out not only the causes and effects of FLA from the perspectives of these students but also it tried to explore how these students could cope with or eliminate this feeling when they encountered it. The researcher selected 32 participants from every class randomly for the interview and open ended questionnaire part and after accomplishing the selection part of the participants, the researcher prepared a healthy atmosphere where they could feel themselves comfortable and secure to answer the questions easily. Then, he told the interviewees that all of the interview process would be recorded for data analysis. In order to provide this, the participants were assured that the interview would only focus on the purpose of the research and it surely would preserve their personal information. Furthermore, the researcher made them sure that these interviews would not be shared by another person in order to protect personal privacy and they would be kept in the researcher's computer. After all the preparation for semi structured interview was completed and volunteer participants were ready for the final stage, the researcher respectively started to interview the participants one by one.

3.6. Data Analysis

The data of questionnaire were analyzed through Statistical Packages for Social Sciences (SPSS 18) program and the anxiety levels of the participants (males and females) were determined by using descriptive statistics. Similarly by means of SPSS program independent t-test gave the possibility of finding whether there was a

significant difference between the anxiety levels of the participants in terms of gender. For the interview part content analysis was used not only to investigate the participants' thoughts and feelings against both FLL and anxiety but also to find out the causes and effects of this feeling and how to cope with or eliminate it from the perspective of the learners. According to Yıldırım & Şimşek (2008) and Miles & Huberman (1994), there are two different types of analysis named content and descriptive analysis, however the data obtained for this research were analyzed by means of content analysis since the researcher aiming to gain the data from the inner world of the students tried categorize the findings under subcategories and lastly made all of them clear for meaningful interpretation. Both interview and open ended questions were analyzed and coded in the direction of the research questions since all of the participants' responses could have the possibility of being an answer for any one of this study's research questions. Having all the sound recordings of the participants the researcher transcribed and analyzed them through content analysis. Then, he read the lines of the transcriptions attentively and by means of categorizing he collected them into meaningful concepts. However, the questions were not analyzed and coded one by one. Until no new concepts came out from the data, he lastly assembled the concepts in all together and defined them rigorously.

CHAPTER IV

4. RESULTS

4.1. Introduction

This section is devoted to the findings of both quantitative and qualitative research. It includes the analysis results of both statistical and interview data obtained from the students by means of such major instruments as FLCAS and Semi - Structured Interview. The first part of this chapter includes the descriptive analysis results. The results of the questionnaire are interpreted to demonstrate the measurement of students' anxiety level and to show the findings of anxiety in terms of gender. In the second part, the interview results are included to both find out the participants' thoughts and feelings towards English lesson and to be able to get data about the causes and effects of the FLA and how students deal with it.

4.2. Results of Student Questionnaires

In this section the statistical data of the questionnaire were analyzed. By means of SPSS program, it could be possible to have the results related to the scores of the anxiety level of the participants. Firstly, it was aimed to see the general anxiety level of all the students, secondly to investigate their level of anxiety in terms of such certain categories as CA, FNE and test anxiety. This part tried to find out an answer to the research question of “*What level of FLA do 8th grade secondary school students have?*” “After finding their level of FLA in total, the researcher tried to find out whether there was a significant difference between female and male participants' scores.

4.2.1. Anxiety Level of the Participants

Descriptive analyses, presented in Table 1, indicated that participants did not have too much of the feeling of anxiety. As seen in Table 1 the mean scores in total are 2.81 and the standard deviation is .68. Since, based on Horwitz et al., students who score around 3 are considered to be slightly anxious, the results of total in Table 1 shows that the anxiety level of the participants was seen to be close to slightly anxious.

Table 1. *FLA Levels of 8th Grade Secondary School Students*

	Mean	S. d.	Min.	Max.
Communication Apprehension	2.98	.80	1.00	4.67
Fear of Negative Evaluation	2.80	.75	1.00	4.67
Test Anxiety	3.08	.93	1.00	5.00
General Feeling of Anxiety	2.58	.73	1.00	4.67
Total	2.81	.68	1.06	4.45

Table 1 also reveals that the mean of the *test anxiety* dimension (m=3.08) was higher than the others. The results of the participants' scores in terms of each category of anxiety were explained below in detail under subheadings.

4.2.1. 1. Communication Apprehension

The language classroom atmosphere in which most of the educators might have many problems is a very important place for a healthy learning process. Educators or teachers witness many unfavorable events during language teaching and they try to overcome or eliminate in some ways. One of these problems occurring during learning is CA which is a part of the FLA. Especially, according to

some research, it has been seen that this kind of feeling has effects mostly on those students of the early times of the school (see; Harris, 1980; Garrison and Garrison, 1979; Wheelless, 1971; McCroskey, 1977). Many students instinctively generates shyness or reticence and the process of their verbalizing is inhibited when the intention of participation or speech are present in the classroom.

The results of this study were captured by the researcher in four categories; CA, FNE, test anxiety and general anxiety. This section focuses on the findings of CA of the participants. Descriptive analyses in Table 2 present the mean and standard deviation scores of the items related to students' CA.

Table 2. *Descriptive Statistics of Communication Apprehension*

Items	mean	S. d.
Q1	3.02	1.28
Q3	3.26	1.36
Q4	2.91	1.39
Q9	3.36	1.38
Q13	2.55	1.53
Q14	2.14	1.18
Q18	2.51	1.30
Q20	3.44	1.44
Q24	2.99	1.46
Q27	3.06	1.37
Q29	3.16	1.33
Q33	3.38	1.37

N=297

According to Table 2, it is possible to say that the scores of the students ranges between 2.14 and 3.38 and it is possible to indicate that in general the participants were slightly anxious in terms of CA since the general mean score is

above 2.5. On the contrary, the CA scores of the students displayed that while the results of the some options (Q1, Q3, Q4, Q9, Q20, Q27, Q29, Q33) seemed to have high values being close to or higher than 3, others (Q13, Q14, Q18) seemed to have low values being close to 2.50 or lower than 3. Except for Item 13 (m=2.55), 14 (m=2.14) and 18 (m=2.51) most of the scores are either close or above 3.00. Therefore the students could be said to have no trouble with being volunteer for participation (Item13) and they did not have lack of self-confidence during speaking (Item 14) and also it showed that they did not feel stressful during a conversation with a native speaker (Item 18). On the other hand, the highest means were observed in items 9 (m=3.35), 20(m=3.44) and 33 (m=3.38), which indicate that students were mostly anxious about facing with the questions unpreparedly. The mean scores of these three items show that the participants worry about the questions directed immediately or they felt panic when their names were called by their teacher.

4.2.1.2. Fear of Negative Evaluation

Most of the students are said to be scared of being assessed by their teachers or their friends unfavorably during their education life and this kind of feeling leads them to have lack of confidence or causes them to prefer becoming silent to participating in the lesson. Taking this problem into consideration, students have troubles with being successful at language learning.

FNE being in lots of research was first described by Watson and Friend in 1969 as “apprehension about other’s evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively” (p.449). It is clear that it is a feeling of tension, stress or uneasiness towards being evaluated negatively by

others. So, educators or teachers might pay attention to this issue in order to eliminate the sensitive problems occurring during the language learning process in the classroom.

This part of the study handles the FNE results of the participants taken from the SPSS program. Then, the items related to this category are interpreted attentively and clearly in order to reveal the scores of the questionnaire items which mostly caused students to experience worry or distress.

Table 3. *Descriptive Statistics of Fear of Negative Evaluation*

Items	Mean	S. d.
Q2	2.96	1.37
Q7	2.94	1.40
Q15	2.50	1.28
Q19	3.66	1.22
Q23	3.03	1.43
Q31	2.72	1.52

N=297

In Table 3 when the results of the analysis section in FNE are observed, it can be seen that the mean scores ranges between 2.50 and 3.66. The values of item 19 with a high average (m=3.66) shows that mostly the students worried about being corrected by their teachers for every mistake they make. On the other hand, the students seemed to be in trouble with having thoughts that their friends were at a better level than they were (Item 7, m= 2.94) and it is also possible to say that even during the speaking part they had the same feeling of being at a lower level (item 23, m= 3.04). Additionally, item 2 displays with a high average level (m=2.96) that the participants of this study had fear of making mistakes and lastly item 15 the mean score of which is the lowest (m=2.50) indicates that the students do not worry about what kind of mistakes their teacher found in their speech.

4.2.1.3. Test Anxiety

Learning a foreign language has always been a big trouble for most of the people all over the world. During their education life, numerous students have at least a test, quiz or an examination and experience stressful times or days while getting prepared. FLL process includes many factors that have an unfavorable effect on students' learning. One of these factors can be said to be test anxiety. This type of anxiety occurs in a psychological situation and it causes people feel quite nervous during a test or exam. Similarly this feeling has been handled in some researchers (see, Spielberger, 1980, Bakkal, 2010, MacIntyre and Gardner, 1989; MacIntyre and Gardner, 1994b, Horwitz & Young, 1991) and it is defined by Sieber (1980) as “special case of general anxiety consisting of phenomenological, physiological, and behavioral responses related to a fear of failure and to experience of evaluation or testing” (Sieber, 1980, pp. 17-18).

Descriptive statistics of test anxiety including the mean scores of three items in the questionnaire are given below in Table 4 below in depth and the table gives information about items from which the participants were mostly affected.

Table 4. *Descriptive Statistics of Test Anxiety*

Items	Mean	S. d.
Q8	2.68	1.29
Q10	3.50	1.27
Q11	3.05	1.45

N=297

According to Table 4, the mean score of test anxiety which seems to be 3.08 according to the questionnaire data, it can be said that the students had a trouble with the test anxiety. Especially, item 10 (m=3.50) and 21 (m=3.05) shows that the participants mostly suffer from this type of anxiety because of having the fear of failure

and being confused no matter how much they study. On the other hand, with a value slightly above 2.68, item 8 displays that the participants were found not to experience that much of anxiety during a test in English lesson.

4.2.1.4. General Feeling of Anxiety

This section is the last part of the results related to the anxiety level of the participants. It contains 12 items and all of them focus on the students' general feeling of anxiety.

Table 5. *Descriptive Statistics of General Feeling of Anxiety*

Items	Mean	S. d.
Q5	2.15	1.38
Q6	2.42	1.30
Q11	2.72	1.32
Q12	2.96	1.35
Q16	3.03	1.48
Q17	2.28	1.39
Q22	2.67	1.34
Q25	2.69	1.43
Q26	2.45	1.36
Q28	2.44	1.25
Q30	2.50	1.34
Q32	2.70	1.33

N=297

The results of this part, in table 5, show that the mean score of the students ranges between 2.15 (item5) and 3.03 (item11). Moreover the general average of students' scores which is 2.58 and slightly above the average level indicates that participants did not have a trouble over all. However, it is possible to say that there are

some certain items the score of which showed the anxiety level of those students close to be anxious. Item 16 with the highest level (m=3.03) shows that no matter how they got prepared the students felt anxious though.

Similarly, item 12 having a high score (mean=2.96) being close to 3.00, displays that the participants had enough stress to forget everything they learnt. Another item having a high score above average level 11 (m=2.72) demonstrates that the participants couldn't understand why some get so upset over foreign language classes. Furthermore, it might be said that students could not feel comfortable themselves around the native speakers (item 32, m=2.70). Lastly, the participants felt a pressure on them in order to be well prepared to the English lesson (item, 22 m=2.67) and they were also worried about getting behind since they thought the lesson moved so quickly (item, 25 m=2.69).

4.2.2. General Results of Anxiety in Gender

This heading of the study focuses on the relationship between gender and FLA. It was aimed to find out an answer to the question “Is there a significant difference between male and female participants?” Therefore for this purpose, in this study the (T test) statistics were used to analyze the collected data by means of SPSS program.

Table 6. *Mean and Standard Deviation of the Scores in Gender*

	N	mean	s.d.	t	p
Male	145	2.78	.66	-.481	.63
Female	152	2.83	.70		

According to Table 6, it is clear to see that the number of the participants is 297 in total including 145 male and 152 female. When the mean scores of these participants

are observed, it is possible to say that while the value of males is 2.79, the females' is 2.83. According to these scores it can be concluded that there is only a slight difference like 0.05 in gender. As seen in Table 6, the p value has a higher value (0.63) than 0.05 and this clearly shows that there is not a significant difference between the anxiety level of males and females in total.

4.2.2.1. Results in Each Category

This part of the study examines the FLA of the students in gender in such categories as CA, FNE, Test anxiety and General Feeling of Anxiety. The table 7 below includes the statistics results of the independent sample test in each category.

Table 7. *Descriptive Statistics of Independent Samples Test in Each Category*

	Gender				Mean Difference	t	Sig.
	Male		Female				
	M	SD	M	SD			
Communication Apprehension	2.93	.77	3.03	.84	-0,05	-1.001	.318
Fear of Negative Evaluation	2.78	.70	2.82	.80	-0.04	-.541	.589
Test Anxiety	3.00	.93	3.16	.93	-0.16	-1.477	.141
General Feeling of Anxiety	2.61	.75	2.56	.71	-0.05	-.616	.539

* p < .05.

In Table 7 the CA mean scores of the male participants is 2.23 and the female participants has 3.03. The results indicate that the CA mean difference of both types of the participants is 0.05 and this might be accepted as a little difference between them. However in order to see whether this value is significant or not, the p value .318 enables

us to interpret it correctly. Since this p value is higher than 0.05, it could be possible to say that the CA values of the students shows that the slight difference between their mean scores is not significantly different in gender. Similarly, the mean scores and the differences of other categories can be accepted almost the same as the results of the CA. For instance, the mean scores of FNE is 2.78 for male and 2.82 for female and the difference is 0.04. Since the p value (.589) of this category is higher than 0.05 it is also possible to say FNE scores of the participants are not significantly different. Another category which has the same mean difference as CA is general feeling of anxiety. The mean difference score of this group's males (2.61) and females (2.56) is 0.05. Similar to other groups this difference indicates a slight difference and the p value .539 displays that the difference is not significant in apparent. The last category which has little higher scores of mean difference than others is test anxiety. While the male participants of this category has 3.00 mean score, the females has 3.16. The mean difference of this group is about .16 and it is higher than other groups. No matter how this difference is accepted the highest of all, the p value (.141) of test anxiety clearly displays that this category also has no significant difference in gender since being slighter than 0.05.

In conclusion, this section captured all the categories findings in all together and the results has shown that although all of the categories above have a slight mean score differences in gender, it has obviously seen that neither of them have significantly difference because of having a value being slighter than 0.05 p value.

In conclusion, from the students' questionnaire results, it could be said that students can be said to be slightly anxious mostly in such categories as test anxiety and FNE having the highest mean scores. Moreover, there is only a slight difference of anxiety level between male and female students. However, with the help of independent

sample test it has been seen that this slight difference is not significant. Furthermore, the significance in each category has been examined and it has been found out that, there is also no significant difference between females and males in each category.

4.3. Results of the Interviews

The data obtained from the interviews were grouped into four categories: students' thoughts and feelings towards English language and lesson, the causes and effects of FLA and ways for coping with this feeling. Then, some subcategories were collected under these titles which gave clear explanation for each.

4.3.1. Feelings and thoughts towards English lessons

At the end of the interviews, the findings of the students' feelings and thoughts towards English lesson and language showed that they had both favorable and unfavorable opinions. These opinions were presented in two categories such as students' positive reactions and negative reactions.

4.3.1.1. Positive Reactions

Most of the participants interviewed in this study expressed that English language and lesson have an important role in their lives since the language is popular throughout the world. They mainly focused on the relationship between globalization and English language. For example;

English has totally become a global language. Therefore we have to learn it. That is, we learn a language and a new world. (S8)

I like English lesson very much, even too much. Apart from my own language I learn a new one which is popular all around the world and it is a great feeling. This lesson is an important improvement for me. (S32)

A few students who have positive feelings towards English lessons shared their feelings about the English language and their future. They expressed the importance of language in the following way;

English lesson is such an important lesson that it prepares me for life... and I like all aspects of English lesson. (S10)

English lesson prepares us for the future. It was a privilege to know English in past, but today it is a necessity to know it. Our life can't be easy without it. Since this lesson enables us to learn this language, I like it. (S4)

Some others stated that learning a language and being able to use it for communication make them feel good. Additionally, they mentioned about educational aspects of English lesson as well as finding it more enjoyable than others.

I like English lessons too much. The enjoyable and educational aspects of this lesson are the reasons why I like it. It is an important language with which we may encounter at any time. (S32)

I like learning English because we have fun so much in this lesson. Of course, this is not the only reason. When we meet a foreigner outside, if I can communicate with him/her, I will be very happy. That's why I like it. (S15)

...This language helps me when I go another country and be able to talk to a tourist. (S10)

4.3.1.2. Negative Reactions

While most of the students expressed their feelings in a positive way some other students conveyed negative messages about English lessons and the language itself. Some of them found boring, for some others it was a difficult language to learn. But, in general they complained about the vocabulary and they pointed out that memorizing and writing part of the words properly resulted in them having unfavorable feelings towards English. Moreover, such negative aspects as not being able to understand teacher's usage of the target language exactly, the difficult and different sentence structures and the pronunciation problems are interpreted as failure. Opinions related to those having negative feelings and thoughts towards English lessons especially came together around the problem of not being able to understand or memorize the words. Therefore, such kind of problem resulted in finding this lesson boring and unbearable. Some of the students' answers are as follows;

I don't like English. Because I can't understand what the teacher says during the lesson. (S23)

It is such a lesson in which I am always unsuccessful. The lesson is so boring and I get so bored that I stay in the class only waiting for the break time. (S19)

I get so bored when I don't understand it. It is too difficult to memorize the words and I have difficulty in writing the words correctly. (S7)

Since I often forget the meanings of the words and I can't translate the sentences, I don't like this lesson. It is so boring. (S4)

Some others basically complained about pronunciation and spelling problems of the words. Also, they experience difficulty in reacting positively to the sentence structures in English language because of these problems.

It is too difficult to read in English and most of the time I cannot read the words. (S17)

I have some trouble with this lesson. Because, the writings and pronunciations of the words are mostly different from each other and also the structures of the sentences are confusing. (S7)

However, surprisingly a student complained about the existence of this language. This student being against learning a new language expressed his feelings as follows:

English is an unnecessary course. Why do we learn others' language, let them learn our language instead. I don't like any aspects of this language. (S23)

In conclusion, the reaction of the students showed that most of them were in trouble with the vocabulary and memorizing and they also complained about the difficulty of pronunciation and spelling problems. Lastly because of these reasons, the lesson became boring and difficult for them.

4.3.2. Causes of Anxiety

From the interview results some factors that possibly have a direct link with FLA were found. Students shared their thoughts about the causes of this feeling and

these thoughts were brought under some categories that shed light on the sources of this feeling from the perspective of the students. They are also listed in detail below.

4.3.2.1. Homework

The participants mostly complained about not being able to do their homework since they thought the homework given were too difficult. Because of this problem some students prefer to stay far from English lessons or get worried about it.

If I can't do my English homework on the day of English lesson I don't want to attend the class because I get so stressed and feel scared. (S18)

Our teacher usually gives us homework at the end of the lesson but when I go home I forget or I can't do it since I don't know how to do. Therefore this makes me being so stressful. I always think that most of my friends did it but I couldn't. (S12)

I am not so stressful but I can't say that I am so comfortable either since I sometimes can't do my homework. (S6)

Some students were worried about their teachers' negative reactions. They thought that their teacher would get angry with those not being able to do their homework at home. Some comments of the participants on this issue were given below.

...I can't do them at home. So, I think the teacher will punish or get angry with me and he will give me bad mark. (S4)

I think I feel good in the lesson but when the teacher calls my name and asks if I did my homework or not, I get scared and feel so worried. (S16)

4.3.2.2. Exam Pressure

The exams are generally a source of stress for most of the students but if these exams are in English then it becomes a nightmare. Most of the participants expressed how they feel during the exam and they stated that they were incapable of having good results from the English exams. It seemed that students had difficulty in finding a solution for confusing structures appeared in exams and they stated that the English exams were more anxiety provoking than others since they can't understand or don't know how to do them:

During the English exams I get more stressful than other exams. Since I know that other exams are in Turkish and I am able to think what to do throughout the exams, but when I see the questions in English, I don't really know how to do them and I can't understand lots of sentences in the exam paper. As a result, I fail as usual. (S30)

On the contrary some students' believed that previous years' exams were easier and they uttered that failure and having bad grades were the results of this year's English exams.

English lessons were very easy and I got high marks in past years; but this year the exams are more difficult and I get nervous because I think I will get bad grades. (S16)

...but I don't know the reason why I can't succeed in exams this year. Therefore I don't feel good in English lessons at school and my grades are not so good. (S25)

4.3.2.3. Fear of Making Mistakes

Another cause of anxiety mentioned by the students was fear of making mistakes. They care more to the probable negative reactions from their friends or teachers for their errors. So, if they were aware of having the possibility of making a mistake, they were affected unfavorably:

I feel nervous because I always have such negative thoughts as I can't do it, I can't answer this question, I will make mistake and the teacher will get angry with me. (S17)

English lesson is very stressful for me because during the lesson there are lots of topics that I don't know or understand. Also, if the teacher wants me to answer, I think I will not do it correctly and I feel much more stressful. (S13)

A student, like most of others, expressed that his friends' negative behaviors or reactions while trying to answer a question made them get nervous. The following excerpt reflects the view of a student in relation to this:

I am stressful because I think that I will give a wrong answer. I don't like hearing the sentences coming from back like "Sir! Can I answer? Can I correct it? That's not right! Wrong!" I feel so uneasy when I hear these from my classmates. (S3)

4.3.2.4. Peer Pressure

Students and their negative reactions were considered to be another cause of anxiety among the students. Some students indicated that the reactions of their friends

were important indicators of their anxiety. They clearly explained that one of the most important factors affecting their desire or hesitation for participation was their friends' attitude in the classroom:

Some of our friends start laughing when I make a mistake. I am sure that those laughing at me don't know either but even so I feel demoralized. So, their disturbing behavior ends my desire of participation completely. (S1)

Actually I want to raise my finger or answer the questions and most of the time I feel sure that I know the answer. However, since I have the thoughts that my friends may get angry with me or rather make fun of me if I make a mistake, then I hesitate whether to answer or not and finally I change my mind and put my finger down. (S9)

Some others mentioned about their friends' teasing them insensibly and they complained about how such attitudes of their friends affected them negatively.

When the teacher asks me a question on the board, I feel so worried because I know some friends are ready there in the class to make fun of me. (S9)

... The reactions of my classmates make me feel sad. They quickly make fun of me. (S16)

One student uttered his feelings about how their friends should behave properly or be positive unlike having disturbing behaviors when they made a mistake. The following extract from the interview with student shows his suggestion on this issue.

... My friends make disturbing noises. Instead of making those noises, I actually want them to ignore and say no problem, everyone possibly makes such mistakes. (S27)

4.3.2.5. Lack of Family Support

In general, from the interview results it could be concluded that most of the students have a low educated parents especially on the field of English language. The support that students need to take from their family showed clearly insufficient for English lessons. Therefore students expressed their complaints on this issue for not being able to receive sufficient parent support and they also indicated such a problem became a source of stress in this course.

Since some of my friends' parents know English, they can get help and be ready for the lesson before coming to the school but neither my mother nor father knows English. Whenever I ask them, they tell me that they don't understand it. Therefore, I cannot get prepared for the lesson. I don't want to participate in this lesson since I am afraid of it and I do not believe that I can be successful in this lesson. (S5)

Another student indicated that he tried to prepare his homework without his family support. However, as understood from his speech, he inevitably had a negative attitude and feeling towards this lesson because of not being able to accomplish on his own or trying to apply to different ways without family support.

No one helps me with my homework at home, they do not know English. Sometimes I get from my friend at school but others complain me to the

teacher and he gets angry with me. I don't like English lesson, it reminds me fear each week. (S11)

4.3.2.6. Teacher's Role

Teachers' attitudes have always important impact on students' learning process and their attitudes towards learning. The results of the interview showed that lots of students prefer a teacher whose attitudes are favorably and during whose lessons they feel comfortable rather than a teacher who always shouts or gets angry with them. One of the student's utterances as follows shows the obvious effect of a teacher on the participants.

I don't like English lessons and our English teacher, because he gets angry easily and shouts at us. For example, once I asked my desk mate that I couldn't understand the task and tried to learn how to do it, the teacher heard me and shouted at me. Since then I have felt stressed and scared in this lesson. Our previous English teacher was better he never got angry with us. (S32)

4.3.2.6.1. Usage of L2

Students mostly were positive towards a judicious level use of the target language but they did not want their teachers to use L2 intensively since they had great difficulty in understanding. Some of them complained about their teachers' use of the target language permanently and expressed how they feel when they were exposed to the target language intensively:

I know that if our English teacher uses the English language more than our mother language, it is better for us and this can be an opportunity in

our lessons. However, our teacher tries to tell everything in English, so most of the time I cannot understand what she wants from us. This makes a pressure on me and I don't feel good during the lesson. (S11)

Students actually were aware of the importance the L2 but some of them still preferred the use of Turkish as well. Two participants accepting the usage of the target language intensively as the basis of communication expressed that Turkish language should to be used too, especially at the time of not being able to understand fully what the teacher wanted.

Our English teacher always talks to us in English at the school when he asks me a question, my heart beats so hard that I cannot give an answer. When I answer him in Turkish he responds me in English again. I think it is much better if he help me in Turkish when I can't understand him. (S14)

4.3.2.6.2. Error Correction

Students pointed out their teachers' behaviors and attitudes as significant indicators of their anxiety. Even they impressed that the way of their teachers' reactions towards their errors had a big effect on becoming anxious during the lesson in both positive and negative way. They believed that this kind of behavior of their teacher raised their level of anxiety since they were affected unfavorably. Some of them put emphasis on the error correction of their teacher as follows:

The most time I am worried about English lesson is when my teacher corrects my answers by getting angry with me. Especially, he warns me loudly in the class when he checks our homework and this makes me demoralized and I feel shy. (S14)

I don't like some features of my teacher. For instance, when I pronounce a word wrong he laughs at me and then corrects me. I am already very stressed when trying to give an answer in speaking activities, but this kind of behavior of my teacher makes me feel uncomfortable. (S22)

4.3.2.7. Problems Related to Language Proficiency

When examined the interview results of the participants, it could be seen that students generally said that they felt anxious in point of some language skills. These were divided into five categories as speaking, listening, reading, writing and limited vocabulary. These subcategories were handled one by one including the students' responses as well.

4.3.2.7.1. Speaking

According to the utterances of the participants, it could be concluded that students felt too anxious especially during the speaking activities. They typically told that they felt too nervous to answer the questions asked by the teacher. The students having this problem clearly expressed that the speaking times became as one of the worst experience during language learning and they said that they hoped that moment to finish as soon as possible in order to be able to get rid of that stress. From their responses, here are what two students say in relation to this:

...During speaking activities when the teacher points me I get shocked and I don't know what to do at that moment, even I start to sweat (S1)

When the teacher ask a question and wants us to answer it in English, I feel so excited that I hope that the teacher may ask another person as soon

as possible. I am really scared of that time because I don't know how to answer in English, I can't make a sentence and I feel so shy. (S8)

While expressing herself during speaking activities, a student mentioned that speaking in her mother tongue made her feel comfortable and she indicated that she could create sentences in her mind in mother tongue however when she needed to put them into sentences, she had difficulty in doing it. Therefore, she expressed that this problem caused her feel uneasy after all:

Speaking English is really hard but a few of my friends are able to answer the questions of the teacher but when he directs the questions to me I do not understand how to put the words in sentences. Normally I know how to answer in Turkish but when our teacher wants us to speak in English, I am not able to succeed it. (S13)

One other student expressed his feelings towards English positively, but he also said that he had the same problem of being nervous while trying to speak:

I try to feel good in English lessons and I like this lesson but I can't say the same things for speaking exercises since I become exited and worry a lot at that time. (S24)

4.3.2.7.2. Listening

Students mostly complained about the recordings in listening activities and they felt nervous when they cannot understand them. They mostly expressed that the recordings were too fast to understand and this caused them not to be able to accomplish the listening activities. They generally told that they necessarily wanted their teachers to

play the recordings much more than once or they asked for the teacher to read the listening text at last.

I can't understand the listening texts during listening activities so I can't do the exercises. Mostly during the listening activities in the classroom we ask the teacher to turn it on again and again, but this doesn't become a solution to understand it then the teacher reads the listening text and we do the exercises. (S25)

I feel very nervous because they talk too fast. While I am trying to understand it, the listening text finishes immediately and I really cannot understand anything... Listening is important if we can't understand what they are talking we can't communicate either. (S22)

Another student mentioned that she can't properly understand the communication occurred between the teachers and the students during the lesson. She additionally said that her friends' being able to communicate with the teacher resulted in having negative feelings against the lesson. She expressed her feelings as follows:

Our teacher mostly talks in English during the lesson. He asks questions and talks to some of my friends, they answer the teacher too. But, I feel as if I am not a part of that lesson at that time I feel myself as a stranger coming from outside and I feel unhappy. Actually, I don't know how to cope with this problem since I don't understand fully what they are talking. (S30)

4.3.2.7.3. Reading

Mostly the anxiety level of the students are not so high during reading activities in FLL because reading is mostly an individual process which allows the students to feel comfortable. However, the interview results showed that students could be anxious in various situations. For instance, a few students stated that they felt anxious during reading aloud section of a reading activity and they said that this issue caused them feel so stressful because of the fear of not being able to pronounce the words or reading the passage correctly:

Although I like reading activities I can say that it is to some extent is stressful. Especially I worry when I read it aloud I doubt whether the word I pronounce is correct or not. (S29)

Although our teacher corrects me in a positive way during reading, I can say that I have a little fear and doubts though if I don't pronounce a word correctly. (S2)

Another source of stress in reading activities indicated by the students was exactly not being able to remember the meanings of the words in a text or passage. Especially most of the participants expressed that they enjoy reading only when the texts or passages were simple and understandable. On the contrary, they said that they did not take pleasure from such passages being too long and including many unknown words, they make them feel stressful as well:

...On the other hand I feel myself uneasy while reading because, I can't memorize the words, I mean if I can't remember the meaning of the words the reading part becomes troublesome for me. (S20)

In fact, if an English text is short and easy to understand, I feel good and read it willingly. However, if it is too long and full of words that I don't remember then I can't concentrate on, I find them so boring and I feel worried while answering the questions related to it. (S25)

4.3.2.7.4. Vocabulary

Most of the participants pointed out that having lack of vocabulary problem was another cause of anxiety. They expressed that they had great difficulty in memorizing the words and stated not being able to remember the meanings of the words particularly had a large impact on their success in the exams as well. Moreover, they said that they did not feel good and having such a problem triggered their anxiety:

...It is too difficult to memorize the word and I am in trouble with them. I forget them immediately especially during the exam, tests or quizzes. Whenever I see a word the meaning of which I don't know, I feel so nervous and helpless. (S11)

I am sure that I can't remember the meaning of lots of words and I think this is the most important reason of my failure in this lesson and exams. (S2)

A few students mentioned about how the limited vocabulary problem had impact on their anxiety especially during speaking and reading activities. They uttered that while trying to speak in the classroom not being able to remember which word to use in a sentence to complete the speech was a cause of anxiety for them. On the other hand, they added that the reading parts became troublesome since they were not able to understand while reading because of having lack of vocabulary either:

When the teacher asks me to answer a question, if I can't remember the words to use in a sentence then I have to answer in mother tongue. Actually, it happens when I read a text or a book. I don't know the meaning of many words. That's why I don't feel comfortable in this course. (S14)

A student complained of the words in English language. He expressed that the words were used in different meanings in different situation this resulted in not being able to remember their meanings. The idea of that student is as follows:

...All of them are really difficult to be memorized. A word has more than one meaning. Some words have different meanings, and so I find it difficult to keep them in my mind. (S22)

4.3.3. Effects of Anxiety

According to the data obtained from the interview results, the effects of FLA from the perspective of the students were examined and the results were grouped under such categories as staying passive during the lesson, avoiding eye contact, unwilling to communicate, motivation, poor performance and making more mistakes.

4.3.3.1. Staying Passive during the Lesson

Considering the effects of the FLA, many participants said that those who suffered such a feeling rather than participating in the lesson, stay at far corners of the classroom or those places where they thought their teacher couldn't see them. Mostly, they stressed that this feeling either lessened their participation or completely wiped out it. The following extract from the interview with student shows his thoughts on this issue.

I think this feeling always lets me find a seat at the back where I find myself far away from the teacher because I don't want to participate in the lesson. (S6)

When I am worried I rarely raise my hand, because I cannot answer any question while feeling stressful. Even, I remember that I experienced this event many times. It's too bad. (S9)

4.3.3.2. Avoiding eye contact

According to the data obtained from the students' results, another effect was to avoid having eye contact with the teacher during the lesson. Two students indicated that they decisively refrain from having eye contact especially when the teacher asks a question to the class. One of these students said that instead of looking at the teacher he preferred to deal with other things on his desk. They expressed their feeling on this issue as follows:

I think it may be not to look at the teacher. If I don't feel comfortable when our teacher asks a question, I usually try not to look at him. (S19)

...Our teacher is really an angry man. When he asks a question in the class, I feel so scared and uneasy that I try not to look at him, instead I took my pencil and I pretend to write something in my notebook. (S5)

4.3.3.3. Unwilling to Communicate

Interview analysis results showed that FLA had particularly an effect on students' desire of speaking. Some students stated that this kind of feeling resulted in being reluctant at the time of speaking. Moreover, some others reported the negative effect of

anxiety on their speech by stressing that on condition of being in an environment where they feel themselves comfortable.

...It ends my desire to speak English. If I can't answer or speak in this language, I always feel reluctant in other times too. (S3)

I think it may have an effect on our speech. Because, except for being stressful or uneasy, we may speak in this language only if we feel comfortable. (S28)

4.3.3.4. Lack of Motivation

Another effect of FLA from the perspective of the participants was lack of motivation. Students mentioned about how this feeling affected their motivation and accordingly their eagerness, confidence and willingness. Expressing that FLA had negatively affected them; participants said that especially when an unexpected negative event happened in the class during English lessons, they lose their positive feelings such as eagerness, confidence and willingness.

... When I encounter with a negative situation during the lesson then I lose my eagerness and confidence too. (S20)

According to me we need to be comfortable and willing while learning a new language. Otherwise, we will not be able to learn it. For example, I am generally comfortable during the lesson but when something negative comes out, I feel so unfavorable that my willingness disappears. (S14)

On the other hand a student expressed how his motivation was affected unfavorably especially in speaking activities. He uttered his negative thoughts and feelings when he felt anxious as follows:

... Especially in the speaking activities I feel so uneasy that I don't want to participate, so this inevitably affects my motivation. I don't know how to get rid of this problem and it makes me feel unhappy. (S7)

Another student spoke about the relationship between anxiety and failure by claiming that anxious students were also unsuccessful. He believed in that the more someone felt anxious the more he/she became unsuccessful. The following extract from the interview with student shows his thoughts on this issue:

I think people being stressful are reluctant in a course and me to. The results of my lessons in which I feel nervous are always bad. I don't pay attention more since I know that I can't succeed. (S26)

4.3.3.5. Poor Performance

The results showed that another effect of foreign language anxiety was having poor performance. Two students emphasized that anxiety affected their performance and they said that feeling anxious intensively decreased their performance correspondingly.

I think it has an influence on our performance. The more I feel anxious intensively, the less performance I have in the lesson. (S2)

...I don't think that I can be effective while having feeling in any lesson. (S12)

4.3.3.6. Making More Mistakes

In this final part including causes of FLA, this feeling displayed that it also had an effect on the increase of students' mistakes. A few students said that feeling anxious increases the possibility of having more mistakes and they emphasized that when they feel nervous, the number of their errors increased in parallel to this feeling.

I'm trying to be comfortable during the exam. However, once I started to feel anxious, I realize that I make more mistakes. I can't stop it and contrarily I feel more worried. (S2)

"...when I feel anxious I do such silly mistakes that I can't believe myself"
(S23)

4.3.4. How to deal with it

In this part, the researcher gathered the information related some strategies especially about how they cope with or overcome FLA from the perspective of the students. The participants were asked how they reacted or what they generally did while they suffered from this feeling. Additionally, after their answers were analyzed, the researcher gathered all of them under such meaningful concepts and categories as studying more, thinking positively, breathing deeply, listening carefully, listening to English music, doing homework on time, more knowledge of vocabulary, preparation, getting support from the teacher a friend or an expert.

4.3.4.1. Studying more

More than half of the participants indicated that studying more was one of the most important anxieties reducing strategy for them or another one. Additionally they

agreed with having a sufficient background after studying more gave the possibility of being far from this feeling. They also mentioned about its effect on being able to answer easily during the lesson. According to them, the lesson became more enjoyable and understandable than before if they really have a solid background of information.

In order to be less stressful, we need to have a sufficient background of this lesson. That is, we have to study more and more in order to be less anxious and have enough knowledge. (S22)

If I work hard until I feel sure that I can answer in the lesson then I would be far from stress. (S31)

4.3.4.2. Thinking positively

Among the strategies of reducing the level of anxiety, thinking positively was another way which was concluded from the interview results. The participants believed in thinking positive rather than negative enabled them to reduce their level of anxiety most of the time. They said that it rescued them in difficult times to say some favorable sentences by thinking that most of the students could also have the same problem. Three students mentioned about this as seen below:

When I feel it, I say such favorable sentences as ‘That’s okay. Everyone has the same problem, now be positive and try to answer’ in order to overcome it. (S1)

Instead of fighting within myself, I should try to be calm and take control of it by thinking positively. (S30)

I try to forget the negative thoughts in my mind and repeat in myself “I will not be excited. (S22)

4.3.4.3. Breathing deeply

A small number of students noted that such simple processes such as drinking water or even deep breathing could reduce the anxiety levels. They said that they did this not only when they feel anxious in English lessons, but also when they are in a stressful situation. The thoughts of two students on this issue are as follows:

I generally do only two things, breathing deeply or drink a little water. (S8)

4.3.4.4. Listening to teachers

Generally teachers have great difficulty in taking the attention of the class to the lesson. Because most of the students can't concentrate on what the teacher is talking about. Some students' answers from the interview showed that how this issue was important both for their success and at the same time for feeling comfortable. Four students expressed that listening to the teacher carefully reduce their stress and they felt comfortable. They believed that both their success and feeling favorably were up to listening to the lesson attentively. The following extract from the interview with these students shows their thoughts on this issue:

I feel comfortable if I listen to the teacher. (S6)

I think listening to the teachers is really important because we might have trouble if we don't do it. As a result of this, it leads us to feel stressful and failure most of the time. (S15)

4.3.4.5. Listening to English Music

One student suggested listening to music in order to get rid of or reduce the disturbing level of anxiety. She said that she listened to English songs most of her time and this caused such positive feelings as being enthusiastic towards the lesson or feeling good. Her feelings and thoughts on this issue were as follows:

I listen English songs because when I listen to them I feel more enthusiastic I also feel good and I am always far away from stress. (S17)

4.3.4.6. Preparation and Doing Homework

Most of the students agreed on that there was a relationship between getting prepared and reducing the level of anxiety. They mostly defended that it would be much more appropriate and reasonable to get prepared as soon as they went home or before coming to the lesson since by this way it would be easy for them to get rid of effects of FLA:

...By getting prepared at home before coming to the school. (S5)

If I feel anxious, I may overcome it by getting prepared as soon as I go home after school. (S9)

Similarly, another student who pointed out that the opportunity of getting prepared had an impact on reducing the level of anxiety, also stressed that they could have such positive feelings causing them to feel more comfortable or confident and giving the possibility of being more willing during the lesson:

I try to search so much about the topic before the lesson. Because this enables me to pay attention while the teacher is talking and make me feel both comfortable and confident. (S27)

As expressed before in the part of the causes of FLA from the learners' perspectives, homework was troublesome for them. When the participants were asked how they get rid of this problem they naturally mentioned about their homework as well. They expressed the importance of the preparation of their homework especially before coming to the class and they emphasized that doing on time made them feel comfortable too:

For having less stress, we need to do our homework on time. (S26)

In my opinion most of my friends feel stressful when they don't do their homework. Before the lesson, they quickly try to write from me or other friends. But this doesn't become a solution, because when the teacher asks them how they did it, they can't say even a word. I think in order not to be panic or anxious, they should do it on time. (S31)

4.3.4.7. More Knowledge of Vocabulary

Many students from young to adult learning English has always trouble with vocabulary. Since being able to speak another language is automatically based on vocabulary knowledge, a large number of people suffer from it. Moreover, when the results were analyzed the same problem appeared as a source of FLA. Also, when the question about how they overcome this feeling directed to them, nearly all of them agreed on having sufficient vocabulary knowledge or being able to memorize the words

possibly enabled them to be far from this feeling. Some students' thoughts and feelings on this issue clearly showed how they paid attention on this issue:

I think having sufficient knowledge of vocabulary reduces my anxiety. (S29)

Memorizing the words is really important. I try to look every meaning of the word I encounter. I try to memorize them while forming a sentence.

Therefore, this makes me feel far from stress. (S24)

4.3.4.8. Getting Support

According to the data obtained from the participants, it was seen that they indicated that it would be possible to be able to remove or eliminate the effects of FLA by means of having support from others. When considered in terms of support, their thoughts were grouped under such three headings as teacher, peer and expert support.

4.3.4.8.1. Teacher Support

One student said that it would be possible to feel positive unless he did not suffer from this feeling intensely. Additionally, both he and some others pointed out that the importance of a teacher could be important if this feeling have a big influence on them. Their thoughts on this issue are stated as follows:

I think it is not a big problem for us as long as we feel it too intensively.

However, if it really disturbs us then we need to tell it to our teacher to find a solution or ask for help to overcome it. (S26)

The contribution of teachers in such a situation can solve the problem. (S11)

4.3.4.8.2. Peer Support

As well as it is known the significance of a friend in or out of the classroom by many teachers, it is possible to remove many negative issues by means of the students' friends at the same time. Some students emphasized that the support taken from their friends especially that were better than them or who don't feel anxious in the classroom could be a possible to eliminate their anxiety level. They stressed the importance of a friend support as stated below:

I also may take support from one of my friend who is better than me at this lesson. (S5)

...Improving me by taking help from my friends. (S15)

We can ask for help from such friends who don't feel scared or anxious during the lesson. (S10)

4.3.4.9.3. Expert Support

On the contrary to others, one student stated that rather than a friend or a teacher support, it would be much more appropriate to take an expert support in order to be able to cope with this feeling. The following extract taken from this student shows her feelings on this issue:

Maybe I get support from an expert one, if I want to be more comfortable. (S5)

CHAPTER V

5. CONCLUSIONS AND IMPLICATIONS

This chapter contains a summary, discussion of the study and its research findings to research questions. Additionally, this chapter presents the recommendations and limitations for further studies based on the collected data.

5.1. Summary of the study

This study investigated the role of anxiety in 8th grade students' English lessons at a state school in Esenyurt, İstanbul. It purposed to measure the anxiety level of these 297 secondary school students in detail and tried to find out the anxiety level difference between males and females by means of the FLA scale developed by Horwitz, Horwitz and Cope (1986). Then, it focused on the causes, effects and ways to overcome FLA by having deep data from the perspective of the participants. The questionnaire results of the participants were analyzed quantitatively using SPSS (Statistical Package for the Social Sciences).The reliability of the scale including 33 items was found .907 which was accepted high enough for the research. After the quantitative analysis part, in order to find out the causes, effects and ways to cope with the FLA from the perspective of the students, 31 participants were selected for a semi-structured interview.

The semi structured interview questions were directed to the students during the interview and then these questions were distributed to the participants as an open ended questionnaire form in order to get more comprehensive, realistic and healthy answers from the interviewees. Additionally, in the analysis part of the interview and open ended questionnaire results, the questions in the interview or open ended questionnaire were not analyzed one by one. The questions were taken into consideration in all together

since from the students' answers, it would be possible to get deeper information for causes, effects of anxiety or ways to cope with it. In order to do this, content analysis was carried out and from all responses of the participants some categories were brought together. Then the categories were interpreted under headings that became a source for finding causes, effects and lastly ways to cope with this feeling from the perspective of the participants.

5.2. Discussion and Conclusion

This thesis study tried to investigate the role of FLA on 8th grade secondary school students and it focused on three research questions which purposed to find out firstly the anxiety level of 297 students included in this research, secondly, to examine if there was a meaningful difference between the learners' FLA levels in gender and lastly to explore both the causes and effects of this feeling and ways how to cope with it from the inner world of the participants.

In response to research questions, following results have been yielded:

Research question 1: What level of foreign language anxiety do 8th grade secondary school students have?

A deduction can be made from this study that some levels of FLA were experienced by students in response to aspects of FLL and these levels were examined in such certain categories of anxiety as CA, FNE, test anxiety and general feeling of anxiety. Consequently, according to the quantitative data, the study's findings further indicated that participants were slightly anxious in general (m=2.81). Similarly, in terms of such components of the FLA as CA (m=2.98), FNE (m= 2.80), test anxiety (m=3.08) and general anxiety (m=2.58), the findings displayed approximately the same results in

general. However, among all these categories it was possible to say that CA and test anxiety had the highest score and the students seemed to suffer from these types of anxiety in a small degree.

Research question 2: Is there a significant difference between the foreign language anxiety level of female and male students?

This study investigating the anxiety level difference between male and female subjects tried to find out an answer to the second research question and displayed that a slight difference emerged from the analysis. However, the anxiety levels of the subjects did not indicate a meaningful difference in gender. The results of the quantitative data displayed that there was just a little difference anxiety level in gender (mean difference=0.05) and in order to find out whether this difference was significant or not, independent samples test results displayed that this difference was not meaningful ($p=.63$). On the other hand, the findings of the anxiety level in gender were examined in terms of each category of the anxiety and similarly the results also indicated that there was no meaningful difference in such categories as CA ($p=.318$), FNE ($p=.589$), test anxiety ($p=.141$) and general anxiety ($p=.539$).

Research question 3: “What are the students’ thoughts about causes of foreign language anxiety in their speaking activities?”

A number of studies (see Horwitz, Tallon, & Luo, 2009) have indicated that most of the language learners experience some foreign language anxiety and while some of them feel it slightly, others experience it inevitably at a high level. Some other studies (Gregersen and Horwitz 2002; Jackson 2002 & Marwan 2007) that accept the importance of FLA in language learning process, mostly focused on examining the anxiety and its sources from the perspective of the learners in their studies. Although there are lots of sources that reveal anxiety in FLL, according to Andrade and Williams,

(2009), Horwitz, Horwitz and Cope (1986), and MacIntyre and Gardner, (1994b) speaking is one of those unfavorable feelings causing much more anxiety.

This recent research in the interview part dealt with answers of the question above including causes of FLA. The findings showed that there were some possible factors which were related to FLA and these factors were possibly because of personality or other individual factors. Additionally, findings of the interview results suggested that the feeling of anxiety could be the result of many different factors such as student oriented factors including homework, exam pressure, fear of making mistakes, peer pressure, lack of family support. On the other hand this present study also found such teacher oriented causes such as, too much usage of L2 and error correction. Additionally, factors about the problems related to language proficiency including speaking, listening, reading and vocabulary were found as other causes of this feeling. Especially, in their studies Riasati (2011), Sertcetin (2006), Young (1990), Worde (1998) mentioning about listening and anxiety, displayed that during or after the listening activities the students who could not understand and did not know what to do, felt anxious and this feeling became a problem for them.

Research question 4: What are the students' thoughts about effects of foreign language anxiety in their speaking activities?

Fakhri (2012) states that “foreign LL anxiety has been the subject of a growing body of research that indicates anxiety routinely affects many language learners” (p.147). Studies by a number of researchers (Young, 1990; Horwitz, 1988; Koch and Terrell, 1991, Bekleyen, 2004, Al-Saraj 2011, Palacios, 1998, Tallon, 2006) showed the importance and effects of teachers on students' anxiety level. Some of them focused on the interaction between teachers and learners since it would increase or decrease

students' anxiety levels. Izadi and Atasheneh (2012) investigated the effects of anxiety on the listening and speaking skills of Iranian students and they found out that students' self-esteem and confidence were directly affected by anxiety. According to some other researchers, an unfavorable feeling such as anxiety came up if students were indispensably wanted to communicate in the target language (Koch and Terrell, 1991; Young, 1990, 1992). The qualitative analysis of this study showed that several effects of anxiety were extracted from the responses of the participants. In general these effects seemed to be the most important ones that hindered their learning of foreign language negatively. Especially, they indicated that they preferred to stay silent in the lesson, avoid having eye contact with the teacher and display poor performance when they experience this kind of feeling. Moreover, depending on this feeling, they expressed that the more they felt anxious the more they made mistakes in this lesson simultaneously.

Research question 5: What are the students' thoughts about overcoming foreign language anxiety?

The last research question tried to get answers from the participants' about their strategies or suggestions on reducing or overcoming the feeling of anxiety. As a result, a number of ways or proposals were expressed by these participants and such kind of ways or strategies were extracted from the results: studying more, thinking positively, breathing deeply, listening to teacher and English music, getting prepared earlier, having more knowledge of vocabulary or getting support from the teacher. Kondo & Yang (2004) also studied the same issue in their studies and they found out that some tactics for coping with anxiety. They gathered these tactics under five strategy categories such as preparation, relaxation, positive thinking and peer seeking and resignation. Similarly, Campbell and Ortiz (1991) in their research focused on the issue

of how to overcome FLA and another research carried out by Kondo (1997) also mentioned about the strategies related to how to cope with especially test anxiety.

5.3. Implications and Suggestions for Further Research

A number of implications resulted from this study. Firstly, this study displayed that FLA was an important issue in FLL. The study also indicated that this kind of feeling had mostly unfavorable effects on the students. Students' thoughts in this study clearly showed that FLA had a debilitating effect on them especially on such areas as listening, speaking, reading, lack of participation and self-confidence, poor performance and so on. Hence, students needed to be taught in a healthy and comfortable learning environment during language learning process.

The role of the students having negative emotions towards language learning were not the only major factors in reducing feeling of anxiety; but also the teachers might be accepted as one of the most important determinant in FLL. Although this study tried to find out the anxiety level of the students, the causes and effects of their anxiety and strategies for coping with this feeling and the importance of the teacher support could be seen in their interview results. Therefore, teachers or educators might be beyond a teacher and become a guide for them. Especially, teachers might examine the issue of anxiety closer and immediately need to take necessary actions. Before all of these, a teacher might create an anxiety free classroom atmosphere in order not to encounter such kind of problems. Moreover, the language courses needed to be processed by using different kind of activities which were accepted as anxiety free ones. In this way, the students might earn their teacher's trust and learning might become much healthier in such an atmosphere in which a strong relationship between teacher and students might be able to seen easily. In addition to all of these mentioned above, in

order to create a comfortable atmosphere teachers might also focus on the impact of music in the classroom since the findings from the interview of the students have shown that it possibly needs exploration. Thanks to this, teachers or educators might have the possibility of decreasing or eliminating the foreign language anxiety of their students.

5.4. Limitation of the Study

This study was limited with the sample selected only from a secondary state school in Esenyurt, İstanbul and the instruments chosen for this study might not be accepted enough in order to get an extensive information from the participants. Therefore, the findings of this study might not be generalized for all the foreign language students and contrarily the results of this research can only be considered as a generalization of the participants in the relevant place. In further studies, the number of the participants and the schools might be widened. Moreover, except for the questionnaires and interviews, other instruments might be used in order to have more data about the causes and effect of FLA and these instruments might be addressed to many more secondary school students as well.

6. REFERENCES

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7. APPENDICES

7.1. APPENDIX 1: TURKISH VERSION of FOREIGN LANGUAGE

CLASSROOM ANXIETY SCALE

Cinsiyet: ERKEK

YAŞ:

KIZ

Sevgili Öğrenciler,

Aşağıdaki anket akademik bir çalışma için hazırlanmış olup elde edilecek veriler bu çalışmada kullanılacaktır. Lütfen sıralanmış ifadeleri dikkatle okuduktan sonra her ifadeye belirtilen değerlere göre 1'den 5'e kadar bir puan veriniz. Anketi doldururken seçeneklerden Kesinlikle Katılmıyorum 1, Katılmıyorum 2, Kararsızım 3, Katılıyorum 4 ya da Kesinlikle Katılıyorum için 5 kutucuğunu işaretleyin (√).

Ankete katılıp zaman ayırdığınız için teşekkür ederim.

Soru No		Katılım Dereceleri					
		Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum	
		5	4	3	2	1	
1	İngilizce derslerinde konuşurken hiçbir zaman kendimden tam olarak emin olamıyorum.						
2	İngilizce derslerinde hata yaparım diye endişelenmem						
3	İngilizce derslerinde konuşma sırasının bana geldiğini anladığımda elim ayağım titriyor.						
4	Öğretmenin İngilizce olarak söylediği şeyleri anlayamamak beni korkutuyor						
5	İngilizce ders saatlerinin arttırılması beni rahatsız etmez						
6	İngilizce dersleri sırasında, sık sık kendimi dersle ilgisi olmayan şeyler düşünürken buluyorum						
7	Sürekli olarak diğer öğrencilerin İngilizce seviyelerinin benden daha iyi olduğunu düşünüp duruyorum						
8	İngilizce sınavlarında kendimi rahat hissediyorum						

9	İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığım zaman telaşa kapılıyorum.					
10	İngilizce derslerinde başarısız olmam durumunda karşılaşılabileceğim sorunlar beni endişelendiriyor.					
11	Bazı insanların İngilizce derslerini neden bu kadar sorun yaptıklarını anlamıyorum.					
12	İngilizce derslerinde bildiğim şeyleri unutacak ölçüde gergin olabiliyorum					
13	İngilizce derslerinde bir soruya gönüllü olarak cevap vermekten utanıyorum.					
14	Anadili İngilizce olan biriyle konuşmak beni huzursuz etmez.					
15	Öğretmenin konuşmamda ne hata bulunduğunu anlamadığım zaman üzülürüm.					
16	İngilizce derslerine iyi hazırlanmış olsam bile, yine kaygı duyuyorum.					
17	Çoğu zaman İngilizce derslerine gitmek içimden gelmiyor.					
18	İngilizce derslerinde konuşurken kendime güveniyorum					
19	İngilizce öğretmenimin yaptığım her hatayı düzeltmek için hazır beklediği düşüncesi beni korkutuyor.					
20	İngilizce derslerinde bana söz verildiğinde kalbimin hızla çarptığını hissediyorum.					
21	Bir İngilizce sınavına ne kadar çok çalışırsam çalışayım yine de kafam karışır.					
22	İngilizce derslerine iyi hazırlanmak için üzerimde bir baskı hissetmiyorum.					
23	Her zaman diğer öğrencilerin İngilizce' yi benden daha iyi konuştukları duygusuna kapılıyorum.					
24	İngilizce' yi diğer öğrencilerin önünde konuşmak konusunda çok çekingenim.					
25	İngilizce dersleri o kadar hızlı ilerliyor ki geride kalmaktan korkuyorum.					
26	İngilizce derslerinde kendimi diğer derslerde olduğundan daha gergin ve huzursuz hissediyorum.					
27	İngilizce derslerinde konuşurken heyecanlanıyorum ve kafam karışıyor.					
28	İngilizce derslerine giderken oldukça rahat ve kendimden emin oluyorum.					
29	İngilizce öğretmenin söylediği her sözü anlamazsam endişeleniyorum.					
30	İngilizce konuşmak için öğrenilmesi gereken kuralların çokluğu altında ezildiğimi hissediyorum.					
31	İngilizce konuştuğum zaman diğer öğrencilerin benimle alay edeceklerinden korkuyorum.					
32	Anadili İngilizce olan yabancılar arasında bulunsam kendimi büyük bir olasılıkla rahat hissederim					
33	İngilizce dersi öğretmeni hazırlıklı olmadığım konularda sorular sorduğunda kendimi huzursuz hissediyorum.					

7.2. APPENDIX 2: INTERVIEW and OPEN ENDED QUESTIONS

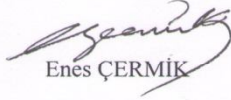
1. İngilizce dersleri hakkındaki düşüncelerinizi paylaşmışmısınız? Bu dersle ilgili ne gibi şeyleri seviyor ya da sevmiyorsunuz?
2. Bu derste stresli mi ya da rahat mı hissediyor musunuz? Eğer stresli hissediyorsanız sebebi sizce nedir?
3. İngilizce öğretmeninizin özellikle stresli olduğunuz zamanlarda size karşı ki tutumu hakkında ne düşünüyorsunuz?
4. Sizce sınıf arkadaşlarınız ya da İngilizce öğretmenlerinizin sizin hatalarınıza karşı ki tepkileri nasıl?
5. Bu tür bir duygunun sizin üzerinizde nasıl bir etkisi var? Lütfen bu duygunun İngilizce derslerinde sizin üzerinizdeki etkilerinden bahseder misiniz?
6. Stresli olduğunuzu hissettiğiniz durumlarda genel olarak ne yaparsınız ve ders esnasında bu duyguyla nasıl başa çıkıyorsunuz?
7. Sizce herhangi biri İngilizce derslerinde nasıl daha az kaygılı ya da stresli olabilir ya da bu duyguyla başa çıkmak için ne yapılabilir?

**7.3. APPENDIX 3: PERMISSION FROM ESENYURT ŞEHİTLER PRIMARY
AND SECONDARY SCHOOL PRINCIPAL**

ESENYURT ŞEHİTLER ORTAOKULU MÜDÜRLÜĞÜNE

Kurumunuzda Eylül 2013'ten bu yana İngilizce öğretmeni olarak görev yapmaktayım. Mersin Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili ve Eğitimi alanında yüksek lisans tez çalışması kapsamında okulumuz 8. Sınıf öğrencilerine bir anket düzenleyip bu öğrencilerle yapacağım röportajlar hususunda;

Gereğini bilgilerinize arz ederim.


Enes ÇERMİK

İngilizce Öğretmeni

26.11.2014

EKLER:

1-Öğrenci röportajı ve öğrenci anketi



Okul Müdürü

Abdülkadir TEZCAN