

GAZI UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

FOREIGN LANGUAGE ANXIETY: A STUDY AT UFUK UNIVERSITY
PREPARATORY SCHOOL

MASTER OF ARTS

Ceyhun KARABIYIK

SUPERVISOR: Asst. Prof. Dr. Neslihan ÖZKAN

ANKARA
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ÖZET

YABANCI DİL KAYGISI: UFUK ÜNİVERSİTESİ HAZIRLIK OKULU ÖRNEĞİ

Ceyhun Karabıyık

Yüksek lisans, İngiliz Dili Eğitimi Bölümü

Danışman: Yrd. Doç. Dr. Neslihan Özkan

Haziran, 2012

Bu çalışma Ufuk Üniversitesi Hazırlık Okulunda geçmiş yıllardaki hazırlık sınıfı deneyiminin, yaşı ve cinsiyetin yabancı dil kaygısı üzerindeki etkisini araştırmaktadır. Çalışmaya 124 öğrenci katılmıştır.

Veriler Aydın (2001) tarafından geliştirilen Türkçe Yabancı Dil Kaygısı Ölçeği ile toplanmıştır. Ölçek öğrencilere Ufuk Üniversitesi anket sistemi vasıtasıyla internet üzerinden uygulanmıştır.

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Anahtar sözcükler: Yabancı dil kaygısı, geçmiş yıllardaki hazırlık sınıfı deneyimi, yaş, cinsiyet.

ABSTRACT

FOREIGN LANGUAGE ANXIETY: A STUDY AT UFUK UNIVERSITY
PREPARATORY SCHOOL

Ceyhun Karabıyık

M.A., Department of Teaching English as a Foreign Language

Supervisor: Asst. Prof. Dr. Neslihan Özkan

June, 2012

This study investigates the effects of previous preparatory class experience, age and gender on foreign language anxiety at Ufuk University Preparatory School. 124 preparatory school students have participated in the study.

Data were collected through the Turkish version of the Foreign Language Classroom Anxiety Scale (FLCAS), which was developed by Aydın (2001). The questionnaire was administered online to the students via the Ufuk University online questionnaire system.

The analysis of the quantitative data revealed that Ufuk University Preparatory School students had moderate levels of foreign language anxiety. Moreover, the results indicated that age had a significant effect on foreign language anxiety. On the other hand, previous preparatory class experience, and gender were found to have no significant influence on foreign language anxiety levels of Ufuk University Preparatory School students.

Key words: Foreign language anxiety, previous preparatory class experience, age, gender.

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Foreign Language courses are among the compulsory courses in higher education, in Turkey. Thousands of students enroll into the foreign language schools of universities as part of their degree requirements, unless they cannot pass the placement test. Preparatory school language programs are composed of intensive courses designed to enhance students' proficiency levels up to the standards necessary in their academic life. The course load of the preparatory school language programs is way beyond what students are used to in Turkey, unless they have attended private schools or preparatory classes in secondary education. Private schools and Anatolian high schools have twenty hours of language classes in their preparatory year. In the latter years, students have five hours of language classes on average per week. On the other hand, students that study at public schools have just three hours of English instruction per week.

At Ufuk University Preparatory School, students have twenty seven hours of English classes each week composed of a main course, and skills courses that are listening and speaking, reading, and writing. Students are periodically assessed to monitor their progress. They have two pop quizzes per month from the main course whereas they have two pop quizzes and a midterm exam in the skills courses. At the end of two semesters, they sit a proficiency exam to pass the compulsory language program. Given that most students that enroll to Ufuk University come from public schools (approximately 74% on average since 2001); most of them have difficulty adjusting to the language learning process in hand.

Foreign language acquisition is a difficult task. It involves learning a new language, a new culture, and a new way of thinking. Whereas some students are successful language learners; some tend to have difficulties in reaching the desired level of proficiency and find the learning process intimidating. Researchers have been investigating the reasons behind why some students are better language learners than others for many decades. A vast number of studies have been conducted on the cognitive and affective factors as well as demographic variables to find a sound explanation. However, the task of learning a foreign language is such a complex process that neither cognitive nor affective theories of learning alone can provide a reliable

foundation in explaining its nature. This is also evident in Arnold's words: "Neither the cognitive nor the affective has the last word, and, indeed, neither can be separated from the other" (1999, p. 1).

In this respect the affective domain and the influence it casts on learners in the Foreign Language learning context have received considerable attention. Researchers have investigated the role of affective variables such as motivation, self-esteem, and risk taking on foreign language acquisition; and primarily over the past three decades a considerable number of studies has focused on the role anxiety plays in foreign language learning.

Anxiety is considered as one of the main factors that either facilitates or debilitates foreign language learning. Hence, a good deal of research has focused on its sources, effects, manifestations and levels in foreign language learners. The findings were used to provide foreign language teachers with ways to minimize the level and the detrimental effects of foreign language anxiety.

Studies have shown that foreign language anxiety is a significant predictor of achievement in language learning (Onwuegbuzie, 1999); yet how anxiety actually impedes language learning is yet to be discovered (Horwitz and Young, 1991). Yet, many studies showed that language anxiety has a negative effect on language learning (Gardner, 1989; MacIntyre and Gardner, 1991b; Phillips, 1992; Aida, 1994; Ganschow, Sparks, Anderson, Javorsky, Skinner & Patton, 1994; Saito, Horwitz & Garza, 1999; Sparks, Ganschow & Javorsky, 2000). These debilitating effects in turn result in less effective responses to language errors (Gregersen, 2003), negative self-talk, and contemplating over a poor performance (MacIntyre & Gardner, 1994); and foreign language anxiety in this respect performs as an affective filter that gets student unreceptive to language input (Krashen, 2009). Furthermore, students with high levels of foreign language anxiety exhibit avoidance behavior (Gregersen & Horwitz, 2002); forget learned material, freeze up in role play activities, act indifferently in class participation (Horwitz et al., 1986); and as a result receive low course grades (Gardner, 1985: cited in Gregersen, 2007).

As anxiety can have a negative effect on foreign language learning it is crucial to identify students with high anxiety levels so that the classroom activities can be designed in such a way that they are suited to both their cognitive and affective needs. Moreover, exploring the link between anxiety and learner characteristics can assist us in understanding how learners perceive foreign language learning and provide us with

further insights (Aida, 1994). According to MacIntyre and Gardner (1991a) such research in turn can help us in understanding how we can control the development of language anxiety and help us teachers minimize its negative effects.

Some studies that has focused on proposing possible ways to alleviate foreign language anxiety to diminish its adverse effects have proposed that semi-circle or oval seating arrangements, relaxed classroom atmosphere, and integrating skits, plays and games into the lessons (von Wörde, 2003); cooperative learning strategies and small group work (Nagahashi, 2007); incorporating project work (Tsiplakides & Keramida, 2009); as well as doing relaxation exercises and implicit error correction (Bailey, 1991; Horwitz, Horwitz & Cope, 1991; Tsui, 1996; Oxford, 1999) may be useful in this respect.

Many studies have proved consistent results with regards the sources and effects of foreign language anxiety; however research focusing on the relationship between learner variables such as age and gender and language anxiety has been providing mixed and confusing results. Moreover, the effect of previous foreign language study on foreign language anxiety in the present foreign language learning context is still in need of further exploration. This study will shed further light on the significance of age, gender and previous preparatory class education in determining foreign language anxiety.

1.2. Statement of the Problem

Language educators are well aware of the importance of affective factors besides cognitive abilities in determining success in foreign language education since as Le Doux puts it “minds without emotions are not really minds at all” (1996, p.25).

At Ufuk University Preparatory School some students have been observed to exhibit foreign language anxiety. In informal conversations; some have revealed that they are not enthusiastic about studying English, and that they become stressful and do not want to participate in the classes; moreover many students have been spotted outside the classroom during class hours. It is highly surprising to see students demotivated to learn a foreign language given the importance of knowing foreign languages both in academic and business life. Exploring what these students experience and feel in a foreign language classroom is a crucial step towards creating an anxiety friendly atmosphere since as highlighted before the foreign language classroom may be anxiety provoking for some learners; which in turn may impede their learning.

A significant amount of research is conducted to investigate the relationship between learner variables and foreign language anxiety since the 1970s (Abu-Rabia, 2004; Aida, 1994; Aydın, 2008; Balemir, 2009; Bunrueng, 2008; Campbell & Shaw, 1994; Dewaele, 2007; Dewaele, Prides & Furnham, 2008; Elkhafaifi, 2005; Kao & Craigie, 2010; ; MacIntyre, 2002; Na, 2007; Onwuegbuzie, Bailey & Daley 1999; Öner & Gediköğlu, 2007; Pappamihel, 2002; Sheory, 2006; Stephenson, 2007; Zgutowicz, 2009; Zhang, 2001; Zulkifli, 2007). Research on learner variables has provided mixed and confusing results. Therefore, more convincing evidence is needed to understand the effect age and gender have on foreign language anxiety. On the other hand, whether previous preparatory class experience in primary or secondary education has an impact on foreign language anxiety has not yet been fully explored. In terms of the effect of prior language experience on foreign language anxiety Onwuegbuzie et. al. (1999) have investigated the correlation between prior high school experience with foreign languages and foreign language anxiety of students studying foreign languages at university whereas Takada (2003) has explored the relationship between previous language study in elementary school and foreign language anxiety in junior high school. Whereas the former found a significant relationship between prior language education and foreign language anxiety the latter found no significant correlation; and more studies are needed to try to clarify the link between prior foreign language education and foreign language anxiety in later stages of education.

The results of various studies on foreign language anxiety show that the significance of age and gender in determining foreign language anxiety is yet to be clarified. Therefore, the field is in need of further research to provide consistent results. On the other hand, although some studies were conducted to see whether there is a relationship between previous language education and foreign language anxiety; further research is required in this respect. Moreover, there is a significant gap in the literature in terms of exploring the relationship between previous preparatory class attendance in primary or secondary education and foreign language anxiety in later years of language study. Hence, a focus on the significance of this variable in determining foreign language anxiety can provide insights for educators; especially to those that teach in countries in which preparatory language schools are part of the educational system.

There are two main problems behind conducting this study. First, there has not been a study investigating the effect of previous preparatory school experience in primary or secondary education on foreign language anxiety in later years of language

education. Second, there has not been a consensus on the effect of age and gender on foreign language anxiety. Therefore, this study investigates the effects of previous preparatory class experience, sex and gender on foreign language anxiety.

1.3. Purpose of the Study

The current study has three purposes. First, this study aims to investigate the extent to which previous language experience effects foreign language anxiety levels in higher levels of education by looking into how prior preparatory class experience influences foreign language anxiety levels of students studying at Ufuk university preparatory school. Secondly, this study tries to explore whether age is a significant factor in determining language anxiety. Lastly, the study intends to investigate whether gender is a significant determinant of foreign language anxiety.

1.4. Significance of the Study

According to Young (1991), one of the main challenges in foreign language teaching is to create a low anxiety classroom for the learners. In order to achieve this, an understanding of the effects of learner variables on the level of foreign language anxiety can enable us to understand foreign language learning from the learners' perspectives and provide a wider range of insights to be acted upon to create low anxiety classrooms.

In light of this; this study has been conducted to reveal the anxiety levels of Turkish preparatory school students studying at Ufuk University and to investigate whether or not age, sex and previous preparatory class experience have an effect on foreign language anxiety levels of these students.

According to the results, the study will present the levels of anxiety in Turkish university preparatory class students at Ufuk University. It will also shed further light on previous research that has proved various results with regards to the significance of age and gender in determining foreign language anxiety and guide further research about this concept. Moreover, by looking at the possible relationship between previous preparatory class experience in primary or secondary education and foreign language anxiety at university preparatory classes; the study will provide further insight into the effects of previous language education on foreign language anxiety at later stages of education in foreign languages from a viewpoint that has not received much attention.

1.5. Research Questions

The following questions have been addressed in the present study:

1. What is the level of foreign language anxiety among Ufuk University preparatory school students?
2. Does gender have a significant effect on foreign language anxiety?
3. Does age have a significant effect on foreign language anxiety?
4. Does previous preparatory class experience have a significant effect on foreign language anxiety?

1.6. Scope of the Study

The content of this study is limited to identifying the anxiety levels of Ufuk university preparatory school students, seeing whether there is a relationship among the variables prior preparatory class experience, age and gender; and foreign language anxiety, and revealing how anxiety levels of these students differ in relation to prior preparatory class attendance, age and sex. Moreover, since this study is carried out in a Turkish EFL context focusing on university preparatory school students, a generalization of the findings to different contexts is not appropriate.

1.7. Conclusion

In this chapter, the background of the study, aim and significance of the study, the statement of the problem, research questions, and the scope of the study have been discussed. In the second chapter, the review of related literature will be presented. In the third chapter, the methodology of the study including participants, instruments, data collection procedures and data analysis procedures have been explained. In the fourth chapter, the results of the study are demonstrated and discussed. In the last chapter, an overview of the study, pedagogical implications, limitations of the study, and suggestions for further research are presented.

CHAPTER 2

Review of Literature

2.1. Introduction

Learning a foreign language can be a difficult task. A central question in foreign language research is why some learners are better than others in learning a foreign language. Individual differences with regards to cognitive abilities, personality characteristics, learning styles, learning strategies, language aptitude and affective variables determine the outcomes of the learning process. That is to say that the feelings and emotions learners bring into the learning situation can have an impact on foreign language learning. One of most the important affective variables in foreign language learning and the central phenomenon in this study is foreign language anxiety.

This chapter will include a brief overview of the affective domain followed by a review of anxiety and the perspectives of anxiety. Finally an in depth analysis of foreign language anxiety, the components of foreign language anxiety, respective research in this field and the means to measure it will be presented.

2.2. The Affective Domain

The term affective generally alludes to emotions or feelings (Brown, 2000) or as MacIntyre and Gardner puts it “emotionally relevant characteristics of the individual that influence how he/she will respond to any situation” (1993, p. 1). The affective domain, on the other hand, is what Brown calls “the emotional side of human behavior...” (Brown, p. 143) or “a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available” (Lightbown & Spada, 2006, p. 37). From these definitions it should be clear to one that the affective side of human nature is an inseparable as well as crucial part of our well being like the cognitive and psychomotor domains.

Chastain (1988) argues that the most influential learner variables are the ones that are associated with emotions, attitudes and personalities, that is; the ones related to the affective domain. He further moots that affective factors play a greater role in the development of second language skills than the cognitive domain; since it has the capacity to actuate or to block the cognitive functions. Likewise, Maruish (2004, p. 421) pinpoints that “Emotions motivate behavior and have significant impact on health and

psychological well-being”. Yule (2006) similarly points out that affective factors may outweigh physical and cognitive abilities, creating an acquisition barrier.

Another but more detailed definition of the affective domain is provided by Bloom and his colleagues. They argue that the development of affectivity starts with receiving, which is an awareness of our environment, willingness to receive from it and attending to the stimulus. Then comes responding, which involves willingly responding to a stimulus and receiving satisfaction from this action. The third step is valuing which is placing importance on a thing, a behavior, or a person. Organizing values into a system of beliefs, determining interrelationships among them, and establishing a hierarchy of values within the system is the fourth step. The fifth and the final level involve people becoming characterized by and understanding themselves in terms of their value systems (Brown, 2000).

It is obvious that the affective domain casts a considerable influence on student success whether it is positive or negative. This is best summarized in Dulay, Burt and Krashen’s (1982 in Tomlinson, 1998, p. 18) words “...the learner’s motives, emotions, and attitudes screen what is presented in the language classroom... This affective screening is highly individual and results in different learning rates and results.”

Moreover, Oxford also emphasizes the same point by stating that “The affective side of the learner is probably one of the most important influences on language learning success and failure” (Oxford, 1990, p. 140). Scovel (1978) similarly argues that affective factors are the ones that deal with the emotional reactions and motivations of the learner; signaling the arousal of the limbic system and have direct intervention in the task of learning.

The importance given to the affective domain in the field of English Language Teaching methodology is evident in the emergence of the humanistic approaches. The most popular methods associated with the humanistic approaches are namely the silent way, suggestopedia, and community language learning. All three methodologies have certain things in common. First of all, they are based more on psychology than linguistics. They all emphasize the importance of the affective side of language learning. Moreover, they are concerned with treating learners as a whole person and finally they acknowledge the importance of the learning environment that minimizes anxiety and promotes personal security (Williams & Burden, 1997).

In any learning situation, affective factors such as motivation, attitudes, self-esteem, and anxiety are always present and should be drawn upon, as they exert an

influential role.

2.3. Anxiety

Having been studied for over seventy years; various definitions of anxiety have been provided by many researchers. Defining anxiety is a difficult task since “it can range from an amalgam of overt behavioral characteristics that can be studied scientifically to introspecting feelings that are epistemologically inaccessible” (Casado & Dereshiwsy, 2001, p. 539). Freud (1924, cited in Maruish, 2004) thought that anxiety was related to fear or fright. He defined anxiety as “a specific unpleasant emotional state or condition that includes feelings of apprehension, tension, worry, and psychological arousal” (Freud, 1936; cited in Hersen, 2004, p. 71). If we are to move to more recent definitions of anxiety; a frequently cited definition is provided by Spielberger (1983 cited in Mahmood & Iqbal, 2010, p. 199) as a “subjective, consciously perceived feelings of apprehension and tension, accompanied by and associated with activation or arousal of the autonomic nervous system.” Scovel (1978, p. 34) similarly refers to anxiety as an emotional state of “apprehension, a vague fear that is only indirectly associated with an object”.

From these definitions it can be seen that when researchers attempt to define anxiety; they generally refer to negative or unpleasant feelings such as apprehension, tension, fear, nervousness, frustration, self-doubt, worry and panic which are triggered by a stimuli. Therefore it is no surprise that anxiety is commonly seen as adversely influencing the language learning experience and has been found to be one of the most popularly studied affective variables in psychology and education (Horwitz, 2001).

2.3.1. Perspectives of Anxiety

Anxiety is a multifaceted construct (Dornyei, 2005). That is; it is a whole that bears different characters. In this respect; even if language anxiety is viewed as a unique form of anxiety; MacIntyre (1999) has stressed the importance of exploring the link between language anxiety and the rest of the anxiety literature. Therefore examining the different facets of anxiety in two popular categorical comparisons that are trait versus state versus situation specific anxiety; and facilitative versus debilitating anxiety can assist us in understanding the phenomenon more deeply.

2.3.1.1. Trait, State and Situation Specific Anxiety

The categorical distinction of anxiety as trait anxiety, state anxiety, and situation-specific anxiety is a popular one in psychology and gives a clear snapshot as to the nature of the construct.

Trait anxiety is a construct primarily identified by Cattell (1957, cited in Spielberger & Starr, 1994) and later developed by Spielberger and his colleagues. It is defined as “an individual's likelihood of becoming anxious in any situation” (Spielberger, 1983, cited in MacIntyre & Gardner, 1991a). It is a characteristic feature; or in other words a persistent status without a time limit (Levitt, 1980, cited in Lee & Farrall, 2008). Therefore it is more “stable, enduring, wide-ranging and resistant to change” (Peden, 2007, p. 31).

On the other hand, state anxiety refers to anxiety experienced as a result of a temporary phenomenon such as that of a language classroom (Bailey & Nunan, 1996). It is a “transitory state or condition of the organism which fluctuates over time and varies in intensity” (Spielberger, 1966; cited in Argyle, Furnham & Graham, 1981, p. 320)

Situation-specific anxiety as a more recent term is used to emphasize the permanent and multifaceted nature of some anxieties (MacIntyre & Gardner, 1991b). It is the probability of becoming anxious in a specific situation (MacIntyre and Gardner, 1994). Situation specific anxieties are stable over time but may vary across situations”. (Cassady, 2010)

In light of the information above it can be said that it is quite usual for language learners to experience state anxiety in a language classroom since they will have to speak in front of an audience, continuously get evaluated and have their errors corrected by the teacher. However, this might become problematic when learners develop a situation specific anxiety towards the language class. In this case, the classroom and the activities that take place in it can create foreign language anxiety in students and adversely affect their learning.

2.3.1.2. Debilitative and Facilitative Anxiety

Within the debilitative versus facilitative frame work; debilitative anxiety is considered to be hindering performance in the language learning context either indirectly by reducing participation and creating overt avoidance of the language or indirectly through worry and self-doubt (Oxford, 1998). On the other hand, facilitative

anxiety is “energizing and helpful” (MacIntyre & Gardner, 1991b, p. 519) and can function usefully by keeping students alert (Scovel 1978).

Alpert and Haber (1960) suggested that individuals may possess different quantities of facilitative and debilitating anxiety at the same time. Moreover, it has also been asserted that both anxieties actually work simultaneously to motivate or to warn the individuals in the learning environment. Whereas facilitative anxiety motivates the learner to approach the new task in hand; debilitating anxiety motivates the learner to avoid it (Scovel, 1978). Since success in foreign language learning heavily relies on participation in classroom activities and approaching any means to use the language outside the class; helping students to develop and/or maintain constructive anxiety towards foreign language use is vital.

2.3.2. Foreign Language Anxiety

Until the mid-1980s foreign language anxiety literature lacked a precise definition and identification of its possible effects (Horwitz, Horwitz & Cope, 1986). Horwitz et. al. (1986) argued that the effects of anxiety in the foreign language context are no different than that of any other specific type of anxiety. This is hardly surprising since the task of learning a new language is an immensely unsettling psychological proposition that threatens the learner’s self-concept and worldview (Guiora, 1983). The study of Horwitz et. al. (1986) showed that foreign language learners were observed to experience apprehension, worry and dread as well as having difficulty in concentrating, becoming forgetful, sweating and palpitating in the class, freezing in the class, going blank prior to exams, and feeling reticence about entering the classroom; and these adverse feelings and effects in turn were reflected in their classes as avoidance behavior and postponement of homework. In light of their observations and research they have defined language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128).

In terms of the conceptual foundations of the phenomenon Horwitz et. al. approached language anxiety as a type of performance anxiety within an academic and social context and found it useful to associate it with three performance anxieties that are communication apprehension, fear of negative evaluation and test anxiety.

Communication apprehension is the fear or anxiety an individual feels about orally communicating. Research has focused on identifying the correlates and

consequences of communication apprehension and developing ways to alleviate it (Daly, 1991). Horwitz et al. (1986) similarly defines it as a type of shyness characterized by fear of or anxiety about communicating with people and they have identified its manifestations as difficulty in speaking in groups, in public or in listening or learning a spoken message.

Having given the definition of communication apprehension it is wise to have a look at the explanations offered for its development. Daly (1991) puts forth that studies carried out in the field of genetic disposition consistently indicated that a one's genetic heritage may be an important contributor to one's apprehension. He further moots that, the reinforcements and punishments related to the act of communicating may also play a central role in the development of communication apprehension in a person and that the negative reactions or punishments received as a result of the act of communicating may well create an apprehensive individual. Daly (1991) also mentions another explanation offered from early research in the area of learned helplessness. This explanation puts forth that random and unpredictable pattern of rewards and punishments for engaging in the same oral activity creates apprehension related to communication. According to Daly (1991) research has also shown that the adequacy of people's early communication skills acquisition has an effect on the development of communication apprehension. Children with better opportunities to develop early communication skills are less likely to be apprehensive than those who are not provided with such a potential. Another point Daly (1991) makes is that children who have early training in communication may become less apprehensive than those who receive a similar kind of training later and that children with an adequate communication model are generally less apprehensive than children with inadequate models.

Even though communication apprehension may account for a reduction in social activity one should bear in mind that it is not the only reason which is also evident in Daly's (1991, p.6) words: "In the typical classroom, students might avoid talking because they are unprepared, uninterested, unwilling to disclose, alienated from the class, lacking confidence in their competence, or because they fear communicating" of which only the last point is related with communication apprehension.

As to the classroom implications of communication apprehension; many will agree that teachers are fonder of talkative students (McCroskey & Daly, 1976); which is evident in the inclusion of classroom participation in grade calculation by many teachers. Moreover, research has shown that non-apprehensive students are more

participative in oral activities (Horwitz et al., 1986), are more likely to choose courses and majors that require more communication (Daly & Shamo, 1977, cited in Ayres and Heuett, 1997), moreover, they tend to select seats that are in high interaction zones and are participative in activities, and are perceived by both teacher and peers as more friendly and intelligent (McCroskey, 1977).

Performance wise, it is shown that non-apprehensive students achieve higher marks on standardized tests (McCroskey & Andersen, 1976), have a higher overall grade and are less likely to drop out of college compared to apprehensive students (Daly, 1991).

The second component of foreign language anxiety is the fear of negative evaluation, which refers to the apprehension experienced about the evaluation of others, the avoidance of evaluative situations, and the expectation that others would evaluate oneself adversely” (Watson & Friend, 1969; cited in Horwitz, p. 31). It is broader in scope than test anxiety since it is not limited to a testing situation. Moreover, since language teachers continuously evaluate students in their language classes based on their in-class performances and since students are also somewhat sensitive to the evaluation of their peers; the fear of negative evaluation is a significant component of foreign language anxiety.

The third aspect of foreign language anxiety on the other hand is test anxiety since performance evaluation is an ongoing feature of most foreign language classes. Test anxiety refers to a type of performance anxiety deriving from a fear of failure (Gordon & Sarason, 1955; Sarason 1980; cited in Horwitz et. al., 1986). Students that are test anxious put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure and this becomes an even greater problem in foreign language classes since they are often frequent and that even the brightest and well prepared students make errors in such exams. Moreover, oral exams tend to arouse both test and oral communication anxiety simultaneously in susceptible students (Horwitz et. al., 1986).

It is clear that an understanding of the three performance anxieties are essential in our conception of foreign language anxiety; however, Horwitz et. al. (1986) further suggest that foreign language anxiety is not just a combination of these transferred to the foreign language learning situation, but rather a distinct phenomenon that involves the “self-perceptions, beliefs, feelings and behaviors related to the language learning arising from the uniqueness of the language learning process” (p. 128).

2.3.3. Foreign Language Anxiety Research

After the attempts to provide a theoretical background for the phenomenon; some researchers have focused on the potential sources of foreign language anxiety. Bailey (1983, cited in Skehan, 1989) has identified comparing oneself and peers especially in terms of performance, relationship with the teachers in terms of the teachers' expectations and the need of the individual to gain the teacher's approval, tests, and the comparing oneself to one's own standards and goals as potential sources for foreign language anxiety. On the other hand, Young (1991) in her comprehensive review of the present language anxiety literature proposed six main sources of language anxiety, which are personal and interpersonal anxieties, learners' beliefs about language learning, instructors beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing. Moreover, in another study that focused on the sources of anxiety that derive from the classroom situation Von Wörde (2003) has identified non-comprehension, speaking activities, error correction, native speakers, and pedagogical and instructional practices as the potential sources of foreign language anxiety.

Another interesting line of research has focused on the effects of foreign language anxiety. Concentrating on the effects of language anxiety on achievement; MacIntyre and Gardner (1989), MacIntyre and Gardner (1991c), Phillips (1992), Aida (1994), Ganschow et. al. (1994), and Saito et. al. (1999), Sparks et. al. (2000) have concluded that foreign language anxiety leads to deficits in learning and a debilitating effect on performance. Moreover, Horwitz (1986) argued that highly anxious students showed avoidance behavior in activities they feared most, and that they may appear unprepared and indifferent in the class, have difficulty in understanding the content and have difficulty in discriminating sounds and structures of the message. Moreover, Radin (cited in Young, 1992) mentioned that students with high levels of anxiety distorted sounds, were unable to reproduce the intonation and rhythm of the target language, froze up when being called on to perform, forgot words or phrases just learned, and refused to speak and remained silent. Terrell (cited in Young, 1992) noticed that anxious students laughed nervously, avoided eye contact, fooled around, and gave short answer responses.

Research in the field of foreign language anxiety has been continuing for many years but the conceptualization of anxiety in the language learning setting as a multidimensional construct has been subject to research only in the past three decades.

According to Aida (1994), research on foreign language anxiety is still in need of development and studies that opt for the relationship between anxiety and learner characteristics will assist us in our understanding of language learning from the learner's perspective and provide us with more insights. In light of this, some researchers have focused on determining the relationships between learner variables and foreign language anxiety.

Aydin (2008), in his research carried out in Balıkesir University, ELT Department found that female students were more anxious than their male counterparts, as well as highlighting a significant correlation between foreign language anxiety and gender. The study conducted at Hacettepe University, School of Foreign Languages, Department of Basic English by Balemir (2009) also concluded that females had higher anxiety levels compared to males. In another domestic study by Öner and Gedikoğlu (2007) that have concentrated on preparatory class students at foreign language oriented high schools in central Gaziantep concluded that females had higher anxiety levels; however they found no significance between foreign language anxiety and gender.

Research carried out in other countries with regards to foreign language anxiety and gender has also shown mixed results. In their study that focused on multilingual adults, Dewaele, Petrides and Furham (2008) concluded that males had lower anxiety levels compared to females. Moreover, the results of the study carried out by Elkhafaifi (2005) in ten U.S. Universities enrolled in Arabic language programs were in line with the results of this research with females scoring higher in FLCAS and no significance found between foreign language anxiety and gender. Furthermore, the results of the studies carried out by Zgutowicz (2009) on 6th Grade students in U.S., and Zulkifli (2007) on Malaysian and Chinese College students in Malaysia have also shown that females had higher anxiety levels compared to males. Pappamihiel (2002) investigated the anxiety levels of middle-school Mexican immigrant students attending school in the U.S. and concluded that females experienced higher levels of anxiety as well as finding a significant correlation between foreign language anxiety and gender. Conducted on students enrolled in Access, BA and MA courses in the School of Languages, Linguistics and Culture University of London, Dewaele's study (2007) concluded that sex did not have an effect on foreign language anxiety. In a study carried out on university students of ESP in Spain; Stephenson (2007) on the other hand, revealed a significant correlation between gender and foreign language anxiety with females being more anxious compared to males. Investigating the speaking anxiety of Chinese EFL

learners, Wang (2010) found that speaking anxiety did not differ significantly over gender. But the comparisons of the total mean scores indicated that females were more anxious than males. Sheory (2006), in his study on Indian learners, also indicated that female students experienced significantly more English learning anxiety than males. Abu-Rabia's (2004) study on 7th grade students in Israel also revealed that females experienced higher levels of anxiety compared to males and that gender was a significant predictor of anxiety.

On the other hand, research by Aida (1994) that has concentrated on Japanese learning and language anxiety showed contradictory results and concluded that males experienced higher levels of foreign language anxiety; however no statistical association between learning Japanese and gender were observed. In a study on students at Defense Language Institute in the U.S., Campbell & Shaw (1994) also revealed that male students were more anxious compared to their females counterparts after a certain amount of instruction; moreover they also found a significant relationship between gender and foreign language anxiety. Similarly, a study by Na (2007) on Chinese high school students showed that males had higher anxiety levels compared to females but there was no statistical relation between language anxiety and gender. Likewise Kao and Craigie (2010) found no significant gender difference in foreign language anxiety in their study on Taiwanese university students. In a study involving junior high French immersion students, MacIntyre, Clement and Donovan (2002) found that grade 9 male students were more anxious compared to female students but no such difference was found between males and females studying in grades 7 and 8.

Moreover, some studies have concentrated on age as a determining factor of foreign language anxiety. In their investigation of the links between learner variables and language anxiety on participants aged between 19 and 71, who were enrolled at various foreign language courses at a university Onwuegbuzie et. al. (1999) concluded that senior students reported higher levels of anxiety as well as a significant correlation between age and foreign language anxiety levels. However, Aydın (2008) found a significant relationship between age and foreign language anxiety. Whereas Zhang (2001) concluded a similar result in terms of elder students having higher language anxiety levels, data did not show a significant correlation between age and foreign language anxiety in his study on PRC students attending compulsory English communication skills programs in Singapore. On the other hand, in a study conducted on multilingual students Dewaele, Petrides and Furham found that older students were

less anxious (2008). In another study carried out by Dewaele (2007) no significant correlation was found between age and foreign language anxiety. Bunrueng (2008) who investigated anxiety of freshmen at Rajabhat Loei University, on the other hand found a meaningful association between age and foreign language anxiety. MacIntyre et al. (2002) however, found no significant difference across the three grade levels they have studied in term of foreign language anxiety.

On the other hand, Zheng (2008) proposed that previous language learning experience is a potential source of foreign language anxiety. In their study that focused on factors associated with foreign language anxiety that included 210 university students enrolled in French, Spanish, German, and Japanese courses Onwuegbuzie et. al. (1999) found a significant correlation between prior high school experience with foreign languages and foreign language anxiety and concluded that those students that had not taken any high school foreign language courses experienced higher levels of anxiety. Moreover, in a study on 148 first-year Japanese junior high school students; Takada (2003) concluded that anxiety levels were unrelated to previous language study in elementary school; however students without previous language study in elementary school did have slightly higher anxiety levels.

2.3.4. Measuring Foreign Language Anxiety

There are three major means to measure anxiety, which Daly (1991) specifies as behavioral observation or ratings, psychological assessments, and self-reports. Behavioral observations are usually used to spot visible signs of anxiety such as avoiding eye contact and stuttering whereas psychological measures are used to identify more momentary reactions such as blood pressure and temperature. Both of these measures are seen as poor measures of anxiety since the behavioral and psychological reactions tapped may well exist due to reasons other than anxiety. The most widely used measures to identify anxiety are self reports such as diaries, interviews and questionnaires. Self reports are more favorable tools in measuring foreign language anxiety as they are easy to administer and more precise in focus on a given construct (Scovel, 1978). The most common instrument used to measure foreign language anxiety is the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). This scale consists of 33 statements related to communication apprehension, fear of negative evaluation and test anxiety to be scored on a five point Likert scale. Further information regards the FLCAS will be provided in the methodology section.

CHAPTER 3

Methodology

3.1. Introduction

The purpose of the current study was to investigate the effects of previous preparatory class experience, age, and gender on foreign language anxiety levels of Ufuk University Preparatory School students as well as comparing the general anxiety levels of these students. In this section, the methodology employed in the study will be demonstrated. The first section deals with the participants of the study, the second section explores the data collection instruments employed, the third gives insights into the data collection process and in the last section the data analysis procedure is described.

3.2. Participants

The study was conducted at Ufuk University, Preparatory School in the second term of the academic year 2010 – 2011. The sample consisted of a representative size of participant consisted of 124 students out of 171, selected using the convenient sampling method. The sample size makes up almost 73% of the whole population. Moreover, the ages of the participants ranged from 18 to 22 and the male – female ratio was 36:88.

3.3. Instruments

In order to carry out the current study a demographic information form and the Foreign Language Classroom Anxiety Scale was administered the participants.

3.3.1. Demographic Information Form

The demographic information questionnaire consisted of four questions which asked the participants to indicate their school number, age, gender and whether they have previously attended English preparatory classes.

3.3.2. Foreign Language Classroom Anxiety Scale (FLCAS)

Developed by Horwitz, Horwitz and Cope (1986); the scale is a self-report measure composed of 33 items; 24 of which are positively worded and nine of which

are negatively worded; designed specifically to measure the anxiety levels of students in a foreign language learning setting. The scale is scored on a five point Likert scale ranging from “Strongly Agree” to “Strongly Disagree”.

The examination of the reliability and validity of the FLCAS by Horwitz in 1986 yielded an alpha coefficient of 0.93 as well as a test retest reliability of $r = 0.83$ ($p < 0.001$) over 8 weeks. In short, the FLCAS is considered to be a reliable instrument in measuring the general anxiety level of the subjects as it is also reassured in many other studies (Aida, 1994; Ganschow & Sparks, 1996; MacIntyre & Gardner, 1989; Price, 1988).

In this study, the Turkish version of the FLCAS adapted by Aydın (2001) was used. Item 26 was omitted from the scale since it was irrelevant for the subjects of this study as they only studied English. Aydın (2001) has reported a Cronbach's Alpha value of .91 for the Turkish version of the FLCAS and the reliability of this scale for the current study was .80. Anxiety scores were calculated by summing the ratings of the thirty-two items.

3.4. Data Collection

In order to conduct the study, permission was taken from Ufuk University and the method employed in sample selection was convenience sampling. The questionnaires were not given in person during class time by the researcher since the teacher, researcher, peers and the classroom atmosphere might have caused additional anxiety, rather the questionnaire was uploaded to the Ufuk University online questionnaire system to eliminate this possibility and the voluntary students filled in the questionnaire in their free time outside school. The URL and the submission deadline for the questionnaire were announced to the students in person by the researcher. Moreover, the students were assured regarding the confidentiality of the information they would provide. The questionnaire was online for submission between the dates 4th April, 2011 and 29th April, 2011. The day after the submission deadline the data was collected via mail through the moderator of the online questionnaire system.

3.5. Data Analysis

Before conducting the analysis; the accuracy of data entry, missing values and the assumption of parametric test were investigated. There were no missing values since the online system did not allow participants to skip information. Before the

investigation process, assumptions were checked for each analysis. Data was analyzed using SPSS 16.0. In order to understand the characteristics of the sample, descriptive statistics (mean, SD, frequency and percentage) of the data were presented. After that, exploratory factor analysis and reliability analysis (Cronbach's coefficient alpha) were conducted respectively to check the validity and reliability of the instruments. In the third step, information related to foreign language anxiety with regards to previous preparatory class attendance, gender, and age were presented. Afterwards, a series of initial analysis were conducted to explore whether previous preparatory class attendance, sex, and age were related to foreign language anxiety in order to find out whether there were any differences in terms of previous preparatory class attendance, gender, and age in student's foreign language anxiety levels. The effects of age and gender on foreign language anxiety were examined using the one-way ANOVA test whereas the effect of previous preparatory class experience was analyzed with the Mann-Whitney U test because the relevant data did not satisfy the normality assumption.

CHAPTER 4

Results

4.1. Introduction

This chapter presents the results of the quantitative data, beginning with the basic descriptive statistics of the data set; followed by the inferential analysis for each research question.

4.2. General Descriptive Statistics

In this study participants were selected randomly using the convenient sampling method from all Ufuk University Preparatory School students in Ankara. The number of the participants is $N = 124$ which is composed of 88 female students that is 72,10% of all the participants and 36 male students, which is 27,90% of all the students that have participated in the study. Students' age ranged from 18 to 22 ($M = 19,31$, $SD = 0,93$). Another variable that has been taken into account in this study was whether the participants have attended English preparatory classes prior to their undergraduate studies or not. Findings indicated that 12,90% ($n = 16$) of the participants attended the English preparatory classes before university education while 87,10% ($n = 108$) of the participants did not attend the English preparatory classes before. Descriptive statistics for the participants presented in table 1.

Table 1: Participant Characteristics

	Gender		Age					Previous Preparatory Class Attendance	
	Female	Male	18	19	20	21	22	With	Without
No. of Participants	88	36	22	55	37	6	4	16	108

Descriptive statistics for the foreign language anxiety level of the students ($N = 124$) on the other hand, were analyzed and the findings indicated that, the mean FLCAS score is $M = 80,50$ and standard deviation is $SD = 14,05$. The minimum and maximum FLCAS score among the all participants are 57 and 117, respectively. Descriptive statistics for the overall FLCAS score of the students are presented in table 2.

Table 2: Descriptive statistics for the foreign language anxiety level

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min.</i>	<i>Max.</i>
FLACS Score	124	80.50	14.05	57	117

In order to see the distribution of students with different levels of anxiety, a scale was developed according to the mean and standard deviation of the FLCAS scores. Students were divided into three groups as slightly anxious, moderately anxious and highly anxious. The scores that fell between 0 and 66 were considered to be slightly anxious and students that scored between 67 and 95 were considered to be moderately anxious; whereas those that scored between 96 and 160 were considered to be highly anxious.

Table 3: Descriptive statistics for students with different levels of anxiety

Anxiety Levels	Slightly Anxious	Moderately Anxious	Highly Anxious
Number of students	22	77	25

4.3. Descriptive and Inferential Analysis for Gender

Descriptive statistics regards the gender of the students was analyzed and the findings indicated that, the mean FLCAS score for females ($N = 88$) was $M = 80,95$ and standard deviation was $SD = 1,57$. The mean FLCAS score for males ($N = 36$) was $M = 79,39$ and standard deviation was $SD = 2,07$. The minimum FLCAS score for females was 57.00, while the maximum one was 117.00, whereas the minimum and maximum FLCAS scores for males were 59 and 104 respectively. The overall FLCAS score mean was found to be 80,50 and standard deviation was 14.05. The minimum and maximum FLCAS score among the all participants were 57 and 117, respectively. Descriptive statistics for the gender of the students are presented in table 4.

Table 4: Descriptive Statistics for Gender

	<i>N</i>	<i>M</i>	<i>SD</i>	Min.	Max.
Female	88	80.95	1.57	59	104
Male	36	79.39	2.07	57	117

4.3.1. Assumption Checks**a) Independent observation**

The independent observation assumption can be assumed for the present study as the researcher observed the participants' responding to questions independently of one another in the data collection process. This is actually the consequence of selecting the data randomly.

b) Normality

Histograms and Q-Q plots of the FLCAS scores at each gender group were explored to examine the validity of normality assumption. All significance *p*-values were 0.002 for female students and 0.323 for male students according to the Shapiro Wilk test (Table 5). The *p* value for females was less than the significance level of $\alpha=0.05$. Histograms of FLCAS score distribution according to gender are presented in figures 1 and 2; and Q-Q plots of FLCAS scores according to gender presented in figures 3, 4, 5, and 6.

Table 5: Test of normality for gender

		Shapiro-Wilk	
Gender		<i>Df</i>	<i>Sig.</i>
FLACS Score	Female	88	,002
	Male	36	,323

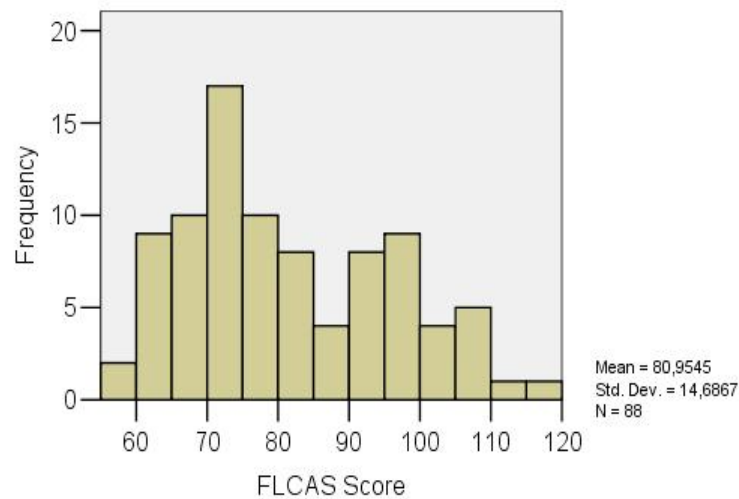


Figure 1. Histogram of FLCAS scores for female students

The right tail of the histogram of the FLCAS scores for female students (Figure 1) is longer, that is to say that the mass of the distribution is concentrated on the left of the figure. This means that it is positively skewed and that it has relatively few high values.

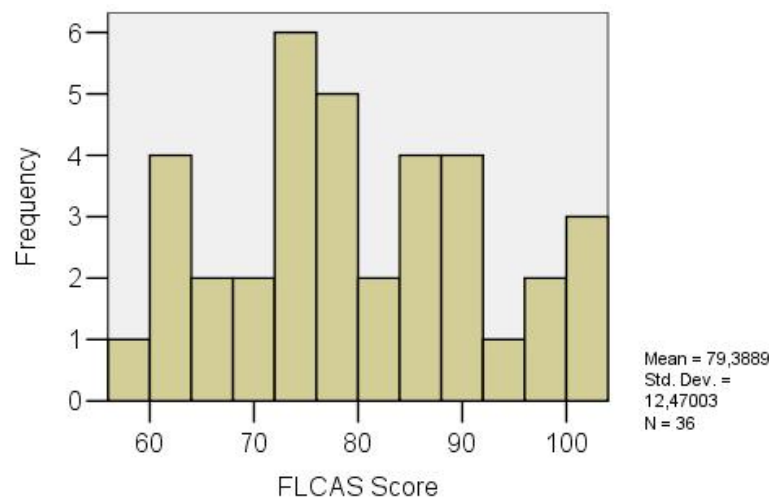


Figure 2. Histogram of FLCAS scores for male students

The histogram of FLCAS scores for male students (Figure 2) shows that the FLCAS score values for male students are relatively evenly distributed on both sides of the mean, which is an indicator of a normal distribution.

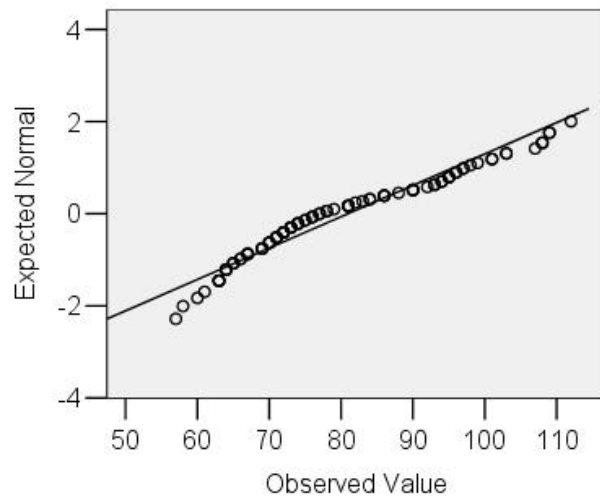


Figure 3. Normal Q-Q plot of FLCAS scores for female students

The visual check of figure 3 indicates that the FLCAS score values for females are relatively normally distributed.

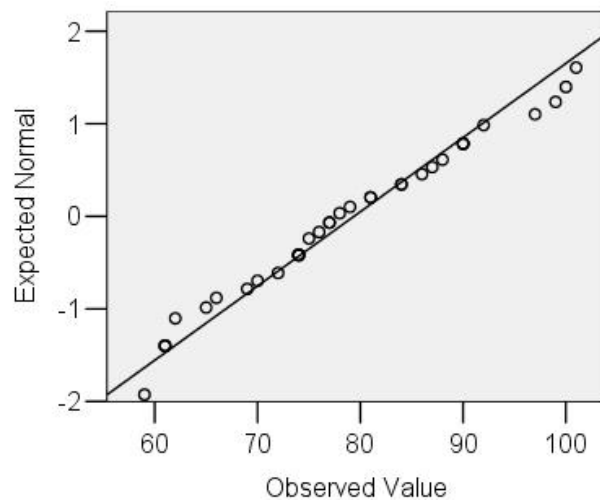


Figure 4. Normal Q-Q plot of FLCAS scores for male students

The visual check of the normal Q-Q plot of FLCAS score values for male students indicates that the FLCAS score values of male students are not normally distributed.

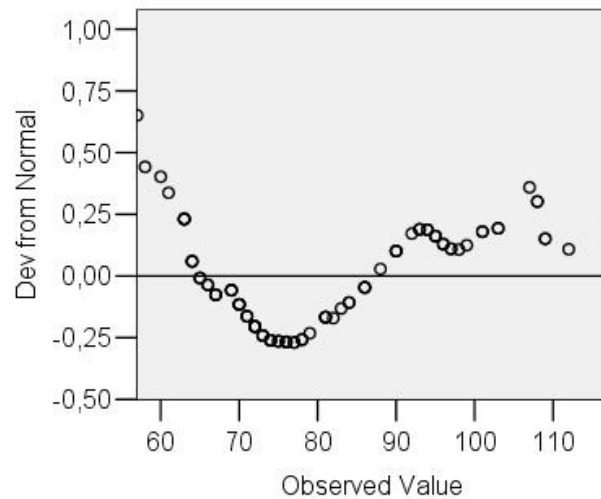


Figure 5. Detrended normal Q-Q plot of FLCAS scores for female students

The visual check of figure 5 shows that the FLCAS score values for female students does not have normal distribution.

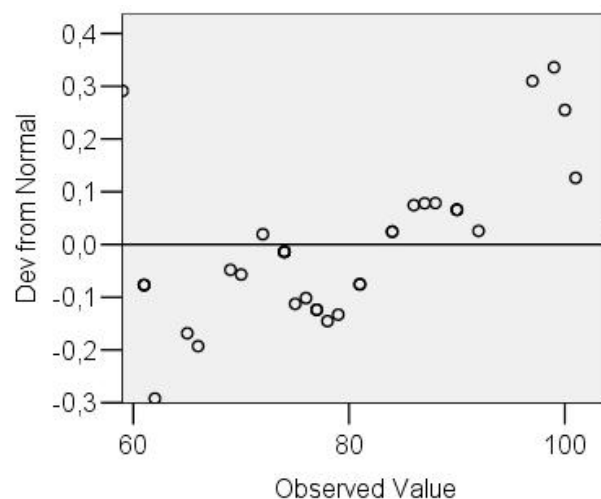


Figure 6. Detrended normal Q-Q plot of FLCAS scores for male students

The visual check of the detrended normal Q-Q plot of FLCAS score values for male students (Figure 6) shows that the FLCAS score values for female students does not have normal distribution.

c) Homogeneity of variance

The Levene's test for equality of variance was conducted to test the homogeneity, the level of significance was selected as $\alpha = 0.05$, the findings

supported the homogeneity assumption, the level of homogeneity was found $p=0.14$, which is greater than the significance level. The relevant values are presented in table 6.

Table 6: Homogeneity of variance

Levene Statistic	<i>Df1</i>	<i>Df2</i>	<i>Sig.</i>
2,233	1	122	.14

In summary, we fail to reject the null hypothesis claiming that the data is coming from a normal distribution. That is to say that we assume that our data is coming from a normal distribution.

4.3.2. Results of the Proposed Research Question

One way analysis of variance (One way ANOVA) was conducted to evaluate the effect of gender on FLCAS scores. Subjects were divided into two groups according to their gender; females ($M = 80.95$, $SD = 1.57$) and males ($M = 79.39$, $SD = 2.07$). There is no significant difference between FLCAS scores of females and males at the 0.05 level of significance. This leads to fail to reject the null hypothesis claiming that there is no difference between the FLCAS scores of different gender groups $F (1,123) = .32$, $p = .58$. $\eta^2 = ns$ and it is greater than 0.05. The summary of ANOVA results presented in table 7.

Table 7: ANOVA results for gender

	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	62.626	1	62.626	.316	.575
Within Groups	24208.374	122	198.429		
Total	24271.000	123			

4.4. Descriptive and Inferential Analysis for Age

Descriptive statistics for the age of the students was analyzed and the findings

indicated that, the mean and standard deviation FLCAS scores for the 18 years old students ($n = 22$) were $M = 77.05$, $SD = 2.69$. For the 19 years old students ($n = 55$) the mean and standard deviation FLCAS scores were $M = 76.91$, $SD = 1,61$. The mean and standard deviation values for the FLCAS score of the 20 year olds ($n = 37$) were $M = 86.78$, $SD = 2.61$. Moreover, the means score for the 21 years old students ($n = 6$) was $M = 86.00$ whereas the standard deviation was $SD = 6.15$. The FLCAS scores for the 22 years old students ($n = 4$) had a mean $M = 82.50$ and standard deviation $SD = 5.56$. The minimum and maximum FLCAS score for the 18, 19, 20, 21, and 22 years old students were 57 and 108.58 and 108. 59 and 117, 65 and 107, and 72 and 94 respectively. The overall FLCAS score mean was 80.50 and the overall standard deviation was 14.05. The minimum and maximum FLCAS score among the all participants were 57.00 and 117.00, respectively. Descriptive statistics for age is presented in table 8.

Table 8: Descriptive statistics for age

Age	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min.</i>	<i>Max.</i>
18	22	77.05	12.62	57	108
19	55	76.91	11.97	58	108
20	37	86.78	15.86	59	117
21	6	86.00	15.07	65	107
22	4	82.50	11.12	72	94

4.4.1. Assumption Checks

a) Independent observation

Independent observation assumption can be assumed for the present study as the researcher observed the participants' responding to questions independently of one another in the data collection process. This is actually the consequence of selecting the data randomly.

b) Normality

Histograms and Q-Q plots of the FLCAS scores at each age group were explored to examine the validity of normality assumption. All significance p -values were 0.19 for the 18 years old student, 0.03 for the 19 years old students, 0.40 for 21 year olds, 0.98

for 22 year olds, and 0.23 for 22 years old students according to the Shapiro Wilk test. The p value for 19 years old students was less than the significance level of $\alpha = 0.05$. Histograms of FLCAS score distribution according to age is presented in figures 7, 8, 9, 10, and 11; and the Q-Q plots of FLCAS scores according to age are presented in figures 12, 13, 14, 15, and 16.

Table 9: Test of normality for age

Shapiro-Wilk			
	Age	Df	Sig.
FLACS Score	18	22	,185
	19	55	,032
	20	37	,399
	21	6	,984
	22	4	,233

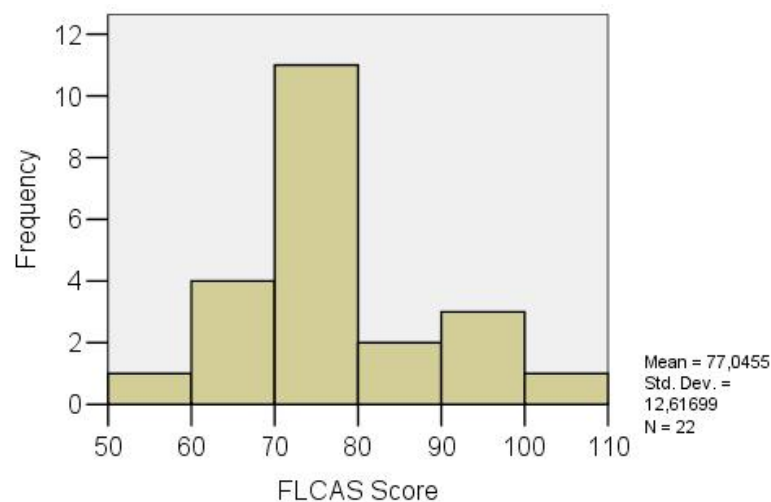


Figure 7. Histogram of FLCAS scores for 18 years old students

The right tail of the histogram of the FLCAS scores for 18 years old students (Figure 7) is longer, that is to say that the mass of the distribution is concentrated on the left of the figure. This means that it is positively skewed and that it has relatively few high values.

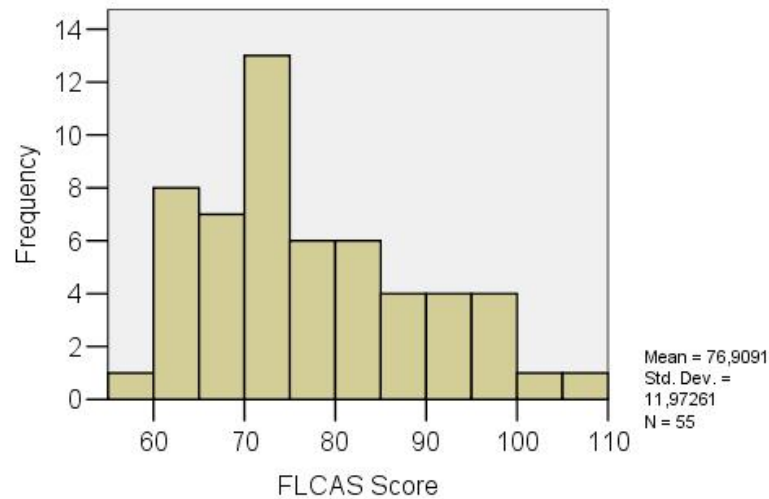


Figure 8. Histogram of FLCAS scores for 19 years old students

The right tail of the histogram of the FLCAS scores for 19 years old students (Figure 8) is longer, that is to say that the mass of the distribution is concentrated on the left of the figure. This means that it is positively skewed and that it has relatively few high values.

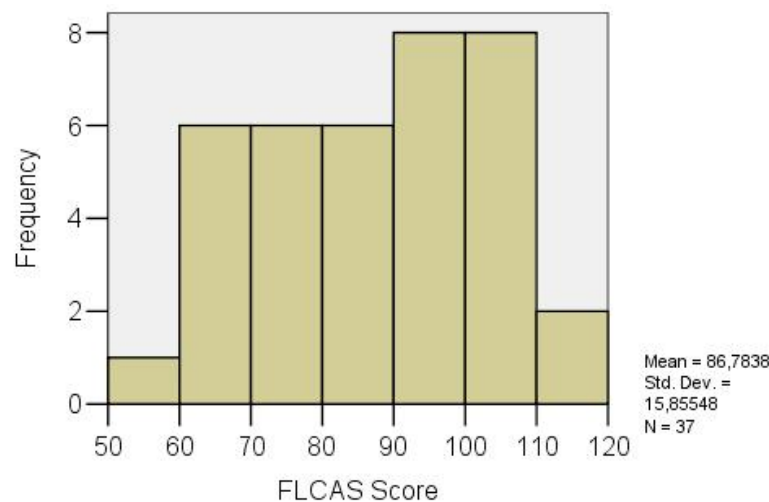


Figure 9. Histogram of FLCAS scores for 20 years old students

The histogram of FLCAS scores for 20 years old students (Figure 9) shows that the FLCAS score values for 20 years old students are relatively evenly distributed on both sides of the mean, which is an indicator of a normal distribution.

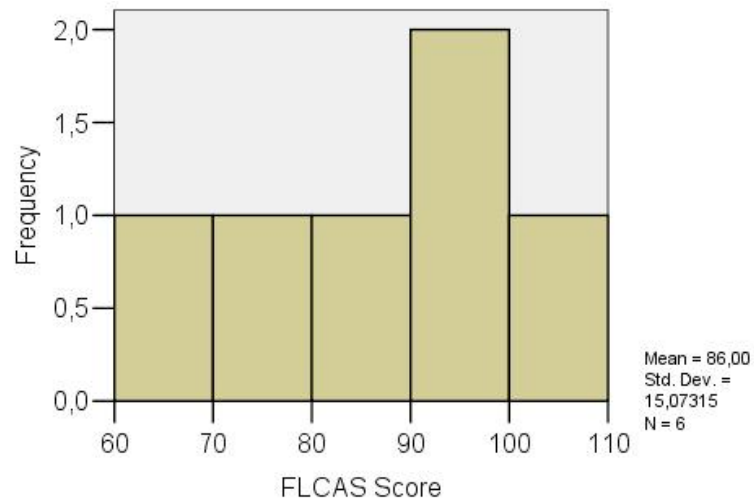


Figure 10. Histogram of FLCAS scores for 21 years old students

In figure 10 it can be seen that the mass of the distribution is concentrated on the right of the figure. This means that it is negatively skewed and that it has relatively few low values.

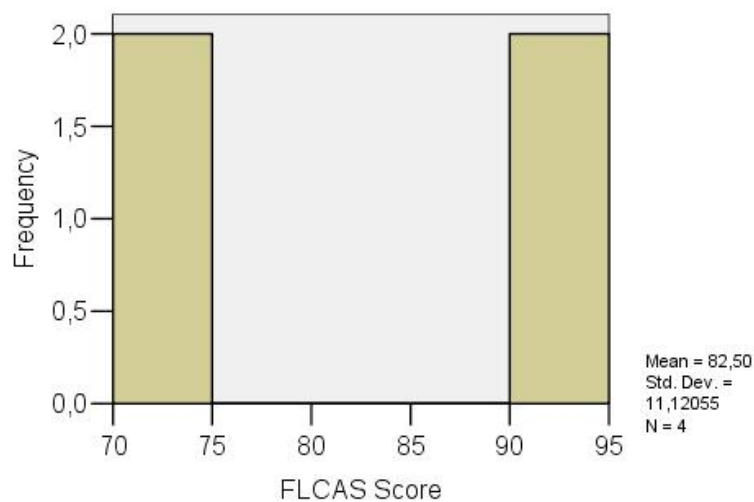


Figure 11. Histogram of FLCAS scores for 22 years old students

Figure 11 indicates that the FLCAS score values for 22 years old students were ranged between either 70-75 or 90-95, which means that the data for 22 years old students has a bimodal distribution.

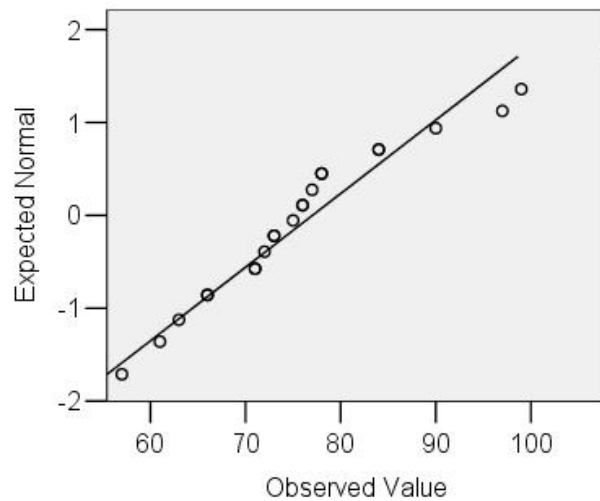


Figure 12. Normal Q-Q plot of FLCAS scores for 18 years old students

The visual check of the normal Q-Q plot of FLCAS score values for 18 years old students indicates that the FLCAS score values of 18 years old students are not normally distributed.

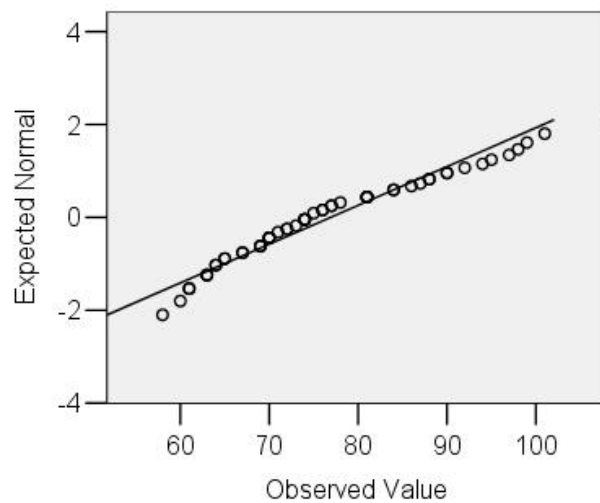


Figure 13. Normal Q-Q plot of FLCAS scores for 19 years old students

The visual check of figure 13 indicates that the FLCAS score values for 19 years old students are relatively normally distributed.

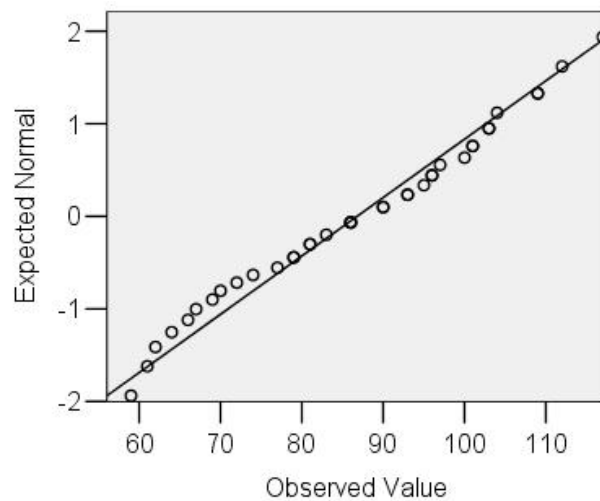


Figure 14. Normal Q-Q plot of FLCAS scores for 20 years old students

The visual check of figure 14 indicates that the FLCAS score values for 20 years old students are relatively normally distributed.

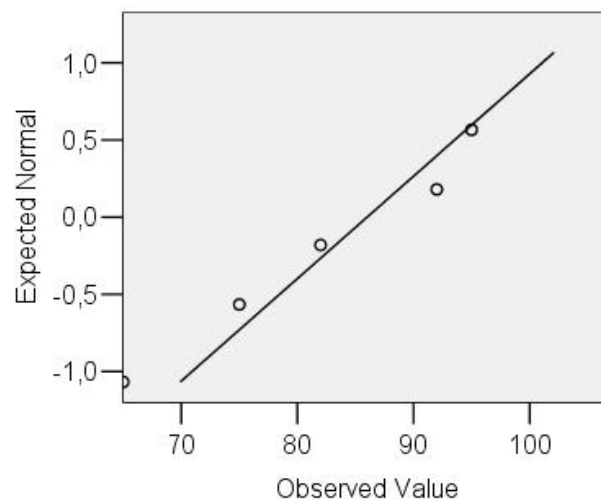


Figure 15. Normal Q-Q plot of FLCAS scores for 21 years old students

The visual check of the normal Q-Q plot of FLCAS score values for 21 years old students indicates that the FLCAS score values of 21 years old students are not normally distributed.

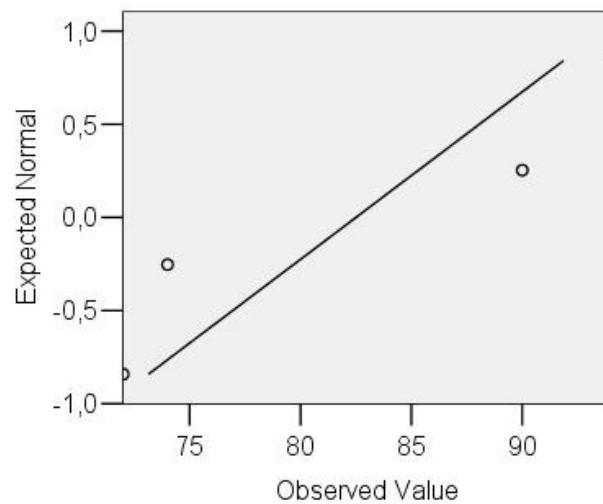


Figure 16. Normal Q-Q plot of FLCAS scores for 22 years old students

The visual check of figure 16 indicates that the FLCAS score values of 22 years old students are not normally distributed.

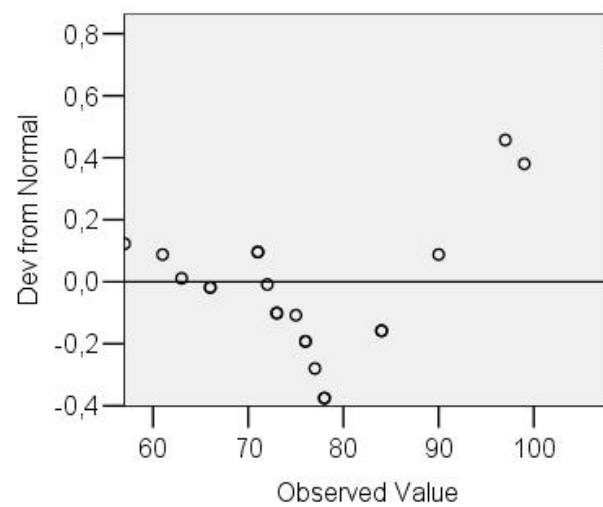


Figure 17. Detrended normal Q-Q Plot of FLCAS scores for 18 years old students

The visual check of the detrended normal Q-Q plot of FLCAS score values for 18 years old students indicates that the FLCAS score values of 18 years old students are not normally distributed.

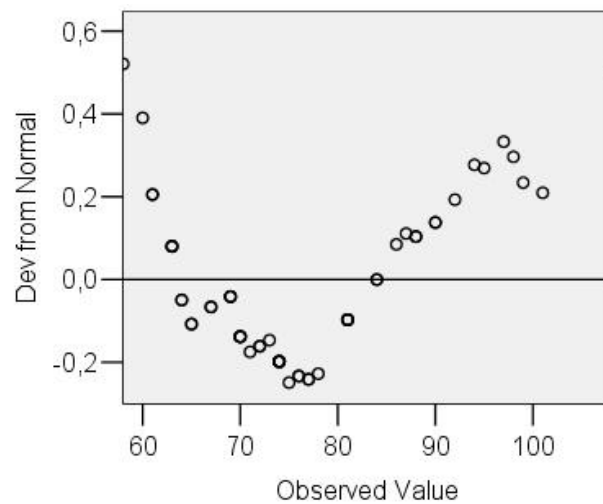


Figure 18. Detrended normal Q-Q Plot of FLCAS scores for 19 years old students

The visual check of figure 18 indicates that the FLCAS score values of 19 years old students are not normally distributed.

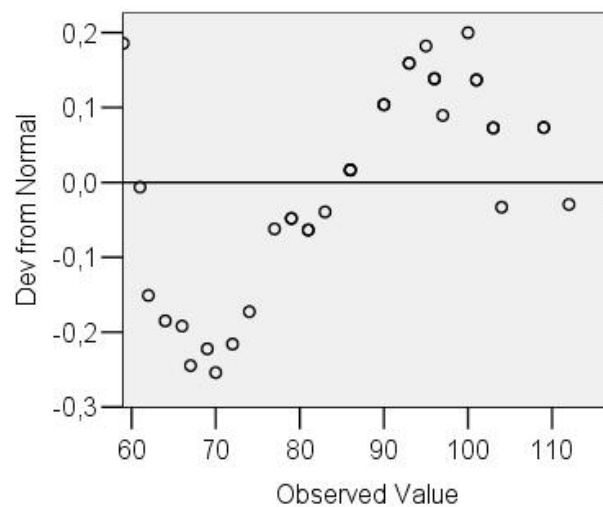


Figure 19. Detrended normal Q-Q Plot of FLCAS scores for 20 years old students

The visual check of the detrended normal Q-Q plot of FLCAS score values for 20 years old students indicates that the FLCAS score values of 20 years old students are not normally distributed.

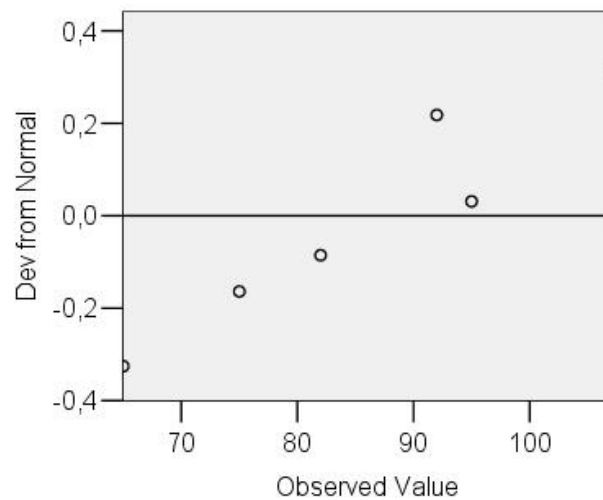


Figure 20. Detrended normal Q-Q plot of FLCAS scores for 21 years old students

The visual check of figure 20 indicates that the FLCAS score values of 21 years old students are not normally distributed.

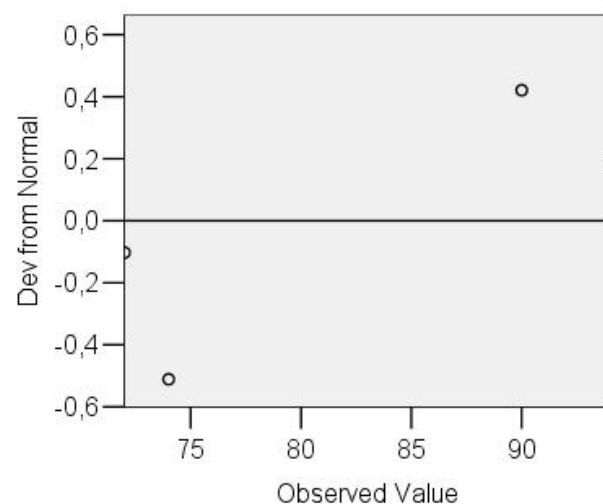


Figure 21. Detrended normal Q-Q plot of FLCAS scores for 22 years old students

The visual check of the detrended normal Q-Q plot of FLCAS score values for 22 years old students indicates that the FLCAS score values of 22 years old students are not normally distributed.

c) Homogeneity of variance

The Levene's test for equality of variance was conducted to test the homogeneity, for which the researcher selected the level of significance as $\alpha = 0.05$.

The findings supported the homogeneity assumption, the level of homogeneity was found $p = 0.17$, which is greater than the significance level and the relevant values are presented in table 10.

Table 10: Homogeneity of variance

Levene Statistic	<i>df1</i>	<i>Df2</i>	<i>Sig.</i>
1,635	4	119	.170

In conclusion, we fail to reject the null hypothesis claiming that the data is coming from a normal distribution. That is to say that we assume that our data is coming from a normal distribution.

4.4.2. Results of the Proposed Research Question

One way analysis of variance (One way ANOVA) was conducted to evaluate the effect of age on FLCAS scores. Subjects were categorized into five age groups as 18 year olds ($M = 77.05$; $SD = 2.69$), 19 year olds ($M = 76.91$; $SD = 1.61$), 20 year olds ($M = 86.78$; $SD = 2.61$), 21 year olds ($M = 86.00$; $SD = 6.15$), and 22 year olds ($M = 82.50$; $SD = 5.56$). There was a difference between FLCAS scores of different age groups at the 0.05 level of significance, since the p value was 0.00. Therefore we reject the null hypothesis claiming that there is no difference between the FLCAS scores of different age groups $F(4,123) = 3.62$, $p = .00$, $\eta^2 = 0.11$. The strength of relationship between the gender and FLCAS scores of students was assessed by η^2 . The partial Eta squared showed that the effect size was medium to large $\eta^2 = 0.11$, which means that gender by itself accounted for 11% of the overall variance. The summary of ANOVA results presented in table 11.

Table 11: ANOVA Results for age

Source	Type III Sum of Squares	<i>Df</i>	Mean Square	<i>F</i>	<i>Sig.</i>	Partial Eta Squared
Corrected Model	2630,23(a)	4	657,55	3,62	,01	,11
Intercept	330112,53	1	330112,53	1815,25	,00	,94
Age	2630,23	4	657,56	3,62	,01	,11
Error	21640,77	119	181,86			
Total	827822,00	124				
Corrected Total	24271,000	123				

4.5. Descriptive and Inferential Analysis for Previous Preparatory Class Experience

Descriptive statistics for previous preparatory class attendance of the students was analyzed. The findings indicated that, the mean FLCAS score for those participants who attended preparatory class ($N = 16$) was $M = 77.56$ and the standard deviation was $SD = 3.24$. The mean FLCAS score for the ones that had not attended preparatory class ($N = 108$) was $M = 80.94$ and standard deviation was $SD = 1.37$. The minimum FLCAS score for the students who attended preparatory classes before enrolling to their university was 61.00, while the maximum one was 101.00, whereas, the minimum and maximum FLCAS scores of the ones who had not are 57.00 and 117.00 respectively. The overall FLCAS score mean was 80.50 and the overall standard deviation was 14.05. The minimum and maximum FLCAS score among the all participants were 57.00 and 117.00, respectively. Descriptive statistics for previous preparatory class attendance is presented in table 12.

Table 12: Descriptive statistics for previous preparatory class experience

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min.</i>	<i>Max.</i>
With	16	77.56	12.96	61.00	101.00
Without	108	80.94	14.21	57.00	117.00

4.5.1. Assumption Checks

a) Independent observation

Independent observation assumption can be assumed for the present study as the researcher observed the participants' responding to questions independently of one another in the data collection process. This is actually the consequence of selecting the data randomly.

b) Normality

Histograms and Q-Q plots of the FLCAS scores were explored in relation to previous preparatory class attendance to examine the validity of normality assumption. All significance p -values were 0.10 for the students that had attended preparatory class prior to their undergraduate education and 0.00 for the ones that had not attended preparatory class prior according to the Shapiro Wilk test. The Shapiro Wilk test's p -

value is bigger than the significance level of $\alpha=0.05$ for the ones who have previously attended preparatory classes. Histograms and Q-Q plots of FLCAS score distribution according to prior preparatory class attendance is presented in figures 22, 23, 24, 25, 26, and 27.

Table 13: Test of Normality for previous preparatory class experience

Preparatory class experience	Shapiro-Wilk	
	<i>df</i>	<i>Sig.</i>
Yes	16	,10
No	108	,00

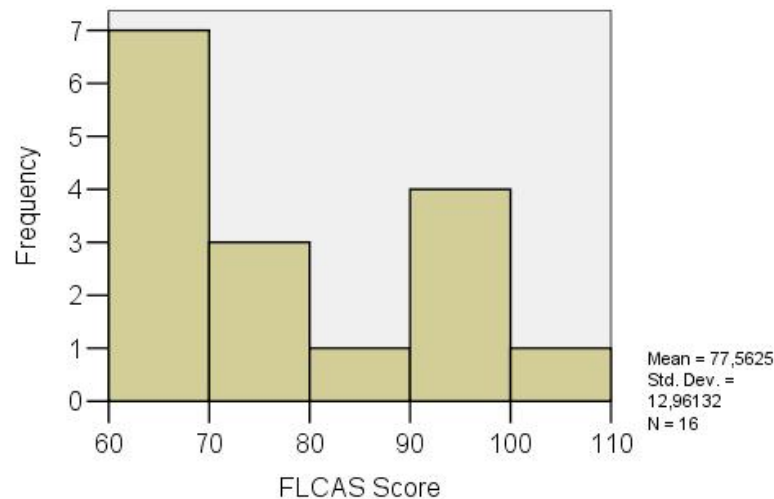


Figure 22. Histogram of FLCAS scores for students with prep.class experience

The right tail of the histogram of the FLCAS scores for students with previous preparatory class education (Figure 22) is longer, that is to say that the mass of the distribution is concentrated on the left of the figure. This means that it is positively skewed and that it has relatively few high values.

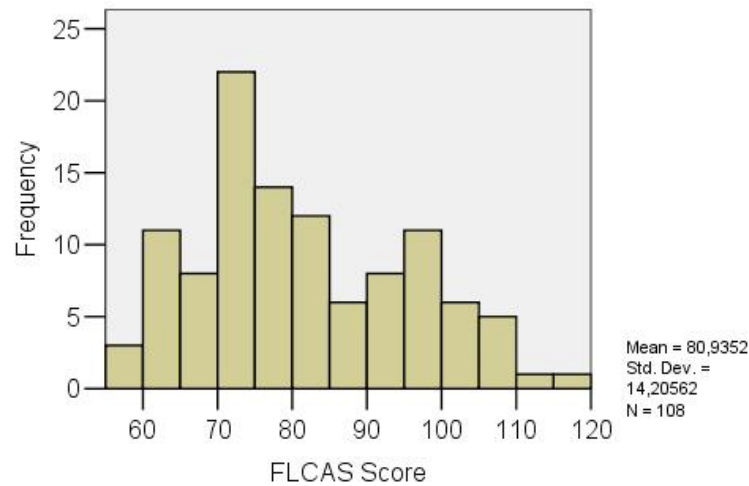


Figure 23. Histogram of FLCAS scores for students without prep. class experience

The right tail of the histogram of the FLCAS scores for students with previous preparatory class education (Figure 23) is longer, that is to say that the mass of the distribution is concentrated on the left of the figure. This means that it is positively skewed and that it has relatively few high values.

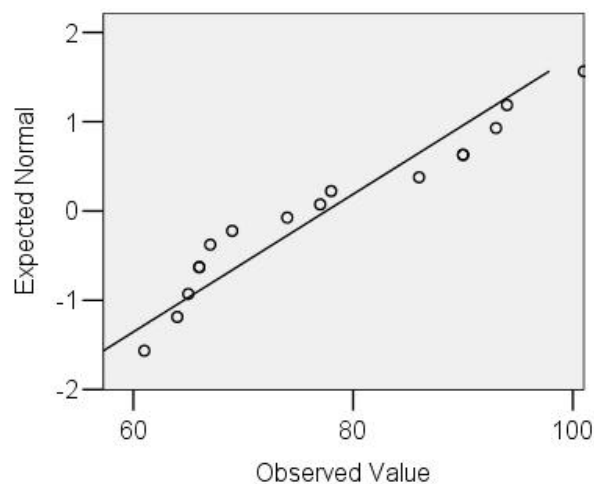


Figure 24. Normal Q-Q plot of FLCAS scores for students with prep. class experience

The visual check of the normal Q-Q plot of FLCAS score values for students with previous preparatory class experience (Figure 24) indicates that the FLCAS score values of 20 years old students are not normally distributed.

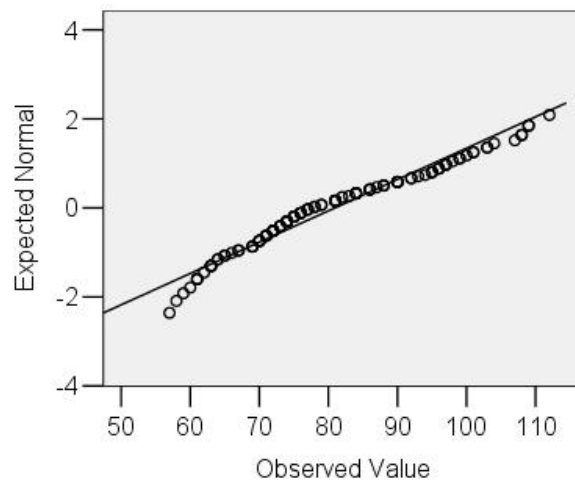


Figure 25. Normal Q-Q plot of FLCAS scores for students without prep. class experience

The visual check of figure 25 indicates that the FLCAS score values of 20 years old students are normally distributed.

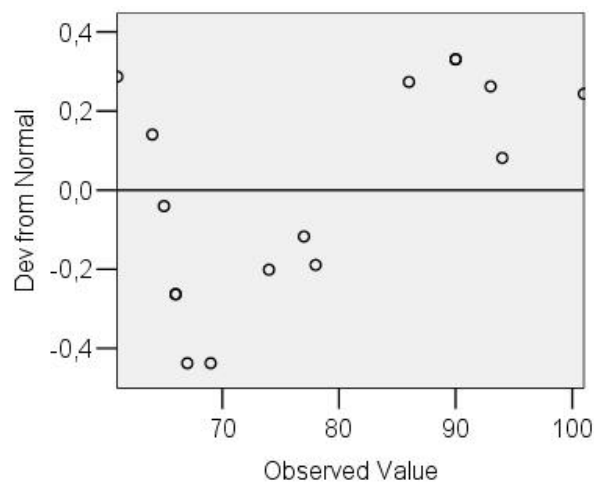


Figure 26. Detrended normal Q-Q plot of FLCAS scores for students with prep. class experience

The visual check of the detrended normal Q-Q plot of FLCAS score values for students with previous preparatory class experience (Figure 26) indicates that the FLCAS score values of students with previous preparatory class experience are not normally distributed.

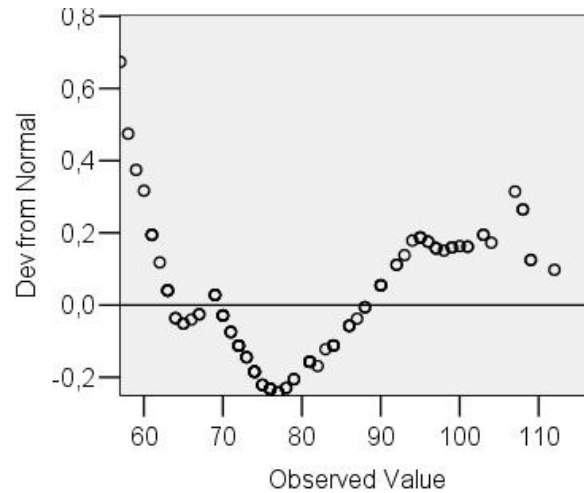


Figure 27. Detrended normal Q-Q plot of FLCAS scores for students with prep. class experience

The visual check of figure 27 indicates that the FLCAS score values of students with previous preparatory class experience are not normally distributed.

In short, according to the data; it can be inferred that the normality assumption is violated for the group which has had attended preparatory classes prior to their undergraduate education. Because the assumption of normality is violated, one-way Anova is not the most powerful test available; therefore in order to detect a true difference among the population means a nonparametric Mann-Whitney U test was employed.

4.5.2. Results of the Proposed Research Question

A Mann-Whitney U test was conducted to evaluate the effect of preparatory class experience on FLCAS scores of Ufuk University Preparatory School students. Subjects were divided into two groups as those who have attended ($M = 77.56$, $SD = 3.24$) and those who have not attended ($M = 80.94$, $SD = 1.37$). There was no significant difference between the FLCAS scores of the two groups at the 0.05 level of significance, since the p-value is 0.37. This leads to fail to reject the null hypothesis claiming that there is no difference between the FLCAS scores of students who have and have not attended preparatory classes prior to their undergraduate studies, $z = -, 89$, $p < .05$; Results were presented in Table14

Table 14. Mann-Whitney U test results for previous preparatory class experience

Mann-Whitney U Test						
Preparatory Education	<i>N</i>	Mean Rank	Sum of Rank	<i>U</i>	<i>Z</i>	<i>P</i>
Yes	16	55,00	880,00	744.00	-,89	.37
No	108	63,61	6870,00			

CHAPTER 5

Discussion

5.1. Introduction

This section is devoted to the discussion of major findings and conclusions elicited through the data analysis. Findings will be evaluated in four sections that refer to each research question: the foreign language anxiety level of students, the influence of gender on language anxiety, the influence of age on language anxiety, and the influence of having previous preparatory class education on language anxiety.

5.2. Foreign Language Anxiety Level

The first research question of the study investigated the foreign language anxiety levels of Ufuk University Preparatory School students. In order to see the distribution of students with different levels of anxiety a scale was developed according to the mean and standard deviation of the FLCAS scores. Students were divided into three groups as slightly anxious, moderately anxious and highly anxious. The scores that fell between 0 and 66 were considered to be slightly anxious and students that scored between 67 and 95 were considered to be moderately anxious; whereas those that scored between 96 and 160 were considered to be highly anxious.

The average mean value was found to be 80.50, which shows a moderate level of anxiety considered the maximum possible score that can be taken from the questionnaire is 160. Moreover, the majority of the participants (77 out of 124) were moderately anxious, which is another indicator that the overall level of foreign language anxiety is moderate at Ufuk University Preparatory School. Since the study was conducted on a reasonable sample size ($N= 171$, $n= 124$) a general statement can be made that Ufuk University Preparatory School students have moderate foreign language anxiety levels.

When the mean scores of the study is compared to other studies carried out in preparatory schools of different universities in Turkey; which are Balemir (2009), $M = 85.93$) at Hacettepe University, Çakar (2009), ($M = 95.04$, 87.45) at Pamukkale and Bilkent University, and Köse (2005; $M = 89.1$) at Zonguldak Karaelmas University; it can be seen that these studies too have moderate FLCAS means scores. This might well be an indicator that preparatory school students in Turkey may have moderate levels of

foreign language anxiety.

5.3. Gender

The effect of gender on Anxiety levels of the participants was also analyzed. The analysis of the mean FLCAS scores for females ($M = 80.95$) and males ($M = 79.39$) indicate that females are slightly more anxious than males. Even though the comparison of the mean scores showed a slight difference in the anxiety levels of females and males; the ANOVA results showed no significant effect of gender in determining foreign language anxiety ($p > .05$).

Some inquirers have also explored whether gender is a predicator of foreign language anxiety levels. Aydın (2008), in his research carried out in Balıkesir University, ELT Department found that female students were more anxious than their male counterparts, as well as highlighting a significant correlation between foreign language anxiety and gender. The study conducted at Hacettepe University, School of Foreign Languages, Department of Basic English by Balemir (2009) also concluded that females had higher anxiety levels compared to males. In another domestic study by Öner and Gedikoğlu (2007) that have concentrated on preparatory class students at foreign language oriented high schools in central Gaziantep also concluded that females had higher anxiety levels; however similar to this study they found no significance between foreign language anxiety and gender.

Research carried out in other countries with regards to foreign language anxiety and gender has also shown mixed results. In their study that focused on multilingual adults, Dewaele, Petrides & Furham (2008) concluded that males had lower anxiety levels compared to females. Moreover, the results of the study carried out by Elkhafaifi (2005) in ten U.S. Universities enrolled in Arabic language programs were in line with the results of this research with females scoring higher in FLCAS and no significance found between foreign language anxiety and gender. Furthermore, the results of the studies carried out by Zgutowicz (2009) on 6th Grade students in U.S., and Zulkifli (2007) on Malaysian and Chinese College students in Malaysia also showed that females had higher anxiety levels compared to males. Pappamihiel (2002) who investigated the anxiety levels of middle-school Mexican immigrant students attending school in the U.S. concluded that females experienced higher levels of anxiety as well as finding a significant correlation between foreign language anxiety and gender. Conducted on students enrolled in Access, BA and MA courses in the School of

Languages, Linguistics and Culture University of London, Dewaele's study (2007) came at the conclusion that sex did not have an effect on foreign language anxiety. In a study conducted on university students of ESP in Spain; Stephenson (2007) on the other hand, revealed a significant correlation between gender and foreign language anxiety with females being more anxious compared to males. Investigating the speaking anxiety of Chinese EFL learners Wang (2010) found that speaking anxiety did not differ significantly over gender. But the comparisons of the total mean scores indicate that females are more anxious than males. Sheory (2006), in his study on Indian learners also indicated that female students experienced significantly more English learning anxiety than males. Abu-rabia's (2004) study on 7th grade students in Israel also revealed that females experienced higher levels of anxiety compared to males and that gender was a significant predictor of anxiety.

On the other hand, a study by Aida (1994) that has concentrated on Japanese learning and language anxiety showed contradictory results and concluded that males experienced higher levels of foreign language anxiety; however no statistical association between learning Japanese and gender were observed. Campbell & Shaw (1994) in a study on students at Defense Language Institute in the U.S. also revealed that male students were more anxious compared to females after a certain amount of instruction; moreover they also found a significant relationship between gender and foreign language anxiety. Similarly, a study by Na (2007) on Chinese high school students showed that males had higher anxiety levels compared to females but there was no statistical relation between language anxiety and gender. Likewise Kao & Craigie (2010) found no significant gender difference in foreign language anxiety in their study on Taiwanese university students. In a study involving Junior high French immersion students; MacIntyre et. al. (2002) found that grade 9 male students more anxious compared to females but no such difference was found between males and females studying in grades 7 and 8.

In short, the ANOVA test is conducted for the randomly selected data. Thus, the results can be used to get some inference related to all the Ufuk University Preparatory School students in Ankara, i.e. the population. We have concluded that there is no difference between the FLCAS scores of students according to their genders. This means that with a very little tolerated error rate, our sample gives us a result of there is no difference between the gender and FLCAS scores. Therefore, for the population, we can say that there is no difference between the FLCAS scores of all Ufuk University

Preparatory School students in Ankara according to their genders.

5.4. Age

Age was another variable, which was used to compare the anxiety level of the participants. The analysis of the mean FLCAS scores for different age groups indicate that older students have higher foreign anxiety levels compared to younger ones. The ANOVA results on the other hand showed significant effect of age on foreign language anxiety ($p < .05$).

In their investigation of the links between learner variables and language anxiety on participants aged between 19 and 71, who were enrolled at various foreign language courses at a university Onwuegbuzie et. al. (1999) concluded that senior students reported higher levels of anxiety as well as a significant correlation between age and foreign language anxiety levels. However, Aydın (2008) found a significant relationship between age and foreign language anxiety. Whereas Zhang (2001) concluded a similar result in terms of elder students having higher language anxiety levels; data did not show a significant correlation between age and foreign language anxiety in his study on PRC students attending compulsory English communication skills programs in Singapore. On the other hand; in a study conducted on multilingual students Dewaele, Petrides & Furham (2008) found that older students were less anxious. In another study carried out by Dewaele (2007) no significant correlation was found between age and foreign language anxiety. In another study Bunrueng (2008) who investigated anxiety of freshmen at Rajabhat Loei University, on the other hand found a meaningful association between age and foreign language anxiety. MacIntyre et al. (2002) on the other hand found no significant difference across the three grade levels they have studied in term of foreign language anxiety.

To sum up, the ANOVA test is conducted for the randomly selected data. Using this data some inferences can be made for all Ufuk University Preparatory School students in Ankara. The study revealed that there is a difference between the FLCAS of students according to their age. This means that with a very little tolerated error rate, our sample gives us a result of there is difference between the age and FLCAS scores. Since the data is selected randomly, it represents our whole population nicely. Therefore, for the population, we can say that there is significant difference between the FLCAS scores of all Ufuk University Preparatory School students in Ankara according to their age.

5.5. Previous Preparatory Class Experience

Anxiety levels of the participants were also analyzed in relation to previous preparatory class experience. The mean FLCAS scores show that students that have attended preparatory classes in their previous educational life had slightly lower foreign anxiety levels compared to ones without preparatory class education. However, the Mann-Whitney U test results showed no significant effect of past preparatory class attendance on foreign language anxiety.

An investigation into the review of literature showed that there is a huge gap in the literature with regards the significance of previous preparatory class attendance and foreign language anxiety. However, relevant studies are in existence such that they have investigated how past foreign language learning affected the foreign language anxiety levels in present language education. In such a study that has focused on the factors associated with foreign language anxiety that included 210 university students enrolled in French, Spanish, German, and Japanese courses; Onwuegbuzie et. al. (1999) contradictorily to our finding found a significant correlation between prior high school experience with foreign languages and foreign language anxiety but similarly concluded that those students that had not taken any high school foreign language courses experienced higher levels of anxiety. Moreover, in a study on 148 first-year Japanese junior high school students; Takada (2003) similarly concluded that anxiety levels were unrelated to previous language study in elementary school, and found that students without previous language study in elementary school did have slightly higher anxiety levels.

In summary, the Mann-Whitney U test is conducted for the randomly selected data. Using this data some inferences can be made for all Ufuk University Preparatory School students in Ankara. The study revealed that there is difference between the FLCAS of students according to preparatory class attendance in prior education. This means that with a very little tolerated error rate, our sample gives us a result of there is no difference between previous preparatory class attendance and FLCAS scores. Since the data is selected randomly, it represents our whole population nicely. Therefore, for the population, we can say that there is no significant difference between the FLCAS scores of all Ufuk University Preparatory School students in Ankara according to previous preparatory class attendance.

CHAPTER 6

Conclusion

6.1. Introduction

This study aimed to explore the anxiety levels of Ufuk University preparatory school students and tried to investigate the significance of previous preparatory class experience, gender, and age in determining the anxiety levels of the students. In light of the discussion of the data collected in the previous chapter; this chapter will draw some conclusions about the study.

6.2 Limitations of the Study

This study is carried out on Ufuk University Preparatory School students studying English. For that reason, the results are specific to this sample and cannot be generalized for all the language learners in different foreign language learning contexts.

Another limitation of the study is that there is no manipulation and randomization of the variables in this study. Since the factors are not controlled the causal factors studied cannot be associated directly with anxiety. For that reason, there might be other factors that might have influenced the anxiety scores of the students. This study can be carried out again by controlling other variables.

6.3. Conclusion and Implications

Some interesting results were found in this study. This study has concluded that Ufuk University Preparatory School students experienced moderate levels of anxiety. First of all, preparatory school instructors need to be aware that some level of anxiety will always be existent in a foreign language learning setting. This in turn, can be appalling for some students regardless of their age, gender and previous language experience whether this be preparatory classes or else; therefore instructors should assist their students in overcoming their feelings of uneasiness and discomfort.

Another important point in this context is that instructors should try to make the language learning context less intimidating for students, since the feeling of security is a basic need of the learner in any pedagogical setting. The positive manner adopted by the instructor is especially essential. Language learning is a process in which mistakes are natural; and it will help to reduce anxiety if this fact is made clear to the students as

well. Error correction in this sense is a common threat to students. The important point here is the way error correction is done. Instructors working at preparatory schools should be aware that they should avoid error correction in a sarcastic way and try to correct mistakes as implicitly as possible.

Personal observations have also proved that student mistakes in language use are a source of sarcasm among the students, which in turn will increase performance anxiety within the classroom; and as a result some students may tend to remain silent in activities. This will in turn effect their learning negatively. Therefore, it may be useful if teachers try to change the rigid beliefs held by some learners in terms of acceptable speaking performance; and in turn alleviate this sort of anxiety arousal.

Moreover, instructors should also provide students with as much positive feedback as possible for their performances in the classroom. In this way, communication apprehension that results from negative experiences related to communication may be dealt with and enhance learning since a positive outcome following a performance is highly likely to foster more attempts to use the language and facilitate learning.

On the other hand, setting a cheerful classroom atmosphere can also be useful since students that have positive moods are less likely to experience anxiety. Depending on the age level of the students appropriate games, songs and NLP activities integrated into the classroom activities may be useful in this respect.

Over and above, instructors should be good observers. They should try to identify signs of anxiety especially in females and elder students since these groups of students were found to be more anxious. Monitoring student behavior can enable instructors to spot students that tend to show apprehensive behavior and as a result the instructor can assist the anxious students in easing their anxious feelings against foreign language learning and the foreign language learning setting.

Instructors should also be sensitive to the anxiety of those students that did not have previous preparatory class experience. In the Turkish educational system such students are more likely to have less English class hours during their previous education and in turn less experience with the language. Furthermore, attending such language intensive courses is a new experience for these students and that they may fear not to be able to catch up with their peers who had previous preparatory language education. Therefore, instructors should provide these students with more supportive remarks and encouragement.

If a psychological counseling unit for students is not existent within the university organization; the establishment of such a unit may be helpful in providing students the necessary counseling and support to diminish the adverse effects of foreign language anxiety or other affective factors that might interfere with language learning; either by professional support or by giving training in tackling such problems.

In addition, peer support may well be beneficial in reducing the anxiety levels of those students that did not have previous preparatory class experience. Students with previous preparatory class experience can talk with those students without any previous preparatory class experience and share their own experiences. In this way, they may learn how to cope with their own anxiety and may realize that these students did also experience anxiety at a similar language learning context. This in turn can provide these students with some degree of relief as they may perceive that feelings of anxiety were also persistent in students with previous preparatory class experience, who they may have seen as more proficient and confident in the target language.

6.4. Suggestions for Further Research

In light of the findings and limitations of the study; some suggestions can be made for future research. The questionnaire may be conducted on all students at Ufuk University Preparatory School in order to determine the exact anxiety levels of these students. Moreover, a longitudinal study may be carried out to see whether the findings differ over the two semesters of preparatory school education. On the other hand, a study on whether there is a difference in the anxiety levels of those students who attend preparatory classes at university and those who skip preparatory school after successfully passing the placement test in their language classes in the future years may also reveal some interesting results.

Moreover, research in the field did focus on the interplay of language anxiety with other affective factors however; the relationship between assertiveness and language anxiety may also be an interesting field of study.

Another interesting line of research may be looking at the reasons why elder students experience more language anxiety since these students might be anxious for various reasons depending on the context of the study.

University adaptation period may well be critical in determining the language anxiety of students in preparatory schools. A future study on the differences between the language anxiety levels of students who live with and away from their families may be

another field of research.

In addition, future research may deal with the relationship between social network support and language anxiety since family and peer support may well affect language anxiety.

Furthermore, future research may concentrate on the relationships between other psychological constructs such as stigmatization and level of psychological distress, and foreign language anxiety.

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APPENDICES

APPENDIX I

Demographic Information Form

Yaşınız?

Cinsiyetiniz

BAY AN / BAY

Daha önce İngilizce hazırlık sınıfı eğitimi aldınız mı?

EVET / HAYIR

APPENDIX II

Foreign Language Anxiety Scale, Horwitz, Horwitz and Cope (1986)

1. I never feel quite sure of myself when I am speaking in my foreign language class.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

2. I don't worry about making mistakes in language class.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

3. I tremble when I know that I'm going to be called on in language class.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

5. It wouldn't bother me at all to take more foreign language classes.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

6. During language class, I find myself thinking about things that have nothing to do with the course.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

7. I keep thinking that the other students are better at languages than I am.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

8. I am usually at ease during tests in my language class.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

9. I start to panic when I have to speak without preparation in language class.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

- 10. I worry about the consequences of failing my foreign language class.**
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree
- 11. I don't understand why some people get so upset over foreign language classes.**
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree
- 12. In language class, I can get so nervous I forget things I know.**
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree
- 13. It embarrasses me to volunteer answers in my language class.**
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree
- 14. I would not be nervous speaking the foreign language with native speakers.**
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree
- 15. I get upset when I don't understand what the teacher is correcting.**
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree
- 16. Even if I am well prepared for language class, I feel anxious about it.**
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree
- 17. I often feel like not going to my language class.**
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree
- 18. I feel confident when I speak in foreign language class.**
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree
- 19. I am afraid that my language teacher is ready to correct every mistake I make.**
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree
- 20. I can feel my heart pounding when I'm going to be called on in language class.**
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

21. The more I study for a language test, the more confused I get.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

22. I don't feel pressure to prepare very well for language class.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

23. I always feel that the other students speak the foreign language better than I do.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

24. I feel very self conscious about speaking the foreign language in front of other students.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

25. Language class moves so quickly I worry about getting left behind.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

26. I get nervous and confused when I am speaking in my language class.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

27. When I'm on my way to language class, I feel very sure and relaxed.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

28. I get nervous when I don't understand every word the language teacher says.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

29. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

30. I am afraid that the other students will laugh at me when I speak the foreign language.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

31. I would probably feel comfortable around native speakers of the foreign language.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

32. I get nervous when the language teacher asks questions which I haven't prepared in advance.

- ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree
☐ Disagree ☐ Strongly disagree

APPENDIX III

Turkish Version of the Foreign Language Classroom Anxiety Scale, Aydın (2001)

1. İngilizce derslerinde konuşurken kendimden emin olamıyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

2. İngilizce derslerinde hata yapmaktan korkuyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

3. İngilizce derslerinde sıranın bana geldiğini bildiğim zaman heyecandan ölüyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

5. Haftada daha fazla İngilizce ders saatimin olmasını isterdim.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

6. İngilizce dersi sırasında kendimi dersle hiçte ilgisi olmayan başka şeyleri düşünürken buluyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

7. Diğer öğrencileri İngilizce derslerinde benden daha iyi olduklarını düşünüyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

8. İngilizce derslerinin sınavlarında kendimi endişeli hissediyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

9. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılıyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

10. İngilizce derslerinde başarısız olmak beni endişelendiriyor.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

11. Yabancı dil dersleri konusunda bazılarının niye endişe duyduklarını anlayabiliyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

12. İngilizce derslerinde bazen öyle heyecanlanıyorum ki, bildiğim şeyleri bile unutuyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

13. İngilizce derslerinde sorulan sorulara gönüllü olarak cevap vermekten sıkılıyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

14. İngilizceyi, anadili İngilizce olan insanlarla konuşmak beni heyecanlandırıyor.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

15. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

16. İngilizce derslerinde, önceden çok iyi hazırlanmış olsam bile derste heyecanlanıyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

17. İngilizce derslerine girmek istemiyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

18. İngilizce derslerinde konuştuğum zaman kendime güvenmiyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

19. İngilizce öğretmenim yaptığım her hatayı düzeltmeye çalışıyor.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

20. İngilizce dersinde sıra bana geldiği zaman kalbimin hızlı hızlı attığını hissediyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

21. İngilizce sınavlarına ne kadar çok çalışırsam kafam o kadar çok karışıyor.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

22. Kendimi İngilizce derslerine çok iyi hazırlanıp gitmek zorunda hissediyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

23. Her zaman diğer öğrencilerin benden daha iyi İngilizce konuştuğunu düşünüyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

24. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

25. İngilizce dersleri o kadar hızlı akıp gidiyor ki sınıfa ayak uyduramamaktan korkuyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

26. İngilizce derslerinde konuştuğum zaman hem sıkılıyorum hem de kafam karışıyor.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

27. İngilizce derslerine girerken kendimi çok rahatsız ve güvensiz hissediyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

28. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman paniğe kapılıyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

29. İngilizce konuşabilmek için öğrenmek zorunda olduğum kuralların sayısının çok fazla olması beni kaygılandırıyor.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

30. İngilizce konuştuğum zaman diğer öğrencilerin bana güleceğinden endişe duyuyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

31. İngilizceyi, ana dili İngilizce olan insanların yanında kullanırken rahatsız oluyorum.

- ☐ Her zaman ☐ Sıklıkla ☐ Bazen
☐ Nadiren ☐ Hiçbir zaman

32. İngilizce öğretmenimin cevabını önceden hazırlamadığım sorular sorduğumda heyecanlanıyorum.

☐ Her zaman

☐ Sıklıkla

☐ Bazen

☐ Nadiren

☐ Hiçbir zaman