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**AN INVESTIGATION ON EFL UNIVERSITY STUDENTS' PERCEIVED
LEVELS OF FOREIGN LANGUAGE ANXIETY**

THESIS BY
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Neslihan ÖZDEMİR

ÖZET
İNGİLİZCE EĞİTİMİ GÖREN ÜNİVERSİTE ÖĞRENCİLERİNİN
ALGILANAN SEVİYELERDEKİ YABANCI DİL KAYGILARININ
İNCELENMESİ

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Bu çalışma Niğde Üniversitesi Hazırlık Sınıfı öğrencilerinin yabancı dil kaygı düzeylerini incelemektedir. Niğde Üniversitesi Hazırlık Sınıfı'nda okuyan 297 öğrenci bu çalışmaya katılmıştır. Veriler Horwitz (1986) tarafından hazırlanan, Yabancı Dil Sınıf Kaygı Ölçeğinin (FLCAS) Türkçe'ye çevrilmiş sürüm ve kişisel bilgi formu kullanılarak toplanmıştır. Horwitz (1986) tarafından oluşturulan yabancı dil kaygı ölçeği, 33 maddeden oluşmaktadır. Bu çalışmada ölçeğin 32 maddesi kullanılmıştır. Ölçek öğrencilerin iletişim kaygısı, test kaygısı, olumsuz değerlendirilme kaygısı ve yabancı dil sınıfı kaygılarını ölçmeyi amaçlamaktadır. Kişisel bilgi formu ise öğrencilerin yaşını, cinsiyetini, hazırlık sınıfı başvuru durumunu, lise mezuniyetini ve İngilizce çalışmayı sevip sevmediklerini sormaktadır. Elde edilen sonuçlara göre öğrencilerin orta seviyede yabancı dil kaygısı yaşadıkları ortaya çıkmıştır. Verilerin analizleri sonucunda İngilizce çalışmayı seven öğrenciler ile sevmeyen öğrenciler arasında anlamlı bir fark olduğu görülmüştür.

Anahtar Kelimeler: İngilizce Öğrenimi, Yabancı Dil Kaygısı

ABSTRACT
AN INVESTIGATION ON EFL UNIVERSITY STUDENTS' PERCEIVED
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This study examines the foreign language anxiety levels of Niğde University Preparatory Class students. 297 students who study at Niğde University Preparatory Class participated in this study. The data was collected with the help of a Translated Turkish Version of Foreign Language Anxiety Scale by Horwitz (1986) and a personal information form. FLCAS that was designed by Hortwitz (1986) had 33 items. In the present study 32 items of the scale were used. The scale tries to identify communication apprehension, test anxiety, fear of negative evaluation and classroom anxiety of the students. The personal information form asked the students about their gender, age, preparatory class application condition, high school and if they liked studying English or not. The results showed that the students experienced moderate level of foreign language anxiety. Data indicated that there is a statistical significance between the students who liked studying English and who did not like.

Key Words: Learning English, Foreign Language Anxiety

ABBREVIATIONS

FLCAS: Foreign Language Anxiety Scale

EFL: English as a Foreign Language

SPSS: Statistical Package for Social Sciences

LIST OF TABLES

Tablo 1. Findings on the Students' Communication Apprehension.....	17
Tablo 2. Findings on the Students' Fear of Negative Evaluation.....	20
Tablo 3. Findings on the Students' Test Anxiety	23
Tablo 4. Findings on the English Class	25
Tablo 5. FLCAS Reliability Analysis and Descriptive Statistics	28
Tablo 6. Normality Test.....	29
Tablo 7. FLCAS Score and Gender Analysis	30
Tablo 8. FLCAS Scores and Students' Age.....	31
Tablo 9. Correlation Analysis Between Age Variable and FLCAS Score.....	31
Tablo 10. FLCAS Scores and Students' Type of High Schools.....	32
Tablo 11. FLCAS Scores and Preparatory Class Application Condition.....	32
Tablo 12. FLCAS Scores in relation to Question “Do you like studying English?”	33
Tablo 13. Post-hoc Comparisons of FLCAS Scores and The Responses to the Question “ Do you like studying English”?.....	33
Tablo 14. Findings on the Students' Anxiety Levels.....	35
Tablo 15. Top Five Items with The Highest Scores.....	36

LIST OF FIGURES

Figure 1. Distribution of the Students' Gender.....	11
Figure 2. Distribution of the Students' Age.....	12
Figure 3. Distribution of the Students' Type of High School	12
Figure 4. Distribution of the Students' Application Condition	13
Figure 5. Distribution of the Students According to Their Responses to Question “Do you like studying English?”	13
Figure 6. Histogram of FLCAS Scores	30
Figure 7. FLCAS Scores in relation to Variables	37

TABLE OF CONTENTS

COVER.....	I
APPROVAL PAGE	II
ACKNOWLEDGEMENTS.....	III
ÖZET	IV
ABSTRACT.....	V
ABBREVIATIONS.....	VI
LIST OF TABLES	VII
LIST OF FIGURES.....	VIII

CHAPTER I

1. INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Purpose of the Study	2
1.4. Research Questions	2
1.5. Operational Definitions	3
1.6. Organization of Chapters.....	3

CHAPTER II

2. LITERATURE REVIEW	4
2.1. Introduction.....	4
2.2. Anxiety	4
2.3. Types of Anxiety.....	4
2.3.1. State anxiety.....	5
2.3.2. Situation Specific Anxiety.....	5
2.3.3. Facilitating Anxiety and Debilitating Anxiety	5
2.4. Foreign Language Anxiety	5
2.5. Causes of Foreign Language Anxiety	7
2.5.1. Communication Apprehension	7
2.5.2. Fear of Negative Evaluation	7
2.5.3. Test Anxiety.....	8

2.6.	Measuring Language Anxiety.....	8
2.7.	Reducing Language Anxiety	8
2.8.	Conclusion	9

CHAPTER III

3.	METHODOLOGY.....	10
3.1.	Introduction.....	10
3.2.	Research Design.....	10
3.3.	Setting.....	10
3.4.	Participants	11
3.5.	Instruments	14
3.5.1.	Personal Information Form.....	14
3.5.2.	Foreign Language Classroom Anxiety Scale (FLCAS).....	14
3.6.	Data Collection	15
3.7.	Data Analysis.....	15
3.8.	Conclusion	15

CHAPTER IV

4.	FINDINGS AND DISCUSSIONS.....	16
4.1.	Introduction.....	16
4.2.	Findings from Students' Anxiety Level	16
4.2.1.	Communication Apprehension	16
4.2.2.	Fear of Negative Evaluation	19
4.2.3.	Test Anxiety.....	22
4.2.4.	Anxiety of English Class	24
4.3.	Findings from Personal Information Form.....	28
4.3.1.	Findings from Students' Gender	30
4.3.2.	Findings from Students' Age.....	31
4.3.3.	Findings from Students' Type of High School.....	32
4.3.4.	Findings from Students' Preparatory Class Application Condition.....	32
4.3.5.	Findings from the question "Do you like studying English?"	33
4.4.	Conclusion	34

CHAPTER V

5. CONCLUSIONS AND SUGGESTIONS	35
5.1. Overview of the Study.....	35
5.2. Conclusions.....	35
5.2.1. Conclusions Regarding Research Question 1	35
5.2.2. Conclusions Regarding Research Question 2.....	37
5.2.3. Conclusions Regarding Research Question 3.....	38
5.3. Pedagogical Implications.....	38
5.4. Limitations of the Study	39
5.5. Suggestions for Further Research	39
6. REFERENCES	41
7. APPENDICES	44
7.1. Appendix 1: Personal Information Form.....	44
7.2. Appendix 2: Foreign Language Classroom Anxiety Scale (FLCAS) Turkish.....	45
7.3. Appendix 3: Foreign Language Anxiety Scale (FLCAS) English Version	47

CHAPTER I

1. INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the purpose of the study, the research questions and the operational definitions.

1.1. Background of the Study

In Turkey, learning English is becoming increasingly important in many fields. Many institutions expect proficiency in foreign languages upon entry. In all levels of education, English lessons are provided to students in Turkey. When students enter university, they have compulsory English lessons.

The importance of English is always discussed in Turkish educational system. However, more than that, the causes of ineffective foreign language teaching practices are discussed. Students study English lessons all through their life till university, nevertheless most universities have compulsory preparatory classes especially in engineering departments. After their one-year of English education, there are still problems regarding students' proficiency. The most noticeable problem is speaking in English. Turkish students are mostly shy and for this reason they hesitate in participating the lessons. This shyness rises when it comes to a foreign language that they do not use for communication most often.

In recent years, researchers such as Subaşı & Gonca (2010), Öztürk (2012), Balemir (2009) and Çakar (2009) studied Foreign Language Anxiety of Turkish EFL students. Considering this fact, the present study tries to identify the foreign language anxiety levels of the preparatory class students that study at Niğde University. This study also tries to identify the effects of age and gender, which are important variables in measuring Foreign Language Anxiety. The present study also explores whether there is a difference between compulsory and optional students in terms of foreign language anxiety. When related literature is examined, it is seen that not many studies focus on this variable.

1.2. Statement of the Problem

Foreign language anxiety affects foreign language learners in many ways. Anxiety occurs mostly during university education. This is probably due to the past foreign language experiences. Students learn English in primary school and in secondary school. But learning is not an ongoing process. This is due to many reasons ranging from personal reasons to education policies.

Niğde University, School of Foreign Languages has three departments. These are Basic English, Translation-Interpretation and Modern Languages departments. School of Foreign Languages gives foreign language courses for the students who are registered to the Faculties and Schools of Niğde University. Some departments have optional or compulsory preparatory classes. In preparatory class, students have 25 hours of English lessons per week. The classes consist of 20 students and they have all the technological tools for foreign language education. Despite all the opportunities offered to the students, there are still problems regarding foreign language learning. Students have prejudices against learning a foreign language. They do not want to speak in English. They mostly expect the lecturer to translate the grammatical items of English into Turkish. When they see a new word, they panic and can't concentrate on its meaning and its use in context. During communication activities they don't feel secure. They are afraid to speak in front of their peers.

1.3. Purpose of the Study

This study is an attempt to identify the foreign language anxiety levels of preparatory class students studying at Niğde University, Turkey. It also aims to examine the factors that are significant in foreign language anxiety.

1.4. Research Questions

The following research questions frame this study:

1. What are Turkish EFL students' perceived levels of foreign language anxiety?
2. Do age, gender, high school and preparatory class application condition affect foreign language anxiety levels of Turkish EFL students?
3. Do students who like studying English have lower foreign language anxiety levels?

1.5. Operational Definitions

Foreign Language Anxiety: Spielberg defines it as a fear, apprehension and nervousness (as cited in Horwitz, Horwitz and Cope, 1986).

1.6. Organization of Chapters

The present study consists of five chapters. In chapter 1, the background of the study, the statement of the problem, purpose of the study, research questions, operational definitions and organizations of chapters are presented. Chapter 2 consists of the review of literature. Chapter 3 presents the methodology of the study. This chapter, explains the methods and procedures employed in this study. It gives information about the setting, participants, instruments, data collection and data analysis. Chapter 4 discusses the findings. Finally, Chapter 5 summarizes the study and the conclusions.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This study aims to identify the foreign language anxiety levels of Turkish EFL students. This chapter gives background information about anxiety and its types and then it focuses on the studies related to foreign language anxiety and the ways to measure it.

2.2. Anxiety

Anxiety is a complicated issue dealing with many issues. It is hard to narrow down anxiety to a simple definition. Nevertheless, scholars and researchers have come up with many definitions. Scovel (1978) is one of the first people to define anxiety. According to Scovel (1978) anxiety is a fear and apprehension of an object.

As we understand from the definitions, anxiety is mostly linked to negative feelings such as vague fear, tension or nervousness, unease, worry and stress. According to many researchers, anxiety is an important variable influencing the learning process so it is important to deal with anxiety issue while studying the factors that affect foreign language learning in a negative way.

2.3. Types of Anxiety

There are different classifications of anxiety. Most scholars classify as trait, state and situation specific anxiety (MacIntyre and Gardner, 1991). Also, some scholars mention two different definitions of anxiety that are debilitating and facilitating anxiety (Alpert & Haber, 1960). One thing that should be considered is that, there might be different types of anxiety but they all link to each other in some ways. People may experience all of them together at certain situations.

2.3.1. Trait Anxiety

This kind of anxiety is related to personal feelings. Mostly, people who are naturally shy and tend to be more anxious than the others experience this type of anxiety. Spielberg, (1968) defines trait anxiety as “a general tendency to perceive situations as threatening” (p.1). It is the anxiety that people experience in their everyday life. Trait anxiety is the result of fears and worries in situations. MacIntyre and Gardner

(1991) asserted that trait anxiety causes a learner to be more anxious when compared with the learners who do not have a trait anxiety. Because people who experience this type of anxiety are anxious all the time and it also affects their learning process.

2.3.1. State anxiety

According to Spielberg, state anxiety is “a temporary condition experienced in specific situations” (Spielberg, 1968, p.1). Unlike trait anxiety, it is not permanent and it can occur at a particular situation. For example, a student might become anxious before an exam or a speaker might feel tense while speaking in front of a crowd. State anxiety occurs when the person feels something as a threat. Young (1990) stated that if the reasons causing anxiety doesn’t disappear, state anxiety will continue to exist.

2.3.2. Situation Specific Anxiety

This kind of anxiety occurs at a certain situation. According to Balemir (2009), Foreign Language anxiety is a situation specific one as it is experienced while learning a foreign language. MacIntyre & Gardner (1991) state that people experience this type of anxiety in a well-defined situation.

2.3.3. Facilitating Anxiety and Debilitating Anxiety

Sometimes anxiety has positive effects on learning process. This type of anxiety is called facilitating anxiety. It can motivate the learner and force the learner to success in a given task. According to Scovel (1991) facilitating anxiety is a way of motivation for learning new things. Unlike facilitating anxiety, debilitating anxiety damages the learning process. It doesn’t motivate the learner at all. It causes the learner to feel tensions. The learner cannot perform a new task and avoid learning. In their study, Alpert & Haber (1960) focused on an achievement-anxiety scale that intended to identify anxiety and examine whether anxiety facilitates or debilitates testing.

2.4. Foreign Language Anxiety

Anxiety is a fear that affects humans’ life in a negative way in all levels. Also, some experts suggest that anxiety might have a positive side that will affect the performance for better results. In education, anxiety is mostly related with performance. Anxiety might occur in all lessons but foreign language anxiety is a different one that needs attention. Foreign language anxiety is experienced by non-native speakers while learning a foreign language. Learning a foreign language is not an easy task. Students

who have foreign language lessons for the first time might have negative feelings resulting from anxiety. Their anxiety might cause lack of confidence in the classroom. According to Lai's (1994) findings, students lack of confidence during foreign language lessons. MacIntyre & Gardner (1997) suggest that, students with low self-confidence might feel inadequate in language lessons and expect a bad performance. As most foreign language teachers agree; confidence is really important in foreign language classes. Students learn a new culture along with the language. All the skills dealt in foreign language classes require physical and mental participation. Real life scenarios are formed in the class. Students must express themselves in a total foreign language. In order to achieve this, they should have confidence. But anxiety destroys the confidence and self-expression. It affects students' performance in a negative way. Foreign language anxiety mostly occurs while speaking in the target language. So, the term foreign language speaking anxiety came to surface. It might be a challenge for both students and teachers. For all these reasons, scholars gave importance to foreign language anxiety and dealt with the issue in a professional way. They wanted to find out the causes and results of anxiety and they suggested strategies to cope with the issue. Kondo & Ying - Ling (2004) tried to develop a typology of strategies to cope with language anxiety. They mention about 5 strategy types, which are preparation, relaxation, positive thinking, peer seeking, and resignation.

Foreign language anxiety has been debated for many years, as it is a very important variable in language learning. As suggested by Williams & Burden (1997), foreign language anxiety is experienced because of many factors and it is a situation specific condition. Like Williams & Burden (1997), scholars define language anxiety as a situation specific one. As mentioned before anxiety is a very complex term, which cannot be narrowed down to one single definition. We can say the same things for foreign language anxiety as it has many factors. These factors might be abstract or concrete. In other terms both psychological and physiological factors affect language learning.

A lot of research has been carried out in order to broaden the foreign language anxiety topic. Mohamad & Wahid (2009) aimed to define foreign language anxiety sources in a university. They investigated gender variable. The findings of the study showed that male and female students had different anxiety levels. In their study,

Tsiplakides & Keramida (2009) aimed to give strategies to teachers in order to reduce anxiety in English classes.

In Turkey, researchers carried out studies to measure foreign language anxiety. Subaşı & Gonca (2010) aimed to investigate Turkish students' sources of anxiety while speaking in English. In his study, Öztürk (2012) wanted to examine whether foreign language anxiety and foreign language learning motivation have any connections. He found out that, the two were negatively correlated on a moderate level. Balemir (2009, p.13) states, "... having poor language skills is a cause of anxiety". Çakar (2009) in her study concluded that previous learning experiences affected foreign language anxiety.

2.5. Causes of Foreign Language Anxiety

In their study Horwitz et al. (1986) mention three causes of foreign language anxiety: communication apprehension, fear of negative evaluation, and test anxiety.

2.5.1. Communication Apprehension

Communication apprehension is very important in language learning as communication is the key figure in a language. Language is not only about grammar. In some learning environments, teachers focus on grammar and do not give speaking the value it deserves. This not only shows the communication apprehension of students, but also this fact implies that teachers have foreign language anxiety to some extent. Foreign language classes include communication activities. While communicating in the foreign language, some students don't feel secure. They are afraid to speak in front of an audience. Students who are shy or anxious while speaking in front of others lose the chance to improve their oral skills. In order to prevent language anxiety in foreign language classes, communication apprehension should be dealt and those students who have problems should be identified. According to Brown (2000), communication apprehension occurs when the learners can't express their ideas properly.

2.5.2. Fear of Negative Evaluation

Fear of negative evaluation might be confused with test anxiety. However they are not similar. Test anxiety is limited to test taking. On the other hand fear of negative evaluation has a broader scope (Horwitz, Horwitz and Cope, 1986). It might include all forms of grading. Evaluation is a vital part of education. In foreign language education it is even more important. Evaluation has a key role in defining language success.

Students with foreign language anxiety and fear of negative evaluation can't concentrate on learning process. In language classes, students might be evaluated by their teachers or their classmates. If students are worried during this process they might fail even if they are good at language.

2.5.3. Test Anxiety

Those students believe that if they don't get perfect results they will fail. Normally these students might have better performances in class environment. When it comes to be tested, they fear and sometimes can't make up their mind and it causes failure. Students who have test anxiety consider learning a foreign language as a test process. According to Young (1991), the content of the tests that evaluate the students increases the anxiety levels of the students.

2.6. Measuring Language Anxiety

Several tools have been designed to measure foreign language anxiety, which is experienced by foreign language learners. Some of them are widely used by researchers in their studies and they help them to get reliable results. When literature is examined, it can be seen that measuring tools such as diaries, interviews and questionnaires are used to measure foreign language anxiety. Diaries and interviews are used in many studies. Diaries help us understand how the learners feel while learning a foreign language. Also interviews present us with a deep understanding of how foreign language anxiety affects the learners (Aydin, 2001). Questionnaires give the results statistically. These are called as anxiety scales. Taylor (1953), Spielberger (1983), Horwitz et al. (1986), Woodrow (2006) and Huang (2004) are among those who created foreign language anxiety scales.

2.7. Reducing Language Anxiety

The researchers, teachers, students and all the other people who investigate speaking anxiety have a common question in their mind: Can we reduce or totally get rid of language anxiety? Many scholars agree that it is possible to reduce language anxiety. But, erasing all the components of language anxiety might be hard. Many researchers suggested various ways to reduce anxiety. They adopt teaching strategies like constructivist learning or Suggestopedia. Price (1991) is among those who studied the ways to reduce anxiety. He focused on paying attention to students who are afraid to speak in front of their classmates. According to Koch and Terrel (1991), the methods that teachers use are the key figures to reduce anxiety in language classroom. They

suggest some classroom activities to reduce anxiety. Young (1990) also suggests ways such as using anxiety graphs, support groups, pair and group work, language games and role-playing.

As we can understand many studies emphasize the importance of teacher in creating a student friendly atmosphere. In a class where students feel themselves secure, anxiety level decreases. Students' embarrassment may increase by language instructors during learning process.

2.8. Conclusion

This chapter presents an overview of anxiety, foreign language anxiety and the factors that affect them. The studies mentioned in this chapter give light to the process of the present study. With the help of all these studies, the researcher aims to add new perspectives to the literature.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter explains the methods and procedures employed in this study. It gives information about the setting, participants, instruments, data collection and data analysis.

3.2. Research Design

The present study aims to examine the foreign language anxiety levels of Niğde University Preparatory Class students. This study employed an inferential research design. Quantitative data collection methods were used to collect and to analyze data. Among quantitative data collection methods a survey method was used.

3.3. Setting

This study was conducted at Niğde University, School of Foreign Languages in 2014-2015 academic year. School of Foreign Languages has three departments. These are Basic English, Translation-Interpretation and Modern Languages departments. School of Foreign Languages gives foreign language courses for the students who are registered to the Faculties and Schools of Niğde University. Some departments have optional or compulsory preparatory classes. In 2014-2015 academic year, optional students were accepted to preparatory class for the first time. Optional students are the ones who study voluntarily at Preparatory Class. Compulsory students can take an exemption test. If they can not pass the test, they have to study at Preparatory Class. Moreover, School of Foreign Languages provides English courses for the first grade university students of other departments. In preparatory class, students have 25 hours of English lessons per week. They have the main course, reading, writing and computer assisted language learning lessons. The classes consist of 18-22 students and they have all the technological tools for foreign language education.

3.4. Participants

The participants of the present study were preparatory class students at Niğde University Foreign Languages Department Turkey. The students study English at morning and evening classes. There are 585 students studying at the preparatory class and 297 of them were administered the questionnaire. This number is more than half of the students studying at the preparatory class. The students were selected randomly. These 297 students composed of 216 male and 81 female students. 152 of them were morning class students and 145 of them evening class students. Most of the students graduated from Anatolian High Schools. Their age ranged from 17 to 34. The number of students who had English language compulsory education is 263. Only 34 of them were optional students. They come from various departments of the university. Most of them study at a preparatory class for the first time. They are all pre-intermediate level students.

The number of the students is $N=297$ which is composed of 216 male students, which is 72,7% of all the students and 81 female students, which is 27,3% of all the students. Figure 1 shows the frequency and percentage distribution of the students according to gender.

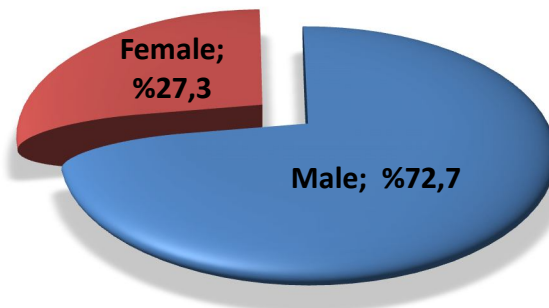


Figure 1. Distribution of the Students' Gender

The students' age ranged from 18 to 27. 16,2% of the students were 18, 32,3% of the students were 19, 29,6% of the students were 20, 10,4% of the students were 21, 6,1% of the students were 22 and 5,4% of the students were 23 and above. Figure 2 shows the frequency and percentage of the students according to age. The youngest

student was 18 years old and the eldest student was 27 years old. The mean age is 19,84 $\pm$ 1,6.

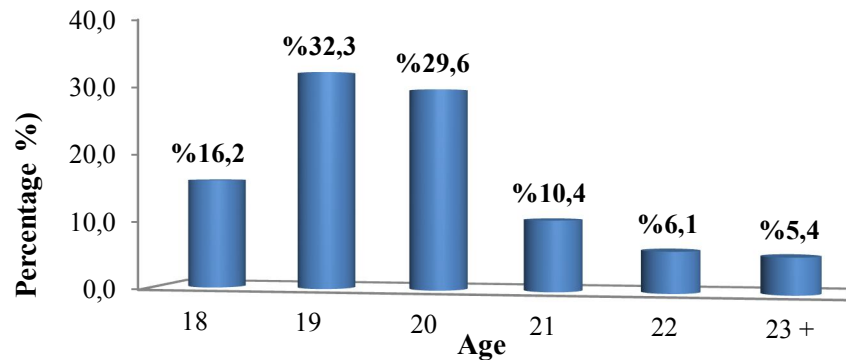


Figure 2. Distribution of the Students' Age

The students are graduates of different types of high schools. The students' high schools are as follows; 40,4% from Anatolian High School, 36,7% from Regular High School, 13,1% from Vocational High School, 9,8% from other high schools. Figure 3 shows the frequency and percentage of the students according to their high schools.

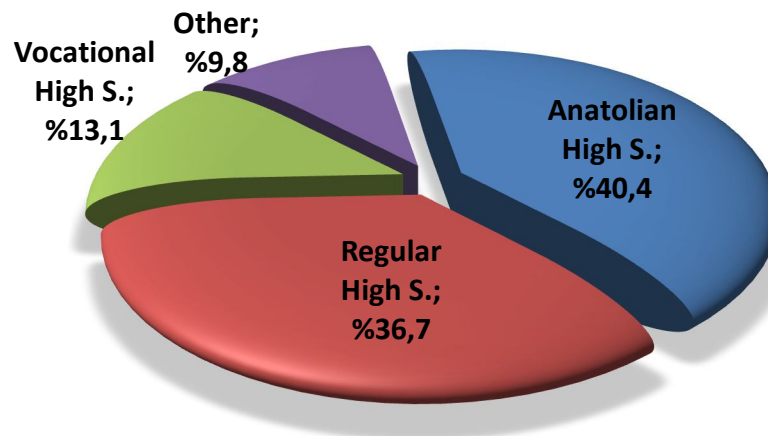


Figure 3. Distribution of the Students' Type of High School

The preparatory classes of Niğde University, School of Foreign Languages have two types of students. As some departments have compulsory preparatory class, most of the students take English courses compulsorily. A small amount of students study voluntarily as they take English as an optional course. 88,6% of the students study compulsorily and 11,4% of the students study voluntarily. Figure 4 shows the frequency

and percentage of the students according to their preparatory class application condition.

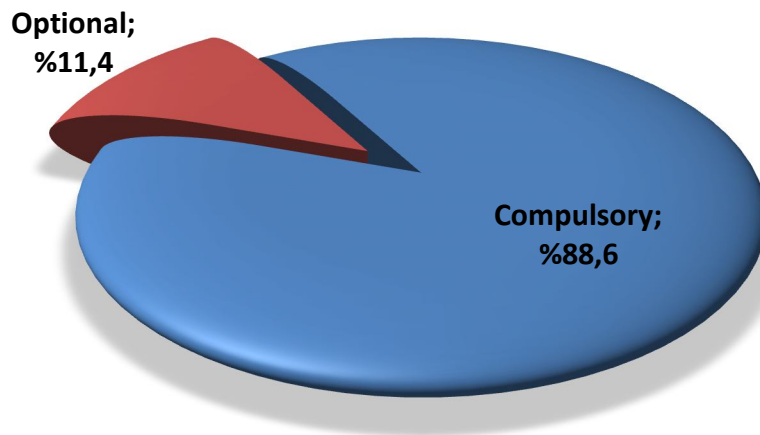


Figure 4. Distribution of the Students' Application Condition

28,3% of the students likes studying English, 17,2% of the students doesn't like studying English and 54,5% of the students sometimes like studying English. Figure 5 shows the distribution of the students according to their responses to question, "Do you like studying English?"

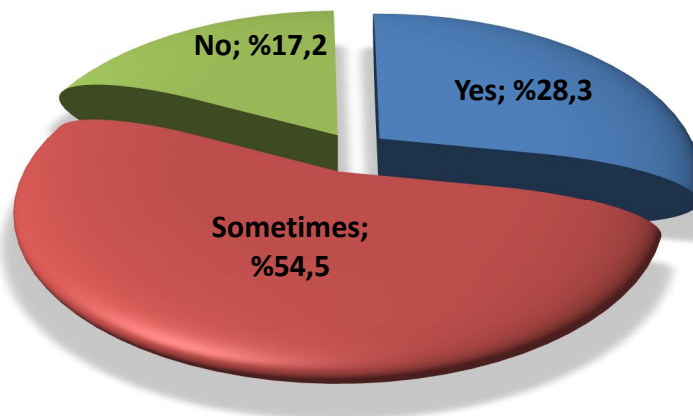


Figure 5. Distribution of the Students According to Their Responses to Question "Do you like studying English?"

3.5. Instruments

In this study a personal information form and a Turkish version of the Foreign Language Classroom Anxiety Scale (Köse, 2005) that was originally developed by Horwitz et al. (1986) were used to collect data (see Appendix 2). The following sections present detailed information about each of the data collection instruments.

3.5.1. Personal Information Form

Personal information form was used to collect personal information about the students of the study (see Appendix 1). It consisted of 6 questions. The students were asked to give information about their age, gender, preparatory school application condition and their high school. The final question inquired whether they liked studying English or not.

3.5.2. Foreign Language Classroom Anxiety Scale (FLCAS)

A Turkish version of the Foreign Language Classroom Anxiety Scale (Köse, 2005, see Appendix 2) that was originally developed by Horwitz et al. (1986, see Appendix 3) was used to collect data. The Scale was used to identify the foreign language anxiety levels of preparatory class students (see Appendix 3). The Foreign Language Classroom Anxiety Scale (FLCAS) has 33 items, which try to identify the learners' anxiety levels. It is based on a 5- point Likert type rating scale. According to Horwitz et al. (1986) the scale is highly reliable. The researchers who deal with similar studies mostly use this scale as it provides researchers with highly reliable results. As the researcher wanted the students to understand the questions better, the Turkish version of FLCAS was applied to the students. The translated version belongs to Köse (2005) (see Appendix 2). Item 26 was omitted as it stated "I feel more tense and nervous in my language class than in my other classes." Niğde University Preparatory class students only studied English. This research used 32 questions of Foreign Language Anxiety Scale. All the data gathered from the scale will be mentioned according to this change.

3.6. Data Collection

The supervisor examined the instruments and the researcher administered the questionnaires to 297 students at Niğde University English preparatory class during the second term of 2014-2015 academic year. The colleagues of the researcher gave their support in administering the questionnaire in their classes. The students were informed about the confidentiality of their information that they shared in the personal information form.

3.7. Data Analysis

In this study, quantitative data was gathered by a Turkish version of Foreign Language Anxiety Scale (Hortwiz et al., 1986). In the present study, the Turkish version of the scale was subjected to Cronbach's Alpha Internal Consistency Reliability and the results showed that the scale was suitable to use in this study. The collected data was analyzed by SPSS v20.0. For the quantitative data analysis, descriptive statistics (frequency, means, percentages, standard deviations) were used in this study. Kolmogorov-Smirnov and Shapiro-Wilk tests were conducted to identify normality. Scheffe Post Hoc Test was used to investigate the significance. Independent t- test was conducted for the comparison of 2 groups. Also, ANOVA was conducted for the comparisons of more than 2 groups. For correlation analysis Pearson coefficient was computed.

3.8. Conclusion

In this chapter, the research design, the setting, the participants, the instruments for data collection, data collection procedures and data analysis techniques were mentioned. The next chapter presents the findings of the study.

CHAPTER IV

4. FINDINGS AND DISCUSSIONS

4.1. Introduction

In this chapter, the findings of the quantitative data are explained in detail. In this study, quantitative analysis techniques were used. Quantitative data was collected from a personal information form and a questionnaire. Quantitative analysis was computed using the SPSS v20.0.

4.2. Findings from Students' Anxiety Level

In this study, A Turkish version of the Foreign Language Classroom Anxiety Scale (Köse, 2005, see Appendix 2) that was originally developed by Horwitz et al. (1986, see Appendix 3) was used to collect data. There are 33 items in the questionnaire but item 26 was omitted, as it was irrelevant for the present study. The present study uses 32 items of the scale. In their study Horwitz et. al. (1986) mention three performance anxieties. These are communication apprehension, test anxiety and fear of negative evaluation. Cui (2011) grouped these items as follows: Items 1, 9, 14, 18, 24, 27, 29, 32 for communication anxiety; Items 3, 7, 13, 15, 20, 23, 25, 31, 33 for fear of negative evaluation and Items 2, 8, 10, 19, 21 for test anxiety. The remaining items were grouped as items related to anxiety of English classes. The present study aimed to analyze FLCAS in terms of the same grouping done by Cui (2011). As this study used 32 items, the grouping is done accordingly. The tables below show the frequencies of responses in percentages, means and standard deviations for the FLCAS items.

4.2.1. Communication Apprehension

This section presents the findings of FLCAS items that are related to communication apprehension. Items 1, 9, 14, 18, 24, 26, 28 and 31 tried to identify the communication apprehension of the students.

Tablo 1. Findings on the Students' Communication Apprehension

Foreign Language Anxiety Scale		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
1	I never feel quite sure of myself when I am speaking in my foreign language class.	n 48 % 16,2%	89 30,0%	81 27,3%	58 19,5%	21 7,1% 100,0%
9	I start to panic when I have to speak without preparation in language class.	n 38 % 12,8%	58 19,5%	69 23,2%	81 27,3%	51 17,2% 100,0%
*14	I would not be nervous speaking the foreign language with native speakers.	n 31 % 10,4%	57 19,2%	98 33,0%	58 19,5%	53 17,8% 100,0%
*18	I feel confident when I speak in foreign language class.	n 19 % 6,4%	41 13,8%	96 32,3%	90 30,3%	51 17,2% 100,0%
24	I feel very self-conscious about speaking the foreign language in front of other students.	n 53 % 17,8%	87 29,3%	75 25,3%	55 18,5%	27 9,1% 100,0%
26	I get nervous and confused when I am speaking in my language class.	n 52 % 17,5%	66 22,2%	88 29,6%	62 20,9%	29 9,8% 100,0%
28	I get nervous when I don't understand every word the language teacher says.	n 32 % 10,8%	73 24,6%	76 25,6%	76 25,6%	40 13,5% 100,0%
*31	I would probably feel comfortable around native speakers of the foreign language.	n 27 % 9,1%	47 15,8%	92 31,0%	79 26,6%	52 17,5% 100,0%

Table 1 shows the frequencies of responses in percentages, means and standard deviations of the items related to communication apprehension. These 8 items in Foreign Language Anxiety Scale tries to identify communication apprehension of the students in language classes. Items 14, 18 and 32 were reverse scored while computing the overall FLCAS scores of the students as they had positive meanings. Table 1 shows the results of these items without reverse scoring. The items with the highest responses are items 18 and 32. For both of them most students selected the neutral response neither agree nor disagree. The two items have positive meanings.

Item 1 which says “I never feel quite sure of myself when I am speaking in my foreign language class” is mostly disagreed. 89 students chose the disagree response. The second response with the highest number is response neither agree nor disagree. 81 students chose it. 58 students agreed, 48 students strongly disagreed and 21 students strongly agreed with this item. It can be concluded that most of the students have self-confidence while speaking in English. Also, neither agree nor disagree option is preferred by a lot of students.

Item 9, which says “I start to panic when I have to speak without preparation in language class” is mostly agreed. 81 students selected the agree response. The second response with the highest number is response neither agree nor disagree. 69 students chose it. 58 students disagreed, 51 students strongly agreed and 38 students strongly disagreed with this item. It can be concluded that students need preparation before speaking in lessons. Otherwise they begin to panic.

For Item 14, which says “I would not be nervous speaking the foreign language with native speakers”, most of the students selected neither agree nor disagree. 98 students chose neither agree nor disagree. The second response with the highest number is response disagree. 69 students chose it. 57 students agreed, 53 students strongly agreed and 31 students disagreed with this item. It can be concluded that students are not sure about what their attitude will be like in such a case.

For Item 18, which says “I feel confident when I speak in foreign language class”, most of the students chose neither agree nor disagree. 96 students chose neither agree nor disagree. The second response with the highest number is response agree. 90 students chose it. 51 students strongly agreed, 41 students disagreed and 19 students strongly agreed with this item. It can be concluded that most of the students are not sure of their answer.

Item 24, which says “I feel very self-conscious about speaking the foreign language in front of other students” is mostly disagreed. 87 students chose the disagree response. The second response with the highest number is response neither agree nor disagree. 75 students chose it. 55 students agreed, 53 students strongly disagreed and 27 students strongly agree with this statement. It can be concluded that students are not comfortable while speaking in front of their classmates.

For Item 26, which says “I get nervous and confused when I am speaking in my language class”, most of the students chose neither agree nor disagree. 88 students chose neither agree nor disagree. The second response with the highest number is response disagree. 66 students chose it. 66 students agreed, 52 students strongly disagreed and 29 students strongly agreed with this item. It can be concluded that most of the students are not sure about speaking without getting nervous.

For Item 28, which says “I get nervous when I don't understand every word the language teacher says”, most of the students chose neither agree nor disagree and agree responses. 76 students chose neither agree nor disagree and 76 students chose the agree response. 73 students disagreed, 40 students strongly agreed and 32 students strongly disagreed with this statement.

For Item 31, which says “I would probably feel comfortable around native speakers of the foreign language” most of the students chose neither agree nor disagree. 92 students chose neither agree nor disagree. The second response with the highest number is response agree. 79 students chose it. 52 students strongly agreed, 47 students disagreed and 27 students strongly disagreed with this item. It can be concluded that most of the students are not sure about what their speaking attitude will be like in front of native speakers.

4.2.2. Fear of Negative Evaluation

This section presents the findings of FLCAS items that are related to fear of negative evaluation. Items 3, 7, 13, 15, 20, 23, 25, 30 and 32 tried to identify the fear of negative evaluation of the students.

Tablo 2. Findings on the Students' Fear of Negative Evaluation

Foreign Language Anxiety Scale		Strongly Disagree	Disagree	Agree Nor	Disagree	Agree	Strongly Agree	Total
3	I tremble when I know that I'm going to be called on in language class.	n 115	76	53	28	25	297	
		% 38,7%	25,6%	17,8%	9,4%	8,4%	100,0%	
7	I keep thinking that the other students are better at languages than I am.	n 61	62	62	73	39	297	
		% 20,5%	20,9%	20,9%	24,6%	13,1%	100,0%	
13	It embarrasses me to volunteer answers in my language class.	n 75	71	68	52	31	297	
		% 25,3%	23,9%	22,9%	17,5%	10,4%	100,0%	
15	I get upset when I don't understand what the teacher is correcting.	n 50	39	54	98	56	297	
		% 16,8%	13,1%	18,2%	33,0%	18,9%	100,0%	
20	I can feel my heart pounding when I'm going to be called on in language class.	n 74	76	57	63	27	297	
		% 24,9%	25,6%	19,2%	21,2%	9,1%	100,0%	
23	I always feel that the other students speak the foreign language better than I do.	n 61	72	77	59	28	297	
		% 20,5%	24,2%	25,9%	19,9%	9,4%	100,0%	
25	Language class moves so quickly I worry about getting left behind.	n 54	47	66	78	52	297	
		% 18,2%	15,8%	22,2%	26,3%	17,5%	100,0%	
30	I am afraid that the other students will laugh at me when I speak the foreign language.	n 104	93	46	24	30	297	
		% 35,0%	31,3%	15,5%	8,1%	10,1%	100,0%	
32	I get nervous when the language teacher asks questions which I haven't prepared in advance.	n 39	48	76	84	50	297	
		% 13,1%	16,2%	25,6%	28,3%	16,8%	100,0%	

Table 2 above shows the frequencies of responses in percentages, means and standard deviations of the items related to fear of negative evaluation. These 9 items in Foreign Language Anxiety Scale try to identify fear of negative evaluation of the students in language classes. The items with the highest responses are items 3 and 31. For both of them most students chose the response strongly disagree. The two items have negative meanings.

Item 3, which says “I tremble when I know that I'm going to be called on in language class” is mostly strongly disagreed. 115 students chose the strongly disagree response. The second response with the highest number is response disagree. 76 students chose it. 53 students neither agreed nor disagreed, 28 students agreed and 25 students strongly agreed with this statement. It can be concluded that a great deal of students do not tremble in classroom environment.

Item 7, which says “I keep thinking that the other students are better at languages than I am” is mostly agreed. 73 students chose the agree response. Responses disagree and neither agree nor disagree are both chosen by 62 students. 61 students strongly disagreed and 39 students agreed with this item. It can be concluded that most of the students see their classmates as more successful than themselves.

Item 13, which says “It embarrasses me to volunteer answers in my language class” is mostly strongly disagreed. 75 students chose the strongly disagree response. The second response with the highest number is response disagree. 71 students chose it. 68 students neither agreed nor disagreed, 52 students agreed and 31 students strongly agreed with this statement. It can be concluded that most of the students feel free to answer the questions in their foreign language class.

Item 15, which says “I get upset when I don't understand what the teacher is correcting” is mostly agreed. 98 students chose the agree response. The second response with the highest number is response strongly agree. 56 students chose it. 54 students neither agreed nor disagreed, 50 students strongly disagreed and 39 students disagree with this item. It can be concluded that teacher's reactions are important for the students and they want to know about why they make mistakes.

Item 20, which says “I can feel my heart pounding when I'm going to be called on in language class” is mostly disagreed. 76 students chose the disagree response. The second response with the highest number is response strongly disagree. 74 students disagreed, 63 students agreed, 57 students neither agreed nor disagreed and 27 students

strongly agreed with this item. It can be concluded that most of the students do not get nervous while being called during the class.

For item 23, which says “I always feel that the other students speak the foreign language better than I do”, students mostly chose neither agree nor disagree response. 77 students chose the agree response. The second response with the highest number is response disagree. 72 students chose it. 61 students strongly disagreed, 59 students agreed and 28 students strongly agreed with this item. It can be concluded that most of the students are neutral for this item.

Item 25, which says “Language class moves so quickly I worry about getting left behind” is mostly agreed. 78 students chose the agree response. The second response with the highest number is response neither agree nor disagree. 66 students chose it. 54 students strongly disagreed, 52 students agreed and 47 students disagreed with this statement. It can be concluded that most of the students think the lessons is done fast and they are anxious about not catching up with it.

Item 30, which says “I am afraid that the other students will laugh at me when I speak the foreign language” is mostly strongly disagreed. 104 students chose the strongly disagree response. The second response with the highest number is response disagree. 93 students chose it. 46 students neither agreed nor disagreed, 30 students strongly agreed and 24 students agreed with this item. It can be concluded that most of the students do not worry about being mocked in the class.

Item 32 which says “I get nervous when the language teacher asks questions which I haven't prepared in advance” is mostly agreed. 84 students chose the agree response. The second response with the highest number is response neither agree nor disagree. 76 students chose it. 50 students strongly agreed, 48 students disagreed and 39 students strongly disagreed with this item. It can be concluded that most of the students get stressed when they are expected to answer questions for which they are not prepared.

4.2.3. Test Anxiety

This section presents the findings of FLCAS items that are related to test anxiety. Items 2, 8, 10, 19 and 21 aimed to identify the test anxiety of the students.

Tablo 3. Findings on the Students' Test Anxiety

Foreign Language Anxiety Scale		Strongly Disagree	Disagree	Agree Nor Disagree	Agree	Strongly Agree	Total
*2	I don't worry about making mistakes in language class.	n 43	69	70	67	48	297
		% 14,5%	23,2%	23,6%	22,6%	16,2%	100,0%
*8	I am usually at ease during tests in my language class.	n 28	62	71	83	53	297
		% 9,4%	20,9%	23,9%	27,9%	17,8%	100,0%
10	I worry about the consequences of failing my foreign language class.	n 39	10	21	55	172	297
		% 13,1%	3,4%	7,1%	18,5%	57,9%	100,0%
19	I am afraid that my language teacher is ready to correct every mistake I make.	n 28	72	67	85	45	297
		% 9,4%	24,2%	22,6%	28,6%	15,2%	100,0%
21	The more I study for a language test, the more confused I get.	n 60	75	72	48	42	297
		% 20,2%	25,3%	24,2%	16,2%	14,1%	100,0%

Table 3 above shows the frequencies of responses in percentage, means and standard deviations of the items related to test anxiety. These 5 items in Foreign Language Anxiety Scale try to identify test anxiety of the students in language classes. Items 2 and 8 were reverse scored while computing the overall FLCAS scores of the students as they had positive meanings. Table 3 shows the results of these items without reverse scoring. The item with the highest response is item 10. 172 out of 297 students responded as strongly agree. This item has the highest rank of all items. It has negative meaning.

For Item 2 which says “I don't worry about making mistakes in language class”, students mostly chose neither agree nor disagree response. 70 students chose agree nor disagree. The second response with the highest number is response disagree. 69 students chose it. 67 students agreed, 48 students strongly agreed and 43 students strongly disagreed with this item. It can be concluded that most students are not sure about whether they worry making mistakes in class or not.

Item 8, which says “I am usually at ease during tests in my language class.” is mostly agreed. 83 students chose the agree response. The second response with the highest number is response neither agree nor disagree. 71 students chose it. 62 students disagreed, 53 students agreed and 28 students strongly disagreed with this item. It can be concluded that most students are not stressed during tests.

Item 10, which says “I worry about the consequences of failing my foreign language class” is mostly strongly agreed. 172 students chose the strongly agree response. The second response with the highest number is response agree. 55 students chose it. 39 students strongly agreed, 21 students neither agreed nor disagreed and 10 students disagreed with this item. It can be concluded that a great amount of students are anxious about failing in preparatory class.

Item 19, which says “I am afraid that my language teacher is ready to correct every mistake I make” is mostly strongly agreed. 85 students chose the agree response. The second response with the highest number is disagree. 72 students chose it. 67 students neither agreed nor disagreed, 45 students strongly agreed and 28 students strongly disagreed with this item. It can be concluded that most of the students do not like the idea of being corrected by their teachers whenever they make a mistake.

Item 21, which says “The more I study for a language test, the more confused I get” is mostly disagreed. 75 students chose the disagree response. The second response with the highest number is neither or nor disagree. 72 students chose it. 60 students strongly disagreed, 48 students agreed and 42 students strongly agreed with this item. It can be concluded that most of the students do not get confused if they study more.

4.2.4. Anxiety of English Class

This section presents the findings of FLCAS items that are related to anxiety of English class. Items 4, 5, 6, 11, 12, 16, 17, 22, 27 and 29 were used to identify the anxiety of English class.

Tablo 4. Findings on the English Class

	Foreign Language Anxiety Scale	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Total
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	n 64 % 21,5%	54 18,2%	62 20,9%	78 26,3%	39 13,1%	297 100,0%
*5	It wouldn't bother me at all to take more foreign language classes.	n 57 % 19,2%	36 12,1%	72 24,2%	75 25,3%	57 19,2%	297 100,0%
6	During language class, I find myself thinking about things that have nothing to do with the course.	n 20 % 6,7%	59 19,9%	83 27,9%	78 26,3%	57 19,2%	297 100,0%
*11	I don't understand why some people get so upset over foreign language classes.	n 31 % 10,4%	42 14,1%	80 26,9%	87 29,3%	57 19,2%	297 100,0%
12	In language class, I can get so nervous I forget things I know.	n 81 % 27,3%	70 23,6%	64 21,5%	52 17,5%	30 10,1%	297 100,0%
16	Even if I am well prepared for language class, I feel anxious about it.	n 107 % 36,0%	70 23,6%	49 16,5%	49 16,5%	22 7,4%	297 100,0%
17	I often feel like not going to my language class.	n 49 % 16,5%	51 17,2%	63 21,2%	66 22,2%	68 22,9%	297 100,0%
*22	I don't feel pressure to prepare very well for language class.	n 38 % 12,8%	56 18,9%	77 25,9%	72 24,2%	54 18,2%	297 100,0%
*27	When I'm on my way to language class, I feel very sure and relaxed.	n 23 % 7,7%	53 17,8%	117 39,4%	70 23,6%	34 11,4%	297 100,0%
29	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	n 33 % 11,1%	59 19,9%	75 25,3%	77 25,9%	53 17,8%	297 100,0%

Table 4 above shows the frequencies of responses in percentage, means and standard deviations of the items related to classroom anxiety. These 9 items in Foreign Language Anxiety Scale are remaining items and they try to identify classroom anxiety of the students in language classes. Items 5, 11, 22 and 28 were reverse scored while computing the overall FLCAS scores of the students as they had positive meanings. Table 4 shows the results of these items without reverse scoring. The items with the highest responses are items 16 and 28. For item 16, most students chose strongly disagree response. For item 28, most students chose neutral response neither agree nor disagree. Item 28 has negative meaning.

Item 4, which says “It frightens me when I don't understand what the teacher is saying in the foreign language” is mostly agreed. 78 students chose the agree response. The second response with the highest number is strongly disagree. 64 students chose it. 62 students neither agreed nor disagreed, 54 students disagreed and 39 students strongly agreed with this item. It can be concluded that most of the students want to understand their teachers in the target language otherwise they become anxious.

Item 5, which says “It wouldn't bother me at all to take more foreign language classes” is mostly agreed. 75 students chose the agree response. The second response with the highest number is neither agree nor disagree. 72 students chose it. 57 students strongly agreed, 57 students strongly disagreed and 36 students disagreed with this item. It can be concluded that most of the students are ready to take more language lessons.

For item 6, which says “During language class, I find myself thinking about things that have nothing to do with the course”, students mostly chose neither agree nor disagree. 83 students chose the strongly disagree response. The second response with the highest number is agree. 78 students chose it. 59 students disagreed, 57 students strongly agreed and 20 students strongly disagreed with this item. It can be concluded that most students are neutral about this item.

Item 11, which says “I don't understand why some people get so upset over foreign language classes” is mostly agreed. 87 students chose the agree response. The second response with the highest number is neither agree nor disagree. 64 students chose it. 57 students strongly agreed, 42 students disagreed and 31 students agreed with this item. It can be concluded that students do not understand why people have worries in language classes.

Item 12, which says “In language class, I can get so nervous I forget things I know” is mostly strongly disagreed. 81 students chose the strongly disagree response. The second response with the highest number is disagree. 70 students chose it. 64 students neither agreed nor disagreed, 52 students agreed and 30 students strongly agreed with this item. It can be concluded that students’ worries do not result in forgetting things they know.

Item 16 which says “Even if I am well prepared for language class, I feel anxious about it” is mostly strongly disagreed. 107 students chose the strongly disagree response. The second response with the highest number is disagree. 70 students chose it. 49 students neither agreed nor disagreed, 49 students agreed and 22 students strongly agreed with this statement. It can be concluded that if students prepare for the lesson, they do not experience anxiety in class.

Item 17 which says “I often feel like not going to my language class” is mostly strongly agreed. 68 students chose the strongly agree response. The second response with the highest number is agree. 66 students chose it. 63 students neither agreed nor disagreed, 51 students disagreed and 49 students strongly disagreed. It can be concluded that most of the students are not in favor of going to lessons.

For item 22 which says “I don't feel pressure to prepare very well for language class” most students chose neither agree nor disagree response. 77 students chose the neither agree nor disagree response. The second response with the highest number is agree. 72 students chose it. 56 students disagreed, 54 students strongly agreed and 38 students strongly disagreed with this statement. It can be concluded that most of the students are neutral about this item.

For item 27 which says “When I'm on my way to language class, I feel very sure and relaxed”, most students chose neither agree nor disagree response. 117 students chose neither agree nor disagree. The second response with the highest number is agree. 70 students chose it. 53 students disagreed, 34 students strongly agreed and 23 students strongly disagreed with this item. It can be concluded that students are not sure if they are relaxed while going to class.

Item 29, which says “I feel overwhelmed by the number of rules you have to learn to speak a foreign language.” is mostly agreed. 77 students chose the agree response. The second response with the highest number is neither agree nor disagree. 75 students chose it. 59 students disagreed, 53 students strongly agreed and 33 students

strongly disagreed with this item. It can be concluded that most students think there are too many rules in foreign language and they are upset about it.

4.3. Findings from Personal Information Form

This section presents the findings of FLCAS in relation to personal information form. In the study, Turkish version of the scale was used (Köse, 2005). Item 26 was omitted from FLCAS as Niğde University Preparatory Class students only study English. The positive statements were scored as strongly disagree = 1, disagree = 2, neither agree nor disagree = 3, agree = 4, strongly agree = 5. Items 2, 5, 8, 11, 14, 18, 22, 28, 32 were reverse scored as they were negative statements. After reverse scoring, total scores were computed for the scale. As there are 32 items in the scale, the lowest score is 32 and highest score is 165 for the scale.

Tablo 5. FLCAS Reliability Analysis and Descriptive Statistics

FLCAS Scale	
Cronbach's Alpha	0,889
Total Items	32 items
Minimum	36,0
Maximum	147,0
Mean	92,141
Standart Deviation	19,359

Table 5 shows the reliability analysis of FLCAS and its descriptive statistics. In the present study, Cronbach's coefficient alpha was conducted to check the reliability of the scale. Cronbach's coefficient alpha reports the internal consistency of the items. Alpha coefficient ranges in value from 0 to 1. The scores that are between 0,60 - 0,80 is reliable and between 0,80 – 1,00 is highly reliable according to alpha coefficient. Alpha coefficient value of the 32 items in the scale is 0,89. It means the scale is highly reliable. In the present study, the lowest FLCAS score is 36 and the highest FLCAS score is 147. The mean score is $92,14 \pm 19,4$.

Tablo 6. Normality Test

		K-S ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
FLCAS Score		,033	297	,200*	,997	297	,850
Gender	Female	,039	216	,200*	,995	216	,744
	Male	,067	81	,200*	,986	81	,544
Age	18 years	,069	48	,200*	,988	48	,915
	19 years	,044	96	,200*	,995	96	,981
	20 years	,091	88	,071	,982	88	,246
	21 years	,112	31	,200*	,983	31	,887
	22 years	,126	18	,200*	,971	18	,816
	23 and above	,121	16	,200*	,982	16	,975
Preparatory Class Application	Compulsory	,041	263	,200*	,995	263	,631
	Optional	,120	34	,200*	,979	34	,744
High School	Anatolian	,063	120	,200*	,994	120	,917
	Regular	,050	109	,200*	,994	109	,922
	Vocational	,103	39	,200*	,967	39	,296
	Other	,138	29	,168	,983	29	,912
Like Studying English	Yes	,055	84	,200*	,993	84	,946
	Sometimes	,045	162	,200*	,991	162	,402
	No	,084	51	,200*	,980	51	,543

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 6 shows the Kolmogorov-Smirnov (K-S) and Shapiro-Wilk normality test results of FLCAS and its sub-categories. According to Table 6, with and without its subcategories FLCAS shows normal distribution ($p > 0,05$). As the data is normally distributed, parametric tests are conducted. Independent t- test was conducted for the comparison of 2 groups. Also, ANOVA was conducted for the comparisons of more

than 2 groups. For correlation analysis Pearson coefficient was computed. Figure 6 shows FLCAS score's normal distribution line and histogram.

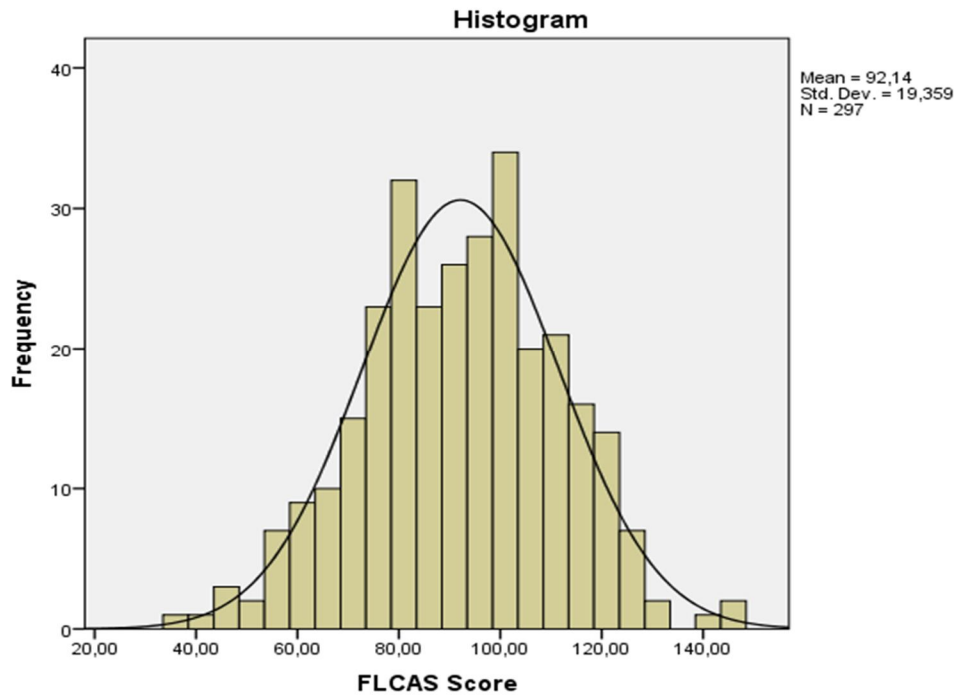


Figure 6. Histogram of FLCAS Scores

4.3.1. Findings from Students' Gender

Table 7 shows the comparison of FLCAS scores and gender of the students. Table 7 gives information about the number of the students, mean FLCAS score, standard deviation, standard error values and independent t-test results according to gender.

Table 7. FLCAS Score and Gender Analysis

	FLCAS Score	n	Mean	S.D	S.E.	t	P
Gender	Male	216	89,588	19,374	1,318	-3,795	0,000*
	Female	81	98,951	17,700	1,967		

*p<0,05

According to the Table 7, the FLCAS scores differ in gender ($p<0,05$). Female students have higher FLCAS mean scores than male students. Their level of anxiety is higher.

4.3.2. Findings from Students' Age

Table 8 shows FLCAS scores in relation to the age of the students. In the table, number of the students, mean scores, standard deviation, standard error values and ANOVA results are shown in relation to age.

Tablo 8. FLCAS Scores and Students' Age

	FLCAS Score	n	Mean	S.D.	S.E.	F	P
Age	18 years	48	96,292	18,878	2,725	2,020	0,076
	19 years	96	91,792	20,438	2,086		
	20 years	88	94,034	17,713	1,888		
	21 years	31	90,516	19,991	3,591		
	22 years	18	85,833	18,118	4,270		
	23 and above	16	81,625	19,846	4,961		

According to Table 8, FLCAS scores do not differ in terms of age ($p>0,05$). There is not a statistical significance among FLCAS scores in different age groups.

Tablo 9. Correlation Analysis Between Age Variable and FLCAS Score

		Age	FLCAS Score
Age	Pearson Correlation	1	-,154**
	Sig. (2-tailed)		,008
	N	297	297
FLCAS Score	Pearson Correlation	-,154**	1
	Sig. (2-tailed)	,008	
	N	297	297

**. Correlation is significant at the 0.01 level (2-tailed).

Table 9 shows the correlation analysis between age variable and FLCAS score. For this analysis, Pearson Correlation Coefficient was computed. There is a negative linear relationship between FLCAS scores and age. This is statistically significant. FLCAS scores decline as the age inclines ($p<0,05$). But, as the correlation coefficient is low, the

relation is not strong. For this reason, in the previous variance (ANOVA) analysis, FLCAS scores didn't differ according to age.

4.3.3. Findings from Students' Type of High School

Table 10 shows the FLCAS scores in relation to students' high schools. In the table, the number of the students, mean scores, standard deviation, standard error values and ANOVA results are shown in relation to high schools.

Table 10. FLCAS Scores and Students' Type of High Schools

FLCAS Score		n	Mean	S.D	S.E.	F	P
High School	Anatolian	120	90,067	20,157	1,840	1,323	0,267
	Regular	109	94,459	18,484	1,770		
	Vocational	39	94,128	21,602	3,459		
	Other	29	89,345	15,192	2,821		

According to table 10, FLCAS scores do not differ in terms of high schools ($p>0,05$). There is not a statistical significance in FLCAS scores among students who were graduated from Anatolian High School, Regular High School or Vocational High School.

4.3.4. Findings from Students' Preparatory Class Application Condition

Table 11 shows the FLCAS scores in relation to preparatory class application condition. In the table, the number of the students, mean scores, standard deviation, standard error values and independent t-test results are shown in relation to preparatory class application condition.

Table 11. FLCAS Scores and Preparatory Class Application Condition

FLCAS Score		n	Mean	S.D	S.E.	t	p
Application Condition	Compulsory	263	92,114	19,655	1,212	-0,068	0,946
	Optional	34	92,353	17,150	2,941		

According to Table 11, FLCAS scores do not differ in terms of preparatory class application condition ($p>0,05$). There is not a statistical significance of FLCAS scores between students who are compulsory and optional.

4.3.5. Findings from the question “Do you like studying English?”

Table 12 shows the FLCAS scores in relation to question, “Do you like studying English?” In the table, the number of the students; mean scores; standard deviation; standard error values and ANOVA results are shown in relation to to question, “Do you like studying English?”

Tablo 12. FLCAS Scores in relation to Question “Do you like studying English?”

FLCAS Score		n	Mean	S.D	S.E.	F	p
Like Studying English	Yes	84	85,440	19,665	2,146	8,931	0,000*
	Sometimes	162	93,512	17,140	1,347		
	No	51	98,824	22,442	3,142		

* $p<0,05$

According to Table 12, FLCAS scores differ in terms of the question “Do you like studying English?” ($p>0,05$). Post-hoc test was conducted in order to investigate this significance. The results of the Scheffe post-hoc test are shown below.

Tablo 13. Post-hoc Comparisons of FLCAS Scores and The Responses to the Question “ Do you like studying English”?

FLCAS Score			Mean Difference (I-J)	Std. Error	Sig.	95% Interval Lower BoundUpper Bound	Confidence
Do you like studying English?	Yes	Sometimes	-8,072*	2,536	,007	-14,311	-1,833
		No	-13,383*	3,348	,000	-21,620	-5,146
	Sometimes	Yes	8,071*	2,536	,007	1,833	14,311
		No	-5,311	3,028	,217	-12,761	2,139
	No	Yes	13,383*	3,348	,000	5,146	21,620
		Sometimes	5,311	3,028	,217	-2,139	12,761
Multiple Comparisons: (Scheffe test) *.p<0,05							

According to Table 13, there is a statistical significance between students who like studying English, who sometimes like studying English and who don't like studying English ($p < 0,05$). FLCAS scores of the students who like studying English are lower than students who sometimes like studying English and who don't like studying English.

4.4. Conclusion

This chapter presents the findings of the study. In this chapter findings of personal information form and findings of Foreign Language Anxiety Scale are presented. The findings of the personal information and FLCAS are given in relation to each other. The next chapter is about discussion, conclusions and implications of the present study.

CHAPTER V

5. CONCLUSIONS AND SUGGESTIONS

5.1. Overview of the Study

The present study tried to investigate foreign language anxiety of Niğde University, Foreign Languages Department, Preparatory Class students. The study had three main research questions. This study tried to identify the foreign language anxiety levels of the students in relation to gender, age, high school and preparatory class application condition. The study also wanted to identify whether they liked studying English or not. 297 students from preparatory class were administered a personal information form and Foreign Language Anxiety Scale (Horwitz et al., 1986). This chapter presents the conclusions and pedagogical implications, limitations of the study, and suggestions for further research.

5.2. Conclusions

5.2.1. Conclusions Regarding Research Question 1

In this study, the first research question was as follows: What are Turkish EFL students' perceived levels of foreign language anxiety? In his study, Karabıyık (2012) divided the students into three groups as slightly anxious, moderately anxious and highly anxious. He found that the students have moderate foreign language anxiety level. The FLCAS scores between 0 and 66 were considered to be slightly anxious, scores between 67 and 95 were considered to be moderately anxious and scores between 96 and 160 were considered to be highly anxious. In the present study, the same grouping was adapted. Table 14 presents the anxiety levels of the students.

Tablo 14. Findings on the Students' Anxiety Levels

FLCAS	Frequency (n)	Percent (%)
Slightly Anxious (0-66)	29	9,8
Moderately Anxious (67-95)	135	45,5
Highly Anxious (96-160)	133	44,8
Total	297	100,0

As can be seen from Table 14, out of 297 students, 29 of them were slightly anxious, 135 of them were moderately anxious and 133 of them were highly anxious.

Niğde University, Preparatory class students can be said as moderately anxious. But the number of the students who are highly anxious and who are moderately anxious are nearly the same.

In his study Martínez (2013) measured Spanish students' anxiety by Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986). In the study the items with the highest scores are given. Item 10 which says "I worry about the consequences of failing my foreign language class" obtained the highest scores. It was agreed by most of the students. In the present study top five items with the highest scores are given. Item 10, which says "I worry about the consequences of failing my foreign language class" was agreed with a high percentage. Out of 297 students, 227 of them strongly agreed or agreed with this item. It is the most agreed items among 32 statements. Also, in terms of other items, the two studies have obtained similar results from FLCAS. Table 15 shows top five items with the highest scores. The top 5 items which were strongly agreed or agreed are shown in the table.

Tablo 15. Top Five Items with The Highest Scores

Ranking	FLCAS Statements
1	10. I worry about the consequences of failing my foreign language class.
2	15. I get upset when I don't understand what the teacher is correcting.
3	6. During language class, I find myself thinking about things that have nothing to do with the course.
4	17. I often feel like not going to my language class.
5	33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

The following statements can be concluded according to Table 15:

1. Niğde University Preparatory Class students experience test anxiety. They worry about the consequences of failing preparatory class.
2. Niğde University Preparatory Class students experience fear of negative evaluation. They get upset if they don't understand what the teacher is correcting and they get nervous when the language teacher asks questions which they haven't prepared in advance.

3. Niğde University Preparatory Class students experience classroom anxiety. They find themselves thinking about things that have nothing to do with the course. They often feel like not going to their language class.

5.2.2. Conclusions Regarding Research Question 2

In this study, the second research question was “Do age, gender, high school and preparatory class application condition affect foreign language anxiety levels of Turkish EFL students?”

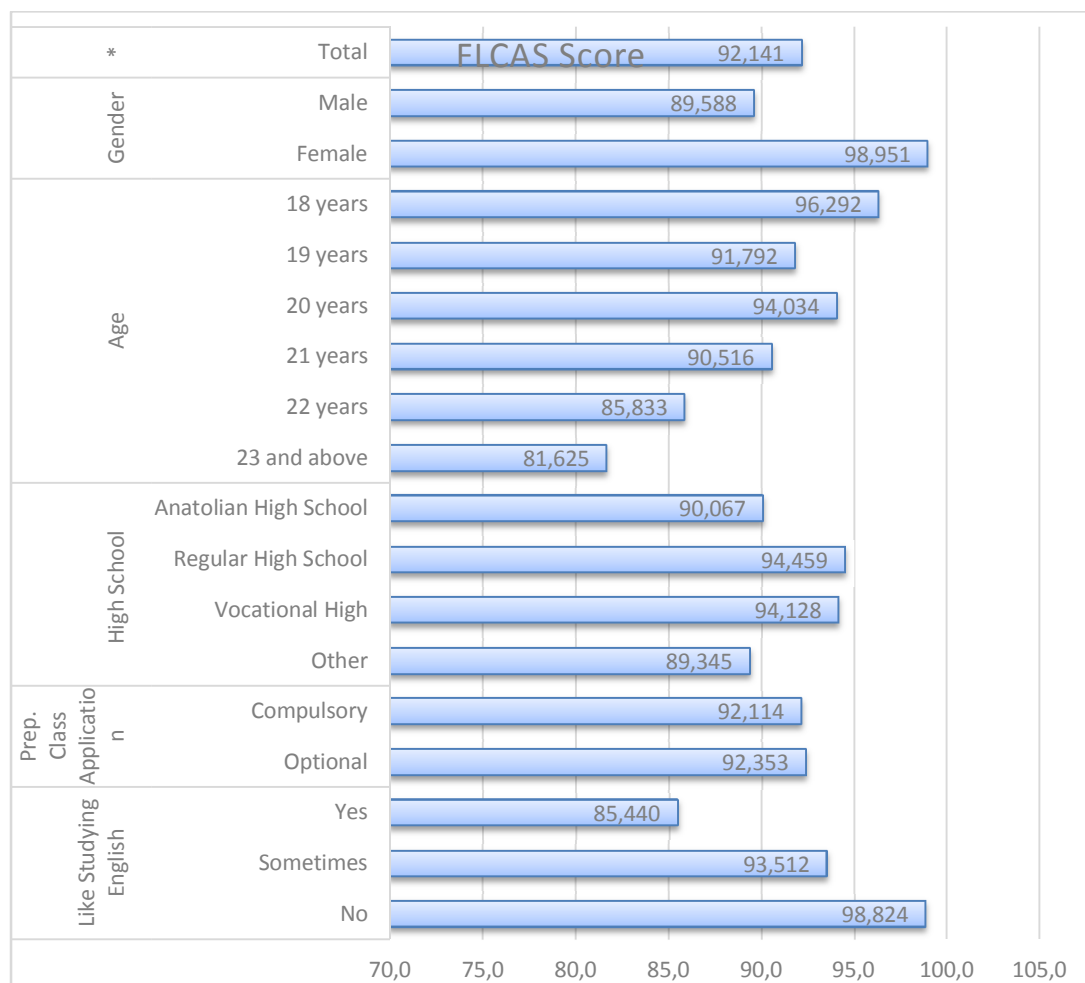


Figure 7. FLCAS Scores in relation to Variables

The personal information form also asked the students whether they liked studying English or not. FLCAS scores of the variables are shown in Figure 7. According to the findings, female students have higher FLCAS scores than male students. As for the age, the FLCAS scores decreased for the students who were older than 23. It is found that

younger students are more anxious than elder students. The graduates of Anatolian High School have lower scores than the graduates of Vocational High School, Regular High School and other high schools. But as mentioned before there is not a statistical significance among FLCAS scores in these categories.

A similar study was conducted by Genç (2009) at İnönü University, Preparatory Class. In the study it was found that there wasn't a statistical significance between gender and age. The only statistical significance was between compulsory and optional students. The levels of anxiety among students who studied compulsorily were high. In the present study, there isn't a statistical significance between compulsory and optional students. It means that the findings of the same study might differ in terms of universities and students.

5.2.3. Conclusions Regarding Research Question 3

In this study, the third research question was "Do students who like studying English have lower foreign language anxiety levels?"

The personal information form included a question which asked the students whether they liked English or not. The only statistical significance is between students who like studying English and who don't like studying English. Students who like studying English have lower FLCAS scores according to the results. It can be understood that students who like studying English do not experience foreign language anxiety.

5.3. Pedagogical Implications

This study aimed to find out the foreign language anxiety levels of Turkish EFL students. The findings show that the students who were Niğde University, Preparatory Class students experienced moderate level of foreign language anxiety. Especially, Item 10 of FLCAS was agreed or strongly agreed by 227 students out of 297 students. Students mostly experienced test anxiety. According to the study, students who like studying English had lower FLCAS scores.

Based on the results of the study, the following suggestions can be made:

1. Niğde University preparatory class students are moderately anxious. According to the results it can even be said that their anxiety levels are slightly under high. Lecturers should take into account that students have foreign language anxiety

and try to reduce the anxiety of their students with their experience and knowledge.

2. In this study, top five items with the highest scores are given. The first one is related to failing class. Students are under the stress of failing the class. Authorities and lecturers should find ways to comfort them and reduce their fear of failing by taking necessary precautions. Scores are important factors in education but there are other more important factors that should be dealt in education.

5.4. Limitations of the Study

This study was carried out at Niğde University, Preparatory Class. The findings of the study come from Niğde University, Preparatory Class. The findings show the anxiety levels of Niğde University, Preparatory Class students. The results cannot be generalized to other universities in Turkey. Also, the questionnaire of the study was administered to 297 students. The preparatory class has 585 students in total. The researcher was not able to administer the questionnaire to all the students. Another limitation was that the students were not monitored for a period. The reasons for the students' foreign language anxiety were only identified with the help of the questionnaire. There might be other factors that affect anxiety of the students. If the same study is conducted without these limitations, the findings of the study might be different.

5.5. Suggestions for Further Research

The results of this study have various suggestions for future studies. The first one is that this study was limited to analyze the foreign language anxiety levels through a questionnaire. Future studies can use different data collection tools such as interviews, diaries, journals, collaborative classroom activities or even other types of anxiety scales. This study was conducted at preparatory class in Niğde University. It can be conducted to other departments of universities. This study tries to identify foreign language anxiety in general. But as most researchers suggest, foreign language anxiety can be found on all four language skills such as speaking, writing, listening and reading anxiety. Future studies can focus on these aspects of foreign language anxiety. Also the number of the students in this study were 297. More students mean more valuable data for research. The ideas of the lecturers are also important in defining the foreign language anxiety

level of students. Lecturers of the students should be interviewed and the findings of these interviews should be analyzed. If there is no time limitation, this type of study can be extended to two semesters of an academic year. After conducting the study and finding out the foreign language anxiety levels, the researchers can try to reduce the anxiety level and conduct the study again to see whether there are changes in the levels of anxiety.

To summarize, foreign language anxiety is an important variable in language classes. Most researchers obtained findings that support this idea. If the reasons for students' anxiety in foreign language classes are found, English teaching will be more satisfying. Not only the researchers but also all the English teachers should examine the anxiety levels of Turkish EFL students in order to form a more reliable classroom environment.

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7. APPENDICES

7.1. Appendix 1: Personal Information Form

Öğrenciye Ait Bilgiler
1. Yaşı:
2. Cinsiyeti: a) Erkek b) Kız
3. Hazırlık Sınıfı Başvuru Durumu: a) Zorunlu b) Seçmeli
4. Lise Mezuniyeti: a) Düz Lise b) Meslek Lisesi c) Anadolu Lisesi d) Özel Lise e) Diğer
5. İngilizce çalışmayı sever misiniz? : a) Evet b) Hayır c) Bazen evet, bazen hayır

7.2. Appendix 2: Foreign Language Classroom Anxiety Scale (FLCAS) Turkish Version

FLCAS Anketi Türkçe Versiyonu

(Köse, 2005)

Lütfen aşağıdaki ifadeleri okuyun ve sizin için uygun olanını belirtin.

İFADELER	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Derste konuşurken asla kendimden emin olamam.	1	2	3	4	5
2. Derste hata yapmaktan kaygılanmam/endişelenmem.	1	2	3	4	5
3. Derse kaldırılacağımı bildiğim zaman tir tir titrerim.	1	2	3	4	5
4. Derste öğretmenimin ne söylediğini anlamamak beni korkutur.	1	2	3	4	5
5. Daha fazla dil dersi almak beni rahatsız etmezdi.	1	2	3	4	5
6. Ders esnasında kendimi dersle ilgisiz şeyler düşünürken bulurum.	1	2	3	4	5
7. Diğer öğrencilerin dil konusunda benden daha iyi olduğunu düşünmeden edemiyorum.	1	2	3	4	5
8. Dersteki sınavlar esnasında genellikle rahatımdır.	1	2	3	4	5
9. Derste hazırlık yapmadan konuşmak zorunda olduğumda paniğe kapılırım.	1	2	3	4	5
10. Sınıfta kalmanın sonuçları beni endişelendirir.	1	2	3	4	5
11. Dil derslerinin insanları neden bu kadar çok ürküttüğünü anlamıyorum.	1	2	3	4	5
12. Derste o kadar heyecanlanırım ki, bildiklerimi de unuturum.	1	2	3	4	5
13. Derste gönüllü cevap vermekten çekinirim.	1	2	3	4	5

14. Yabancılarla (anadili İngilizce olanlarla) İngilizce konuşurken heyecanlanmam.	1	2	3	4	5
15. Öğretmenin düzelttiği hataların ne olduğunu anlamamak beni üzer.	1	2	3	4	5
16. Derse iyi hazırlandığım zaman bile tedirgin olurum.	1	2	3	4	5
17. Sık sık derse gitmek içimden gelmez.	1	2	3	4	5
18. Derste konuşurken kendime güvenirim.	1	2	3	4	5
19.Öğretmenlerim yaptığım her hatayı düzeltmeye çalışırlar.	1	2	3	4	5
20. Derse kaldırıldığımda kalbimin çok hızlı attığını hissediyorum.	1	2	3	4	5
21. Sınavlara ne kadar çok çalışırsam, aklım o kadar çok	1	2	3	4	5
22. Derslere çok iyi hazırlanmak için baskı ya da zorunluluk hissetmiyorum.	1	2	3	4	5
23. Her zaman diğer öğrencilerin İngilizce'yi benden daha iyi konuştuklarını düşünürüm.	1	2	3	4	5
24. Diğer öğrencilerin önünde İngilizce konuşurken rahat olamam.	1	2	3	4	5
25. Dersler o kadar çabuk ilerliyor ki, geride kalmaktan endişe ediyorum.	1	2	3	4	5
26. Derste konuşurken heyecanlanırım ve aklım karışır.	1	2	3	4	5
27. Derse giderken kendimden çok emin ve rahatım.	1	2	3	4	5
28. Öğretmenin söylediği her kelimeyi anlamazsam tedirgin olurum.	1	2	3	4	5
29. Bir dili konuşmak için öğrenilmesi gerekli olan kuralların sayısı beni sıkar.	1	2	3	4	5
30. İngilizce konuşursam diğer öğrencilerin bana güleceğinden korkarım.	1	2	3	4	5
31. İngilizce'yi anadili olanlarla konuşurken kendimi muhtemelen rahat hissederim.	1	2	3	4	5
32. Öğretmen daha önce hazırlanmadığım sorular sorduğunda sıkıntı duyar, heyecanlanırım.	1	2	3	4	5

**7.3. Appendix 3: Foreign Language Anxiety Scale (FLCAS) English Version
Horwitz (1986)**

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

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