Secondary and High School Students' Speaking Anxiety: A comparative Study

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ABSTRACT

This study aims to explore the weather or not the learners in Erenköy Lychee experience foreign language classroom anxiety in the process of foreign language learning.

The study involved a sample group of language learners who were studying both in secondary and high school of Erenköy Lychee. The Foreign Language Classroom Anxiety Scale (Horwitz, 1986) was administered to the learners. The outcome of the questionnaire provided quantitative and qualitative data. The participants involved 100 students who volunteered in 2013-2014 academic year.

The study intended to investigate the level of anxiety experienced by foreign language learners at the Erenköy Lychee. In addition, the study considered the role of anxiety in language learning.

The first research question intended to examine the level of anxiety experienced by students who were studying in Erenköy Lychee. Moreover, the study examined the factors which reinforce anxiety. In general the study intended to find out whether students in Erenköy Lychee feel anxious in communication activities or not.
The second research question intended to investigate the major stressors which provoke anxiety.

The third research question investigates how these factors affect speaking anxiety.

The results obtained through the study provide some useful information for the second language research. The study revealed the following results,

* The majority of the participants who were studying in high school were highly anxious about language learning. Whereas, secondary school students did not feel much anxious as high school students did.

* For the secondary school students, their peers in the classroom are the most anxiety provoking factors but for high school students, communication activities are the major cause of anxiety.

Keywords: language learning, foreign language anxiety, secondary school students, high school students, Foreign Language Classroom Anxiety Scale (FLCAS)

ÖZ

Bu araştırma Erenköy Lisesinde eğitim gören öğrencilerin yabancı dil öğrenirken, yabancı dil sınıf kaygısı yaşayıp yaşamadıklarını araştırmaktadır.

Bu çalışma, Erenköy Lisesinin ortaokul ve lisesinde eğitim alan öğrencileri içermektedir. Yabancı Dil Kaygı Ölçeği (Horwitz, 1986) uygulanmıştır. Ölçekten nitel ve nicel sonuçlar çıkmıştır. Katılımcılar 2013-2014 yıllarında eğitim alan gönüllü öğrencilerden oluşmaktadır

Bu çalışma, Erenköy Lisesinde eğitim alan öğrencilerin kaygı oranını araştırmayı hedef alır. Bunun yanında bu çalışma, kaygının dil öğrenme üzerindeki etkisini de ele alır.

Birinci araştırma sorusu Erenköy Lisesinde eğitim alan öğrencilerin kaygı seviyesini araştırmayı amaçlar. Bunun yanında, bu çalışma kaygıyı tetikleyen faktörleri de araştırır. Genel olarak bu çalşma Erenköy Lisesinde eğitim alan öğrencilerin konuşma aktivitelerinde kaygı hissedip hissetmediğini bulmaya çalışır.

İkinci araştırma sorusu, kaygıyı teteikleyen faktörleri bulmayı amaçlar.

Üçüncü araştırma sorusu, kaygıya etki eden faktörlerin konuşma kaygısı üzerindeki etkisini araştırmayı amaçlar.

Bu araştırma sonucunda elde edilen sonuçlar ikinci dil araştırması için kullanışlı bilgiler sağlamıştır. Bu araştırma arşağıdaki sonuçları ortaya çıkarmıştır.

Lisede öğrenim gören katılımcıların çoğunluğu dil öğrenimi konusunda oldukça endişeli. Oysa , ortaokul öğrencileri lise öğrencileri kadar endişeli değillerdir.

Ortaokul öğrencileri için, sınıfta akranları en kaygı yaratan faktörlerken, lise öğrencileri için , iletişim faaliyetleri kaygının başlıca nedenidir .

Anahtar Kelimeler, dil öğrenme, yabancı dil kaygısı, ortaokul öğrencileri,lise öğrencileri, Yabancı Dil Sınıf Kaygısı Ölçeği

DEDICATION

To my family and friends, I love you all and thank you all for your support during my period of study. To my supervisor who motivate me to study in this area. Thank you for your great contributions.

ACKNOWLEGEMENT

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LIST OF ABBREVIATIONS

CA   Communication Apprehension

FL   Foreign Language

FLA   Foreign Language Anxiety

FLCA   Foreign Language Classroom Anxiety

FLCAS   Foreign Language Classroom Anxiety Scale

FLE   Foreign Language Enjoyment

L1   First Language (Native Language)

L2   Second Language (Target Language)

Chapter 1

INTRODUCTION

1.1 Presentation

This chapter describes the introduction of the study. Secondly, the study represents the statement of the problem. Therefore, this section involves the purpose of the study and represents the definitions of terms.

1.2 The Role of English in Cyprus

Cyprus is the third island in Mediterranean Sea. It is in the south of the Turkey, west of Syria and Lebenon. Cyprus was under the control of British colony from 1978 to 1960.

In 1935, English was introduced as a part of curriculum in the top classes of large schools. However, the teachers were secondary school graduates and they did not have enough linguistic and methodological knowledge. Later, through the expansion of Imperialism, the British government put emphasis on teaching English as the primary goal of schools. The students who learned English became interpreters between The British merchants and the Cypriot merchants. After the war in 1974, the country was divided into two parts. Greek Cypriots began to live in south part and Turkish Cypriots began to live in north part of Cyprus. In April 2003, both governments reached agreement and open gates to allow people of each sides to go and visit each other. In every part of Cyprus, the name of many shops are in English.

Moreover, people post advertisements in English. Therefore, there are some newspapers which are in English.

1.3 The Position of Erenköy in North Cyprus

Erenköy is at the east of Cyprus. Although there are some Greek Cypriots and British people, Turkish Cypriots consist of the major part of local people. People in Erenköy usually work on agriculture and stock-breeding. Children help their parents after school. People send their children to Erenköy Lychee. Erenköy Lychee consist of secondary and high school. Those learners who go there study lessons in Turkish. They get compulsory English lessons as well.

1.4 General Introduction

 English has become one of the global languages and the knowledge of English is required in all fields of study. So, all public and private schools offer compulsory English courses starting from the first year of primary school in North Cyprus. The reason behind this is to make students acquire the language in the early ages and to get them ready for their future careers. On the other hand, difficulties experienced by language learners can have some debilitating effects on them. Those learners who face many problems in their language classrooms change their academic majors or goals. (Horwitz et al. 1986) Many researchers have identified that the sources of these problems lie in the inner selves of students. To make it clear, they begin to use the term "anxiety" to explain the difficulties that students feel in language classrooms. Although anxiety is considered to be an intuitive feeling, it is identified to be one of the negative factors in language learning and language performance.

Teaching English in North Cyprus is the primary goal of every educational institution. Families have desire to send their children to English medium schools.

Although there are many private English schools in every part of the country, students can still get regular English lessons in public schools. Concerning the village of Erenköy in which the study take place, Erenköy is a very touristic place and many tourists from America or England have houses and spend most of their time in Cyprus and some of them have even planned to spend their lives there.

Foreign Language Anxiety (FLA) is complex and multidimensional. It is partly related to an individual's personality or social factors. Research has shown that FLA is an important predictor of oral achievement. (Woodrow, 2006) Phillips(1991; 1992) in two of her studies indicates that high levels of FLA in the classroom cause negative reactions and can discourage students towards language learning. Therefore, it is asserted that the proficiency level of the learners can be predictor factor of the anxiety. In one of the comparative studies for beginners, intermediate and advanced level of students, it is found that the first year for beginners is the best predictor factor for anxiety. Whereas, language class anxiety is the best predictor for both intermediate and advanced level of learners. Thus, it is emphasized by McIntyre and Gardner (1991) that " as experience and proficiency increases, anxiety declines in a fairly consistent manner." (p.111) Similarly, in another study from Dewaele, Petride and Furnham (2008) suggested that learners who were proficient in a language suffer less from anxiety.

Since speaking is one of the major stressors of students in language classrooms it is important to identify why it is considered, because students are expected to produce utterances in language which they are not proficient (Horwitz, Horwitz, & Cope, 1986; MacIntyre, 1999; Young, 1991). Many researchers drew parallels between speaking anxiety and oral achievement and they concluded that the feeling of

anxiety can prevent learners to produce comprehensible utterances and to reach academic success in oral exams. Therefore, research has proven that many students who have a high level of speaking anxiety are less likely volunteer to answer the questions and to participate in the oral activities within the target language. (Ely, 1986)

This study seeks to provide some insights into the field of foreign language anxiety by focusing on speaking as a separate construct. It will also tries to find out whether the English level of students can affect the level of speaking anxiety that students feel during oral speeches in the target language.

1.5 Statement of the Problem

Anxiety has been the major focus of foreign language research since the 1980's. (E, Horwitz, M, Horwitz and Cope, 1986, Scovel, 1979) Researchers in the beginning failed to understand the reasons of anxiety but through the development of consistent (valid and reliable) scales, it has been identified that anxiety plays a significant role in students' language learning and it has negative effects on the students' performance. (Horwitz et al, 1986; Onwuegbuzie et al, 1999, Kunt and Tum, 2013; Shao, Yu, &Ji, 2013) Since anxiety has been found to have a great effect on learners' performance many researchers analyze it from various perspectives. Some researchers explore whether the perceptions of learners or their self-confidence play a significant role in increasing their anxiety level or not. (Macıntyre and Gardner, 1991; Horwitz and Bulletin,1991; Tse, 2011) Many scholars study the effects of anxiety in learning and using the four language skills, and they also look at whether the anxiety level changes among different genders or different levels of learners. Considering the language proficiency of learners, many scholars are not able to reach

specific results. They could not reach if the English proficiency level of learners reduces or increases their anxiety level. (Krashen, 1982; Zhang, 2001; Elkhafaifi, 2005, Gas and Selinker, 2008; Liu and Jackson, 2008) This problem still remains unanswered in the existing literature and need to be investigated. For that reason, this study seeks to solve this enigma through close investigation of existing literature and conducting a study on two different levels of learners. From this angle, this study may provide many insights into the existing literature and may open new ways of investigation in the field of language learning research.

1.6 Purpose of the Study

Since 1986,'s many language researchers have started to deal with the issue of anxiety from different angles and various researchers have reached different results and have provided new ways for teachers to help their learners to cope with the problem of anxiety. Although anxiety is a psychological symptom, it is still possible to reduce its effects on learners' performance. (Foss, Armeda&Reitzel; 1998, Effiong, 2015) To understand its possible effects, it is essential to know when learners feel anxiety and what the situations are which promote stress. At first hand, several researchers argue that people's inner feeling are the major obstacles which raises their anxiety and cause them to feel negative. (Young, 1992; Dewaele, Petrides&Furnham, 2008, Yun and Horwitz, 2008) However, there are many other issues which are raised by many scholars to be possible reasons of anxiety. These are, classroom environment, the learners' age and their cultural background. So it is essential both to investigate the perceptions of students and the environment where the learning process take place. Concerning the effect of proficiency of learners' anxiety, many scholars have controversial opinions and throughout their research, they reach different results. This dilemma is based on two assumptions; the first one

is when the learners reach the highest proficiency in the target language hence, they face less difficulties and this promote positive feelings. So, they do not feel much anxiety or the anxiety they feel does not affect their learning process. The second assumption is that through the increase of proficiency in the target language, learners feel anxious about making mistakes. So, it is necessary to solve this dilemma by analysing the existing literature and conducting studies on learners with different proficiency. In that sense, this study seeks to provide some insight into the existing literature by exploring the perceptions of learners and comparing two groups of learners from secondary and high school institutions. In general these learners have Turkish L1 background and are learning English as a foreign language. By comparing these two group of learners I aim to solve the enigma in the existing literature. Also, this study seeks to find out how the perceptions of learners have an effect on their anxiety.

Considering the perceptions of learners many studies have been conducted and their results show that when learners feel motivated and have positive thoughts about their learning process, these can reduce their anxiety level and effect their performance in a positive way. (Wörde 2003, Horwitz and Sharlett, 1999, Blanche 1988) Wörde (2003) states that many students have negative attitudes toward learning and this can affect them in a negative way. However, she suggest that when students discuss their feelings with each other, they feel calm and they recognize that they are not alone. This is revealed by one of her participant that she explains her nervousness as, "at first, I thought my God, am I the only one who's getting nervous, the only one whose heart is beating, like pounding really hard? But now, I know I'm not the only one." (p.4) On the other hand, in another but similar study, Tse (2011) reveal that students

link their anxiety to their lack of proficiency and little motivation toward learning. Knowing the feelings of students toward learning is helpful in creating new techniques and using different teaching materials to address the learners' needs and help them to create ways in order to cope with their learning problems.

The effect of language aptitude on anxiety is a great dilemma in the existing literature because there is still inconsistent results about whether the proficiency has a positive effect on learners learning or not. This is supported by Wei where she claims that first year students may feel anxiety because of feeling alienated by the new environment but later, they can adopt themselves to the target environment. She states that "Chineese Bouyei college students are more anxious in the first year and less anxious in the second year, probably because their adaptability in English learning has enhanced through their experience of a year's study at college." (p.80)

1.7 Definition of Terms

Anxiety: It is defined as an emotional condition of feeling threatened, in danger, o of unpredictability and uncertainty (Greenberg & Beck, 1989).

Foreign Language Anxiety: Anxiety that learners feel in learning a foreign language. (Horwitz, Horwitz and Cope, 1986) Foreign Language Classroom Anxiety Scale: The scale is developed by Horwitz, Horwitz and Cope (1986) to measure the foreign language learning anxiety of students in language classroom.

Chapter 2

LITERATURE REVIEW

2.1 Presentation

This section involves an overall view of general anxiety research. First of all definitions of anxiety are represented. Secondly, this section describes types of anxiety, the role of perceived self-confidence and the role of English proficiency on anxiety. Moreover, the relationship between motivation and anxiety and the communication apprehension are discussed in this chapter.

2.2 Definitions of General Anxiety

Emotions are the major factor which contribute to or impede learning. Through the end of 20th century, Domasia, a psychologist describes the emotions as "emotions are not trusted in the laboratory. Emotion was too subjective, it was said. Emotion was too elusive and vague. Later, his colleagues who were inspired by his study, searched for the relations between emotion, cognition and memory. They reached the conclusion that positive feelings encourage learners' success, whereas, negative feelings promoted avoidance. (Schuman, 1998 ;Leventhal and Scherer, 1987) Learners who have positive emotions such as self-esteem and motivation are able to organize their learning and reach success in many situations. However, emotions as tension, anxiety, stress or anger are obstacles which affect learners' success in a negative way and cause them to reduce the speed of their learning process. Usually learners with negative feelings face many difficulties in their learning processes. Yet, language learning requires positive attitudes and motivation. In the existing

literature, it has been identified that many language learners have negative thoughts about their learning. These negative thought are directly related with the level of anxiety they feel during their learning process. Anxiety is a general term which is adopted from psychology to describe the negative feelings of humans toward something. In educational research, anxiety is defined as a fear which appears as a result of a specific situation. (Scovel, 1978) Moreover, David and Hutchingins (1981) claim that anxiety consist of two parts; 'worry and emotionality.' Worry is about the judgments about oneself. Therefore, emotionality is about the arousal of negative feelings as a result of an unpleasant situation. So, when learners come across with an anxiety increasing situation, they start to feel tension their hearts beat faster than the usual. Before the concept of Foreign Language Anxiety is introduced, this general type of anxiety is used in language learning to describe the negative attitudes of learners toward learning. (Horwitz et all, 1986; MacIntyre, 1995; Kitano, 2001; Cheng &Horwitz and Shallert, 1999; Philips, 1992, Kunt and Tum, 2013, Kunt, 1997)

2.3 Types of Anxiety

The Alper and Haber Achievement Anxiety Test (1960) identifies that there are two anxiety types which have a great effect on the learner's academic success or failure. These are debilitating anxiety and facilitating anxiety.

2.3.1 Debilitating Anxiety

Debilitating Anxiety is usually associated with the increase of stress and the reduction of performance. (Yechiam et all, 2006; Mckay, 2005) Learners who were identified to have debilitating anxiety got lower scores from their exams and cannot be able to reach academic success. (Moyer, 2008)

2.3.2 Facilitating Anxiety

Facilitating Anxiety is related to enhanced problem solving and the reduction of stress and worry in the learning process. Those learners who have facilitating anxiety know how to deal with problems. Macıntyre and Gardner, 1991; Steinberg and Horwitz, 1986) Researchers argue that facilitating anxiety helps learners to learn the new learning tasks in a better way.

Some researchers analyse anxiety from different perspective. These researchers compare anxiety to Janus, the god of transitions in Roman methodology. This god has two faces; one part represents the future, whereas the other represents the past. From this perspective, students have both positive and negative emotions toward language learning. Yet many scholars deal only with the negative part and ignore the positive part of the learning process. (Young, 1991; Peterson, 2006) This situation is described by the psychologist Fredrickson (2001) where he proposes that emotions such as love and joy open people's mind and broaden their intellectual capacity. There are several researchers who deal with the positive emotions of learners toward learning. Dewaele and Macıntyre (2014) are among these researchers who analyse the relationship between foreign language enjoyment and foreign language anxiety. For their study, they developed a new instrument by taking Ryalet all's Interest and Enjoyment subscales. Thus, they conducted an online based research and reached a wide range of participants with different cultural and educational background. The results reveal that many students have high level of FLE rather than FLCA. Moreover, FLE and FLCA are found to be two different emotions and the absence of one does not imply the other.

So, this shed light to the idea that a person who enjoys language learning can sometimes feel anxiety to some extent. (MacIntyre and Legatt, 2011)

2.4 Foreign Language Anxiety

Foreign Language Classroom Anxiety (FLCA) is related to learning situations and also to specific language learners. Tobies (1985) draws two models related to language anxiety. These are Inference Retrieval model and the Skill Deficit model. The Interference Retrieval model is related to the anxiety that students feel when they are asked to recall the previously learned materials. However, the Skills Deficit model is related to the problems that occur during the input or processing stages. MacIntyre and Gardner (1994a) take Tobias' model and theorize language anxiety in three stages; input, processing and output. Anxiety during the input stage involves the fear or tension that learners feel when they are presented with new vocabulary and new sentences. The level of anxiety at this stage affects the students' concentration of the target environment and prevents them from receiving the new input. (Onweigbuzie& Daley, 1999)

Anxiety during the output stage includes the tension of students while presenting new materials. Anxiety at this stage depends on the difficulty of the materials. Therefore, anxiety at the output stage involves the worry that learners feel in production process. This type of anxiety prevents learners from speaking or writing in the foreign language.

MacIntyre and Gardner (1991) analyse anxiety from three perspectives; trait anxiety, state anxiety and situation- specific anxiety.

2.4.1 Trait Anxiety

Trait anxiety refers to the individual differences in dealing with various situations which are threatening. (Spielberger,1972)

2.4.2 State Anxiety

State anxiety refers to "a transitory emotional state or condition characterized by subjective, consciously perceived feelings of tension and apprehension and activation of the automatic nervous system. (Spielberger, 1972, p.39) In contrast to trait anxiety, state anxiety includes the characteristics of personality and it occurs in circumstances when a person deals with an unpleasant or anxiety provoking situation.

2.4.3 Situation - Specific Anxiety

This kind of anxiety occurs in specific situations. According to MacIntyre and Gardner (1991) Situation Specific Anxiety is "limited to a specific context." (p.90) (Horwitz et al, 1896,Woodrow 2006,) This type of anxiety manifests in physical sense with psychological signs as dry mouth, tension, increase in heart rate. (Chastain, 1975; Gardner, 1985; Skinberg&Horwitz, 1986, Onweugbuzie et al, 1999)

On the other hand, according to Horwitz, language anxiety is "a distinct complex of self-perceptions, beliefs, feelings and behaviours related to the classroom language learning process. (p.128) Horwitz et all (1986) indicate that language learners have various invisible blocks which prevents them from reaching their goals in language learning. These blocks can be considered as communication apprehension, test anxiety and fear of negative evaluation.

Oh (1990) defines Foreign Language Classroom Anxiety as a "situation specific anxiety [that] students experience in the classroom which is characterized by self-

centred thoughts, feelings of inadequacy, fear of failure, and emotional reactions in the language classroom." (p.56)

To sum up, before the concept of FLCAS was crated, general anxiety is used to describe the fear and stress of learners in language classrooms but since then it has been conceptualized. Many researchers and scholars have started to use the term to define feelings of students in language learning environments. In general, FLCA is a feeling of worry, panic and nervousness which come out suddenly in language learning conditions. Language anxiety is a personal feeling and its level varies from individual to individual.

Early researchers who worked on anxiety were not able to demonstrate a clear affinity between anxiety and academic success. Chastain (1977) was one of these scholars who examined the relationship between students' anxiety and their course grades in three language programs; French, German and Spanish. He used the Taylor Manifest Anxiety Scale and compared the results with the final grades of students. However, the results of this study showed some inconsistencies among different languages. He identified that some students who were highly anxious got quite better grades than the students who were less anxious. Similarly, in one of the studies from Kleinmann (1977) it was identified that anxiety helped students to improve their oral language achievement. Whereas Backman (1976) in another study was not able to distinguish any difference between students' anxiety level and their course grades.

Bailey (1983) in one of the studies analysed the personal diaries of language teachers who were studying foreign language. The results of this study showed that self-comparison among students is the best predictor of anxiety. The reason behind

this lies with the idea that learners are passionate to compete with each other for grades and they strive to meet the expectations or approval of their teachers.

Scovel is among the early researchers who worked systematically to raise the issue that the scales that were used did not measure the students' anxiety level but they measure other factors as test anxiety or fear of negative evaluation. Moreover, she identifies that researchers do not take into consideration some variables such as the age of learners, the language setting, anxiety definitions and anxiety measures. Therefore, she supports the idea that researchers have to be clear about what kind of anxiety that they want to measure and they should use specific instrument to measure that anxiety.

Horwitz, Horwitz and Cope (1986) are the first who treated anxiety as a different construct particularly related to language learning and they differentiated the language anxiety from other types of anxiety. They define Foreign Language Anxiety (FLA) as "a distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom language learning processes" (p.125)

MacIntyre and Gardner (1994) also define language anxiety as the state of nervousness or tension which occurs in second language learning classrooms and how it affects the four language skills; speaking, listening, reading and writing.

Many inconsistences in previous research lie behind the fact that the scales which were used in this field of study did not give clear and valid results and these scales did not really measure the foreign language anxiety. For that reason Horwitz et all, developed a scale called Foreign Language Anxiety Scale which is a 33-item Likert-

type instrument that assesses the degree to which students feel anxious during language classes. The processes of development of this scale will be discussed later.

2.5 Research Studies on Foreign Language Anxiety

Starting from the 1960's language learning research has focused on the factors which create negativeness in the learning process of learners. Anxiety was not among these issues initially, but later many researchers identified it as the main construct of failure of many students in the language classrooms. So, anxiety was accepted as an effective factor by researchers and they conducted many studies to show its effects on the foreign language learning process. (Horwitz, Horwitz and Cope, 1986; Phillips, 1999; Dewaele & Marc, 2014; Kunt and Tum, 2010, Dewaele and MacIntyre, 2014,Garrett and Young, 2009) This section includes a deep analyses of the studies conducted during and after 1986.

Horwitz et al were among the first researchers who identified the great impact of anxiety on learners' performance. During the analyses of the learning process from the perspectives of learners, they identified that many learners did not volunteer to take active part in role play activities and most learners were unable to remember the new vocabulary during evaluation situations. The main source of this was found to be the anxiety that students felt toward learning. (1986) In order to support the existing findings, MacIntyre and Gardner (1999) draw parallels between anxious learners and the vocabulary learning process. They highlighted that anxious learners frequently forget the vocabulary of the target language in the in class activities and in oral communications. Thus these students see language classrooms as "too rapid and that they get left behind." (MacIntyre and Gardner, 1991a) Furthermore, Stainberg

and Horwitz (1986) revealed that students with high level of anxiety use less interpretations in describing complex scenes.

Also, these learners avoid producing difficult or personal messages in the target language. (Onweugbuzie et all, 1999, Horwitz et all, 1986)

On the other hand, many learners are identified in measuring their abilities concerning the language learning. Some highly anxious learners focus strictly on their limitations and cannot be able to motivate themselves in the learning process. (MacIntyre and Gardner, 1989) This effect their performance in a negative way. Nevertheless, self-assessment and anxiety are correlated with each other, because anxious learners underestimate their language abilities. This state is described as "self-derogation". (DesBrisay, 1984; Ferguson 1978, Holec, 1979, Blanche 1988)

Many researchers have investigated how the anxiety underestimates the students' language learning ability and language achievement. Arnold (2012) explains the concept of effect in relation to language learning. According to her assumptions the affect is a kind of tyre with two sides; 'inside and between.' (p.11) 'Inside' is a term that refers to students' perceptions, motivation, self-esteem and self-concept. Between on the other hand, refers to other students, teachers and classroom environment. These two factors have a role in increasing the students' anxiety.

2.5.1 The İmpact of Self-Confidence on Anxiety

Learners are the major concern of Second Language Acquisition (SLA) researchers. Although the methodologies, theories, tests, teachers, classroom environment, cultural values…etc have an effect on the learning process, it is essential to know how learners feel and how they react to specific situations.(Wei, 2012; Phillips,

1999) In the learning contexts, various learners have different feelings but it is common for many learners to have the feeling of awkwardness. (Dewaele and Mac, 2014) This is the result of lack of confidence, feeling stressful and also feeling that others may be more competent and proficient than themselves. Dörnyei and Murphy (2003) state that language learning can be compared to "walking into a party when you hardy know anyone there." (p.14) While learners have limited knowledge of vocabulary and the grammar, they fear that they making mistakes, scare of not being answer a question correctly. (Sağlamel and Kayaoğlu, 2013) Concerning the feelings of students toward foreign language learning, many studies are conducted in various contexts on many different learners. (Horwitz, Horwitz and Cope, 1986, Clement et all, 1994, Onwuegbuzie et all, 1999; Hahemi, 2011; Thomson and Lee, 2012; Park, 2009, Rose, 2008) Kunt and Tum (2010) in one study investigated the feelings of student teachers studying in an English Language Teaching programme. FLCAS is administered to the participants. Results gathered from the study reveal that many learners feel uneasy in communicative situations and this can be linked to the insufficiency of the education programme, if the programme does not offer enough communication lessons. To reflect the negative emotions of students toward speaking activities, Kunt and Tum (2010) state that many learners complain that "I feel that it makes me nervous when I misuses a word or make a mistake." (p. 4675) Similarly in another study, Tüm and Kunt (2013) searched for the non-native student teachers' feelings of anxiety in speaking English. Through the investigations, it was identified that foreign language anxiety occurred in two conditions; (1) the application of grammar rules, and (2) in using the speaking skills. Bown (2009) publishes a study in the same field of investigation by using qualitative approach in order to find out the perceptions of 22 Russian participants.

2.5.2 The Role of English Proficiency on Language Anxiety

Several researchers discuss the relationship between anxiety and perceived competences.

They clarify that learners who are highly anxious have little hope in their capacities and their abilities in the learning process of the target language. Such learners frequently do not focus on the activities rather they feel demotivated and cannot be able to complete tasks. In order to demonstrate this, MacIntyre et al (1999) conducted a study on students who were studying their first year philosophy class at a bilingual university. Their major concern was to analyse the relationship between students' anxiety and their assumed capacity.

The results of their study demonstrate that learners who are proficient perceive themselves as more proficient. Thus, subjective proficiency is positively correlated with the actual proficiency. Furthermore, language anxiety is found to be a great factor in students' performance of the four types of tasks; reading, writing, speaking and listening. Specifically, those learners who were anxious tended to speak less information than the relaxed students. Kago (2010) reflects that self-confidence and anxiety are two opposite constructs which correlate negatively with each other. Similarly, Cheng, Horwitz and Schallert (1999) supported the role of low self-confidence on anxiety. They analyse the links between second language speaking and writing anxiety and identified that in both anxiety types self-confidence underestimate their capacities of language learning and had a great impact on learners. Learners with low self-competence had negative expectations about their performance. Even, it was realised that anxious learners sometimes gave up speaking when they recognised that others were not listening to them. (MacIntyre, Noels &

Clement, 1999, Cheng et all, 1999 Hamilton, 2011, Lane, 2010) Similarly, Matsuda and Gobel (2004) search for the influence of self-confidence in relation to foreign language anxiety. Their major focus was to explore the relationship between foreign language anxiety and foreign language reading anxiety and to clarify whether the oversees programs reduced the anxiety level of learners or not. The results supported the findings of various researchers and proved that even a short period of oversees experience in a foreign country can have a positive influence on reducing students' anxiety by providing them with more opportunities to use the language frequently. Therefore, this experience increases their self-confidence in using the target language.

Moreover, Tanver's (2007) study contributes to the existing findings and shows deep analyses about the sources of anxiety. He reveals that it is the intrinsic motivators of the learner's inner selves which cause anxiety. Furthermore, learners with negative perceptions feel uncomfortable in language classrooms and cannot adopt themselves to the target environment.

2.5.3 The Effect of Other Factors on Anxiety

Several researchers have analysed the relationship between foreign language classroom anxiety and the effects of factors as first language, learners' beliefs about language learning, their cultural background and the role of their peers..etc. (Cheng, 2002; Young, 1991; Macıntyre & Noels &Clement, 1997) To clarify this issue, Yan and Horwitz (2008) conducted a study on Chinese EFL learners and tried to explore two major questions; ' how the anxiety affected language learners and what were the variables which effect language achievement'. As an instrument, researchers only use interview questions in order to gather the perceptions of learners about anxiety.

This study has great contribution to the existing findings and opened new areas in the research of foreign language learning. As a research method, they use grounded-theory approach. Using this approach as an umbrella term, they analyse their data under three steps; "thematic analysis, generation of affinities or variables and interrelationship digraph analysis." (p.157) The first stage involve grouping the responses which are similar or different. The second stage involves clustering the results of the first step as affinities. In the final stage, connections between affinities are identified by rereading the original data. So, this model is a new approach to address language anxiety by considering L2 problems.

2.5.4 The Role of Self-Perceptions on Anxiety

Many researchers have proved that a person's self-confidence and self-perception play a significant role in a person's ability to receive the new input and deal with L2 problems when necessary. Yet, some learners who feel demotivated and have low self-confidence face many problems in their learning process and feel anxious throughout the speaking activities or the activities that require them to use the new language. This anxiety can cause them not to be able to reach a good performance in learning and using the four language skills; listening, speaking, reading and writing. Some researchers look at the relationship between foreign language writing competence and writing anxiety (Cheng, Horwitz and Sharlett, 1999); speaking ability and speaking anxiety.

Onwuegbuzie et al, (1999) identified three factors as the main results of foreign language anxiety. These were the students' expectations of their overall achievement, perceived self-worth and perceived scholastic competence. For this reason, beliefs about language learning can be a source of anxiety. Many learners who are highly

anxious find their language courses difficult. Yet, most learners with low anxiety levels feel vice versa. So, self-esteem and plays a significant role on foreign language anxiety.

Vygotsky (1978) suggests that social interaction has a great power on learning. Using various techniques to create interactions between students motivate learners, increase their self-esteem and reduce their anxiety level. (Cormack, 2003) Creative drama is one of these techniques which promote speaking interactions. Since speaking is the most scary activity among learners, using various techniques such as creative drama can help learners to reduce their anxiety level and cause them to feel confident in using the language. (Wessels, 1978; Phillips, 1999) Similarly, Hashemi (2011) emphasizes that 'collaborative activities' among teachers and students provide a more calm environment and reduce the tension of the classroom. Concerning the use of creative drama in language classrooms, Saglamel and Kayaoglu (2012) conduct a quasi-experimental study in Turkish EFL context. They aimed to compare the feelings of learners before and after the creative drama programme. In the beginning of the programme, it was identified that many learners had a lack of confidence to participate in the speaking activities and physical, mental avoidance toward language activities. After the programme, many students expressed their positive attitudes toward learning. This is highlighted by the response of a student as "There were not new things but I feel more secure when I go to the stage. Thus, I am happy to have participated in those activities." (p.390)

As many researchers state, self-confidence plays a great role in determining a students' anxiety level because it influences the students' motivation and language achievement. (Clement, 1980; Ozturk and Gurbuz, 2014, Aydin and Gonen, 2012)

Clement (1980) in his model of motivation support the role of confidence in relation to anxiety, and reveal that students who have self-confidence can reach success although they feel anxious in their learning process. Hung (2014) analyses the role of 'self' in language learning. She defines 'self'in two ways; 'self-confidence' and 'language ego' (p.66) L2 learners or FLL are sometimes come across many obstacles which prevent them from proceeding and this situation is named as 'limited self' by Horwitz (1986). The feeling of being lost in the learning contexts can be overcome by giving students the chance to express their feelings and increase their self-confidence and motivation. While learning another language students' identity negotiate with various factors as social, environmental and cultural. This creates a new identity which is called "L2" identity. (Horwitz, Horwitz and Cope, 1986, Huang, 2014) This new identity causes students to feel lost or anxious during learning process. According to Cervatiuc (2009), many learners claim that they feel "temporary "alienation, loss of identity or perceived marginalization." (p.264)

2.6 Motivation and Anxiety

Motivation and anxiety are the two main constructs which have direct relationship to FL achievement. Dörnyei (2005) state that motivation "provides the primary impetus to initiate FL learning and later the driving force to sustain language and often tedious learning process." (p.) Research on motivation in language learning starts with work of Gardner and Lambert (1972). Throughout their study, they reach the conclusion that the language learning process is affected by social and cultural features. Later, this framework undergoes criticism in which language classrooms are described as locking a social atmosphere or environment suitable for students to interact with the natives and this criticism is based on the question of 'How socio-cultural factors play an important role in the learning process where there is little

contact to the natives of the target language?" To cope with the negative aspects of this criticism, scholars who study on cognition, point out two types of motivation, intrinsic and extrinsic. Intrinsic motivation comes from pleasure that learners feel inside. This motivation creates a desire for learners to learn. On the other hand, extrinsic motivation comes from outer factors such as learning a task for reward.

Through the spread of Gardner's (1985) theory on motivation, many researchers, go into a doubt about the effect of motivation on learning and reducing anxiety.   First, scholars find out that motivation affect strategy use, self-confidence and language achievement. (see Masgoret and Gardner, 2003; Kormos and Dörnyei, 2004) Therefore, one of the striking points that researchers get is that when learners reach a certain level of proficiency, their motivation level reduces and their anxiety level and other effective factors increase.(Tachibana, 1996; Gardner, 2004) Concerning the relations among individuals different variables, anxiety, motivational components and language achievement. Kago (2010) conducted a study on 93 first year Japanese university students. Results gathered from the study reveal that university students have a low level of anxiety and a moderate level of motivation. Although some learners are found to be less motivation, still these learners are able to adopt themselves to the target environment and develop their motivation. So, motivation and anxiety are two interrelated contracts which play a direct role on the learning process. (MacIntyre, Noels & Clément, 1997; Clement, Dörnyei, Noels, 1994; Gardner,2007) Anxiety comes from various factors such as inner and outer factors. All of these factors prevent learners to adopt themselves to the target learning environment. Yet, the major cause of anxiety lies at the lack of knowledge of the learners. Learners who face difficulties may lose their hope about success. However,

self-motivated learners do not care about the difficulties they face and create ways to cope with them. This is supported by Gardner and Lambert (1972) as desire to learn a new language promote positive behaviours toward the target culture and creates willingness to communicate in L2. To research the effect of self-confidence and motivation on foreign language learning, Clement, Dörnyei and Noels (1994) conducted a study on 301 students from Budapest. They sought to assess the students' attitudes, anxiety and motivation in learning English and try to identify the perceptions of learners about the classroom atmosphere and cohesion. This study is a kind of revision of the study of Dörnyei's previous study (1991). In the previous study, Dörnyei uses students who voluntarily apply to English courses and are willing to know the target culture. On the other hand, in Hungarian contexts, these learners have limited interaction with the target culture. Moreover, these learners do not have enough pragmatic knowledge of English. For that reason, results reveal that these learners do not feel motivated to learn English and they find English culture different from their own. Concerning the self-perceptions of learners, those Hungarian students who feel less anxious evaluate their performance positively and show signs of interest in learning English. Therefore, the results support the findings of previous researchers (Phillips, 1992; Young,1991) and reveal that anxiety is not only related with the self- perceptions of learners but their level of proficiency plays a significant role in determining their anxiety level. Especially their proficiency in communication affects their motivation and their learning process.

Uluçaylı (2012) in her theses investigate the students' attitutes of motivational level and seeks to find out whether the learners who are studying in primary school and secondary school feel anxious in foreign language learning or not. For the purpose of

her study, she uses students from Elementary Level and Recep Tayip Erdoğan Secondary School. The results reveal that both primary and secondary school students have moderate level of anxiety and there is no difference between the students' anxiety level in each group.

2.7 Communication Apprehension

Many studies identify that communication apprehension is "a stable personality trait among experienced language learners. "(Macıntyre and Gardner, 1991; p.29) So, researchers use the term 'trait' instead of state because scholars see it as an obstacle which creates anxiety when using the language in specific situations. (Dewaele, Marc and Petrides, K.V. and Furnham, 2008) The following shows the statement taken from a student journal shows the feelings of learners in communication situations.

Why can't I speak what to think a lot in English? I am so bitter, trying hard   I'd like to speak a lot but I can't" (taken from a student journal cited in Foss and Reitzel, 1988, p.437)

Communication apprehension (CA) is usually considered to be the feeling of being negatively evaluated by the others during oral interaction in the language classroom settings. Watson and Fried (1969) characterise it as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively. (p.488-51) According to Cubukcu (2007) communication apprehension is a kind of feeling shy or anxious in talking with other people. Thus, CA is the sudden arousal of nervousness of learners when they are asked to answer a question or perform presentations in a foreign language. (Portugal, 2007 ; Hasemi, 2011; Dewaele and Mcıntyre, 2014)   Even in small group discussions, some learners do not participate by thinking that other may criticize them or feel that what they will say may not be correct. This dilemma causes many

L2 learners not to speak and to fear losing their self-motivation and their self-esteem. Burgeon (1976) states that individuals with communication apprehension have lack of desire to communicate. (Liu 2008, Burgeon, 1976) This is the result of various reasons such as apprehension, low self-esteem, and lack of communicative competence. Horwitz (1886) describes second language performance anxiety as "communication apprehension" and reveals that anxious students have fear of not being able to understand all language input and afraid to make mistakes during oral discussions. Amogre and Yigzaw (2013) describe CA as feeling of uneasiness in communicative situations. Many researchers attempt to describe the impact of anxiety on students' oral performance. Phillips (1992) examined the effects of students' anxiety on their performance in a French oral exam and investigated their attitudes toward that exam. She discovers that anxious students tend to say less, to use fewer dependent clauses and target structures. In regarding the students' attitudes, Philips realizes that anxious students have negative attitudes toward exam and many learners feel panic on they are afraid to forget the linguistic structures that they know. These learners use words such as "tense", "confused", "worried" to define their feelings toward an oral exam. So, it is the learner's negative self-perceptions which arouse their anxiety.

Liu and Jackson (2008) explore the reasons of why students are unwilling to communicate in the target language and what causes them to feel anxious during Chinese EFL context. For the purpose of the study, they use various instruments to compare different variables with each other. The results take the existing literature ahead, because it shows that learners who feared being negatively evaluated felt

more tension in communicative situations. Moreover, there is a direct relationship between students' unwillingness to communicate and their anxiety level, because it is asserted that less proficient learners usually fear making mistakes and they avoid to communicating in the target language. On the other hand, Mak (2011) conducted a study to further investigate the impact of negative self-perceptions of students on communication apprehension on Chinese learners studying in Hong Kong. He revealed that many learners who were learning English as a second language feel have the fear of being negatively evaluated by others and for this reason they avoid actively take part in the classroom discussions. Therefore, he reported some factors which were the main cause of speaking anxiety. These factors are; speech anxiety and fear of negative evaluation, feeling uneasy in speaking with native speakers, negative attitudes towards the English class, negative self-evaluation

2.7.1 Communication Apprehension on Different Levels of Learners

In English language teaching theory, there has been a trend to begin the education of foreign languages at an early age. Even in many countries such as Europe, Asia, Turkey and North Cyprus, the education of foreign languages begins in the first year of primary school. The reason lies with the idea that young learners learn better. (Krashen, 1982; Gas and Selinker, 2008) Young children are different from adult learners and also, their learning styles are different. They learn through visuals and kinaesthetic. Moreover, they learn indirectly, because their cognitive capacity is not fully developed and they are not able to understand the complex structures of language. On the other hand, many researchers claim that anxiety exhibits in all individuals and is not related with the age of learners. There has been controversy among many language researchers about the level of learners in relation to their

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anxiety level. Some researches state that when the learner become more proficient, their anxiety level reduces. However, other researchers claim vice versa by saying that when the learners' proficiency increases, they feel more tension because they are more aware of making mistakes while using the language. In order to explore this enigma, Liu conducts a study on Chinese undergraduate learners. For the purpose of the study, he use various instruments to compare different variables. The results reveal that learners who fear being negatively evaluated feel more tension in communicative situations and also students who are unwilling to participate have a tendency to be less sociable and less risk-taking. As a staking point, he identifies thst learners with a high level of proficiency have less tendency to make mistakes in the target language and feel more confident in using the language. Elkhafaifi (2005) supported this view by claiming that students with a long exposure to the language are more confident and do not feel anxious. Moreover, they highlight that there is a direct relationship between students' unwillingness to talk and their proficiency level of the target language, because less proficient learners feel panic of making mistakes which inhabit them to communicate although they are willing to do so.

On the other hand, Zhang (2001) explores the causes of language anxiety on two groups of students who have different academic backgrounds, and studying in two tertiary institutions in Singapore. The results contribute to the findings of other researchers and reveal that there is a negative relationship between students' level of proficiency and their anxiety level, because it is identified that when the level of proficiency increases their anxiety level also increases. Moreover, in both groups the major activities which alert anxiety are writing and speaking based activities.

Onat (2003) in her master theses investigate the anxiety of learners who study in Eastern Mediterranean University in beginner, Pre-Intermediate and Intermediate levels. Her aim is to find out whether the learners feel foreign language anxiety and to seek out if the level of the learners plays a significant role in their anxiety level or not. She finds out that learners feel speaking anxiety to some circumstances. Therefore, she reveals that when the learners' level increases their anxiety level decreases.

2.8 Sources of Language Anxiety

Throughout the close review of the existing literature on anxiety, six sources are found to be the main sources of anxiety. So, language anxiety arises from; a) personal and interpersonal anxieties, b) learner beliefs about language learning c) instructor beliefs about language teaching   d)instructor-learner interactions, e) classroom procedures d) language testing. Personal and interpersonal issues are the most highlighted sources of language anxiety. Many researchers have clarified that low self-esteem and competitiveness are the main sources of anxiety. On the other hand, there are some other factors which contribute to the increase of the anxiety of learners. These are teachers' age, friendliness, the tone of voice, teachers' gender, classroom environment and peer laughter. (Effiong, 2015; Young, 2014; Zhang, 2001) Concerning the teachers' age, many language learners believe that older teachers are more anxiety provoking in the classroom, because these teacher appear to be more authoritative and have control over them. This creates tension in the students' learning process. Also, teachers' tone of voice and their gender has great impact on students' classroom performance. Many teachers who use formal and persuasive language can affect students in a negative way, because learners feel panic of making mistakes in such classrooms. Also, it is identified that many learners

develop better relationship with the teachers of the same sex. The classroom environment and the peer laughter has a great role in students' learning, because many students feel shy and avoid participating to the classroom discussions. When they are laughed at by their peers, they lose all of their passions and motivation for learning tasks. So, in general there are many factors which prevent learners from adapting themselves to the target learning situations. These factors have a direct role in increasing the students' anxiety level.

2.9 Research Studies on Foreign Language Anxiety Scale (FLCAS)

Many researchers use FLCAS to investigate various things such as students' anxiety level, the role of anxiety on the learners' academic success, the communication apprehension..etc.

Horwitz et al (1986) is among these researchers who developed the scale and used it in various investigations to find out the speaking anxiety level of learners. They identified that the majority of foreign language learners face with speaking anxiety. Llina and Garau (2009) used FLCAS to investigate the role of anixety in three different proficiency levels of Spanish; beginner, elementary and intermediate learners. The study found out that advance level students felt more anxious than beginners and elementary level of learners.

Katalin (2006) sought to find out the constancy of different foreign languages in secondary schools. Participants involved in the study were 91 students who were studying in grammar school in Hungary. For the purpose of the study, Foreign Language Classroom Anxiety Scale (FLCAS) and State Trait Anxiety Inventory

(STAI) were used. The results revealed that some students felt more anxious in learning one language but not felt anxious in learning another.

2.10 Gap in the Literature

In the existing literature, there could be identified any research which focused on the speaking anxiety level of secondary and high school students. Moreover, the findings of the previous research would not be able to clarify whether the anxiety level of learners change when they become proficient in language learning. So, this issue needs to be investigated.

Chapter 3

METHODOLOGY

3.1 Presentation

This section involves detailed analyses of the methodology that this study follows. Firstly, research design, research questions will be discussed. After that, the features of participants, instruments, reliability of the present study and data collection procedures will be discussed.

3.2 Research Design

This study is motivated by the gap concerning anxiety and different level of learners in the context of North Cyprus. It explores the language learning anxiety of students who are studying in both Secondary and High School. Moreover, this study seeks to explore the impact of perceptions of the learners toward anxiety. As a method, this study employs both quantitative and qualitative analyses. Through quantitative analyses, the participants' communication apprehension level will try to be identified. In order to search for their level, two different groups of learners will be compared with each other. In a study which involves analysing a great deal of participants this method will be a good way of reaching responses to many participants and comparing different variables. On the other hand, the qualitative method of study is used to investigate the perceptions of students toward language learning. Students are left free to express their ideas about the language anxiety by asking them open ended questions. As a measurement tool, FLCAS is used to compare these two group of learners. The research questions are as follows;

3.2.1 Research Questions

1) Do secondary and high school students experience foreign language anxiety?

2) What are the contributing factors to foreign language speaking anxiety?

3) Is there any difference between secondary and high school students' speaking anxiety?

The participants involve are two groups of students who are studying in Erenkoy Lycee in North Cyprus. The first group consist of 47 secondary school students and the second group consist of 53 high school students. These learners have been learning English since the third year of primary school and they have got similar backgrounds. The reason for choosing this specific school is that it is easier to access those learners who have low and high level of English proficiency.

In total 33 male and 67 female students participated in the study. These students were chosen randomly. As can be seen from the table, female students participated more than male students. There are two reasons. The first one is that many male students are not willing to complete the questionnaire. The second reason lies in the fact that, female students constitute a big part of Erenköy Lychee.

Table 3.3 The age rank of participants

Age of Students	Number of students	Percent
11	2	3,0
12	7	10,0
13	15	25,0
14	22	47,0
16	6	53,0
17	19	72,0
18	20	92,0
19	6	98,0
20	2	100,0
Total	100	

Table 3.3 shows the age rank of students. As it was said before, these students are chosen randomly and their ages show varieties. Their ages varies from 11 to 20. For the study, 42 students from the secondary school and 53 students from the high school participated. As can be seen from the table, there are two students who are 20 years old. The main reason lies behind the fact that these students failed to reach success in the previous years and that they had repeat the same year in order to learn the subjects better and an adequate marks in order to pass their courses. In North Cyprus, students are required to get minimum 50 in order to move to pass to the next level, but in some cases if their total average is 50, they can still pass the courses even get less than 50. Probably, these two students failed to reach the average score and for that reason they repeated two academic years.

In the table 3.3.2 participants are 14 males in secondary, 33 females in secondary, 19 males and 34 females in high school.

Table 3.4: Gender division of students on the basis of class level

| Class Level | Gender of Students | | Total |
	Male	Female	
Secondary School	14	33	47
High School	19	34	53

3.4 Instrument

This study seeks to explore the communication apprehension that students experience during classroom discussions. Two instruments are used; (1) a background information questionnaire and (2) a Turkish version of the Foreign Language Classroom Anxiety Scale is used.

3.4.1 Background Information Questionnaire

The Background Information Questionnaire gives a basic description of the study and provides instructions for participants to complete the questionnaires. It does not ask any name from the participants which indicate that the results of the participants will be anonymous. This short survey is designed to gather demographic information about the participants. The demographic information includes the participants' gender, school name, the village they live in, class, age, native language, other languages they know, and their English educational background.

3.4.2 Foreign Language Classroom Anxiety Scale

Because of the reasons explained below, the Turkish version of FLCAS is administered to 100 students from secondary and high school.

Horwitz et al are among the first researchers who identified the insufficiency of the existing scales and decided to create a new instrument which will be consistent and specific to language learning situations. For that reason, they organize an orientation and invite the students from the beginning language classes at the University of Texas. The main purpose is to identify the reasons of language anxiety by taking the ideas and the feelings of those students concerning language anxiety. These students report many psychological symptoms related to anxiety. The expressions of these students contribute to the development of the Foreign Language Anxiety Scale. (Horwitz, Horwitz and Cope, 1986) In order to pilot this new instrument, Horwitz et al, use the responses of seventy-five university students (thirty-nine males and thirty-six females) from four introductory Spanish courses. The results of this pilot study reveal that items related to speaking specifically are stated to be the effective factors for students. Moreover, they reject statements such as "I feel confident when I speak in foreign language class." On the other hand, this new instrument was found to be reliable by achieving an alpha coefficient of .93. Studies which use this new instrument reached clear and specific results about the language anxiety. . On the other hand, this study employs the Turkish version of FLCAS, because of the two reasons. Firstly, the language proficiency of students does not allow them to understand and to complete the questionnaire in a consistent way. Many of these students have lack of vocabulary which can cause them not to understand the original language of FLCAS. Secondly, it is clear that students can express their

inner feelings better in their native language. Dawele (2004), state that using the first language give students freedom to express their emotions in a better way.

Each participant is asked to evaluate 33 statements in the Turkish version of FLCAS. This version is the directly translated from the original and does not include any modifications or adaptations and this version of FLCAS has achieved alpha coefficient, 0,93 and the test reliability of the scale is yielded an $r = 0.90$ (p<0.001) which is quiet high.

In addition, this version, some questions' places are changed. Yet, the original questions are not changed in that version. Moreover, in the analysis procedure, the values of some questions are changed. The reason of this lies in the idea that, FLCAS is tricky because some items reflect high anxiety, but some items reflect very low anxiety. When the scores changed it becomes more easier to reach consistent and valid results. For example, items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17,19, 20, 21, 23, 24, 25, 26, 27, 29, 30 and 33 represent anxiety and when the learners state 5 (Strongly Agree), this shows that they are highly anxious. Whereas, items 2, 5, 8, 11, 14, 18, 22, 28 and 32 are the items which reflect no anxiety and the students which reflect five indicate that they feel no anxiety. So, for these items, fives are reversed to "1s" "4s" to "2s" "1s" to "5s" and "2s" to "4s." By changing the order of these items, it may be more easier to get valid and reliable results.

3.4.2.1 Validity of Foreign Language Classroom Anxiety Scale (FLCAS)
Regarding the validity of the FLCAS expert judgment was optained. An expert in second language acquisition, a statistician and an educational psychologist reached a consensus about the validity of FLCAS.

3.4.3 Open Ended Questions

Three open ended questions are combined with the FLACAS and these questions are in Turkish. Questions investigate students' perceptions toward English learning and speaking anxiety.

3.5 Data Collection Procedures

First, the school administrators' permission was taken. Later, participants are clarified about the purpose of study and their consents are taken.

Later, for the purpose of study, each participant was asked to complete a comprehensive background questionnaire and FLCAS at home, because it aimed to get better results when the students do the questions in a relaxed atmosphere. When the questionnaires were distributed, the student participants were informed about the demographic information. Then, students are instructed orally about the purpose of the study and how to rate 33 statement in the questionnaire. Moreover, participants were informed that their participation will not influence their test scores and will be kept confidential. Each class teacher asks their students to scan the questions and to ask if they recognize something unfamiliar. The questionnaires were collected after one day. On the other hand, some students completed the questionnaires during class hours and gave them to their teachers. Every student was required to complete 33 multiple-choice questions and three open-ended questions. The same procedure was applied both to secondary and high school students.

3.6 Data Analyses Procedures

In order to explore the Turkish Cypriot students' English learning experiences, the demographic description is used and the data is collected and analysed.

To identify the degree to which Turkish Cypriot secondary and high school students felt anxious in particular conditions, the Turkish version of FLCAS was applied. While analysing the data, the results of both groups are combined and given numbers for each group. Secondary school students were labelled as 1, high school students were labelled as 2. For the gender of participants, males were numbered as 1 and females were numbered as 2. While, the age of learners is not directly used for the data analysis, it was not numbered. Means, percentages and standard deviations are calculated for each group on the basis of class level. After the data is gathered, papers are checked to find out the participants who do not complete all the questions. Four participants from secondary and one participant from the high school are removed out from the study.

The data was collected and analysed by using the Statistics Package for Social Sciences (SPSS), version 16. SPSS is a windows base programme that is used for data analysis and to create tables and graphs. SPSS is capable of doing large amount of data and can do all types of analyses. So, it is practical and easy to use it. For that reason, this programme is used. The responses to the FLCAS items are summarized by using frequency analysis. The responses to the open-ended questions were categorized by using frequency analysis and results were summarized.

Chapter 4

RESULTS

4.1 Presentation

The present study aims to identify the role of anxiety experienced by students who are studying at the Erenköy Lychee, in secondary and high school institutions. This study also try to solve the enigma that weather the proficiency level increases or decrease the anxiety level of the learners. Therefore, this study tries to find out the stressors which provoke anxiety. So, this chapter reports and analyses data from Foreign Language Anxiety Scale (FLCAS) and Open-ended Questions. The present study deals with the following research questions:

1) Do secondary and high school students experience foreign language anxiety?

2) What are the contributing factors to foreign language speaking anxiety?

3) Is there any difference between secondary and high school students' speaking anxiety?

So, in general, research questions are analyses in two parts; firstly, the results of FLCAS results are discussed by focusing on the questions. Secondly, the results of open ended questions are analysed by drawing charts and gathering the similar responses under one heading.

4.2 Reliability of the Study

As many researchers indicate reliability of the study is a great factor in determining the consistency of results. (Horwitz, Horwitz and Cope, 1986; Sho et al, 2013; Zhang, 2001) Horwitz et al (1986) in their study by using FLCAS reach the croanbach alpha , 860 which is quiet high. Similarly studies by other researchers reach almost same conclusions. This study reach coronach alpha ,8.1 which implies that the reliability of the study is high.

4.3 Results of Foreign Language Classroom Anxiety Scale (FLCAS)

This section describes the results analysed from FLCAS. Table 4.3.1 shows the frequencies of students' responses to FLCAS item. Moreover, mean and standard deviation are represented on the table.

For the analysis of the questions, SPSS version 16 is used. The following chart shows how students respond to certain anxiety provoking situations and how their responses changes according to their proficiency of English.

4.4 Descriptive Analysis of FLCAS

The frequencies of students' responses for FLCAS items are reported in the following table.

Table 4.3: Questionnaire Items, with Percentages of Secondary and High School Students Selecting Each Alternative

	SA*	A	N	D	SD	M	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.							
PST** A	8	13	5	14	7	3,02	1.37
PST B	12	31	3	3	4	3.83	1.08
2. I don't worry about making mistakes in language class.							
PST A	5	10	12	11	9	3.19	1.27
PST B	6	24	5	24	11	3.51	1.28
3. I tremble when I know that I'm going to be called on in language class.							
PST A	6	12	6	12	11	2.79	1.39
PST B	4	15	6	14	14	2.64	1.34
4. It frightens me when I don't understand what the teacher is saying in the foreign language.							
PST A	4	10	2	12	14	2.53	1.34
PST B	15	18	9	7	4	3.62	1.24
5. It wouldn't bother me at all to take more foreign language classes..							
PST A	5	7	11	11	13	3.43	1.33
PST B	5	5	8	15	20	3.75	1.81
6. During language class, I find myself thinking about things that have nothing to do with the course.							
PST A	2	10	17	7	11	2.68	1.81
PST B	6	10	12	6	19	2.58	1.43
7. I keep thinking that the other students are better at languages than I am.							
PST A	5	10	3	14	15	2.49	1.41
PST B	6	20	11	7	9	3.13	1.28
8. I am usually at ease during tests in my language class.							
PST A	4	13	17	11	2	2.87	1.01
PST B	16	8	10	15	4	2.68	1.37
9. I start to panic when I have to speak without preparation in language class.							
PST A	4	16	9	11	7	2.98	1.24
PST B	11	19	9	10	4	3.43	1.23

* SA, Strongly Agree ; A, Agree ; N, Neutral; D, Disagree ; TD, Totally Disagree
**PST: Percentages of each response of secondary and high school student for each item. ***M: Mean, ****SD: Standart Deviation

Table 4.3: (Continue)

	SA*	A	N	D	SD	M	SD

10. I worry about the consequences of failing my foreign language class.

	SA*	A	N	D	SD	M	SD
PST A	10	12	13	12	10	3.30	1.13
PST B	11	21	6	11	4	3.45	1.24

11. I don't understand why some people get so upset over foreign language classes.

	SA*	A	N	D	SD	M	SD
PST** A	4	8	21	11	3	3.02	1.01
PST B	5	11	25	9	3	2.89	0.99

12. In language class, I can get so nervous I forget things I know

	SA*	A	N	D	SD	M	SD
PST A	1	6	16	13	11	2.43	1.05
PST B	7	15	11	13	7	3.04	1.27

13. It embarrasses me to volunteer answers in my language class.

	SA*	A	N	D	SD	M	SD
PST A	4	7	7	13	16	2.36	1.32
PST B	6	13	8	13	13	2.74	1.37

14. I would not be nervous speaking the foreign language with native speakers.

	SA*	A	N	D	SD	M	SD
PST A	7	11	9	11	9	3.09	1.36
PST B	7	14	7	18	7	3.08	1.29

15. I get upset when I don't understand what the teacher is correcting.

	SA*	A	N	D	SD	M	SD
PST A	4	13	11	11	8	2.87	1.24
PST B	7	18	11	14	3	3.23	1.54

16. Even if I am well prepared for language class, I feel anxious about it.

	SA*	A	N	D	SD	M	SD
PST A	17	6	11	5	3	3.26	1.29
PST B	7	17	13	9	7	3.15	1.24

17. I often feel like not going to my language class.

	SA*	A	N	D	SD	M	SD
PST A	7	11	1	16	12	2.68	1.46
PST B	10	11	5	10	17	2.75	1.55

18. I feel confident when I speak in foreign language class.

	SA*	A	N	D	SD	M	SD
PST A	4	8	11	16	8	3.34	1.20
PST B	5	15	14	16	3	2.94	1.09

19. I am afraid that my language teacher is ready to correct every mistake I make

	SA*	A	N	D	SD	M	SD
PST A	7	9	5	14	12	2.68	1.43
PST B	10	16	16	1	10	2.77	1.13

20. I can feel my heart pounding when I'm going to be called on in language class.

	SA*	A	N	D	SD	M	SD
PST A	12	9	6	13	7	3.13	1.45
PST B	14	12	10	6	11	2.77	1.32

Table 3.4 (Continue)

	SA*	A	N	D	SD	M	SD

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

	SA*	A	N	D	SD	M	SD
PST** A	8	10	16	5	8	3.11	1.30
PST B	10	15	8	11	9	3.11	1.36

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

	SA*	A	N	D	SD	M	SD
PST A	5	9	14	10	9	3.19	1.26
PST B	7	10	8	21	7	3.21	1.27

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

	SA*	A	N	D	SD	M	SD
PST A	5	9	3	10	20	2.34	1.46
PST B	8	10	8	15	12	2.75	1.39

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

	SA*	A	N	D	SD	M	SD
PST A	4	10	14	8	7	2.87	1.43
PST B	8	10	8	15	12	2.74	1.46

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

	SA*	A	N	D	SD	M	SD
PST A	3	10	10	16	8	2.66	1.85
PST B	16	11	12	6	8	2.83	1.25

26. I feel more tense and nervous in my language class than in my other classes.

	SA*	A	N	D	SD	M	SD
PST A	4	8	7	15	13	2.47	1.30
PST B	13	11	11	6	12	2.74	1.33

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

	SA*	A	N	D	SD	M	SD
PST A	2	12	5	18	10	2.53	1.21
PST B	5	21	4	16	7	3.02	1.27

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

	SA*	A	N	D	SD	M	SD
PST A	14	12	7	8	6	3.43	1.41
PST B	6	4	14	10	19	3.25	1.25

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

	SA*	A	N	D	SD	M	SD
PST A	4	7	6	12	18	2.30	1.35
PST B	12	11	12	11	7	3.19	1.36

Table 3.4 (Continue)

	SA*	A	N	D	SD	M	SD

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

	SA*	A	N	D	SD	M	SD
PST A	7	15	3	9	13	2.87	1.49
PST B	12	17	11	7	6	3.42	1.29

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

	SA*	A	N	D	SD	M	SD
PST A	6	9	5	12	15	2. 55	1.42
PST B	15	12	7	10	9	2.81	1.49

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

	SA*	A	N	D	SD	M	SD
PST A	10	10	15	11	1	3.36	1.31
PST B	7	15	16	10	5	3.17	1.72

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

	SA*	A	N	D	SD	M	SD
PST A	6	11	10	13	7	2.91	1.28
PST B	12	19	7	10	5	3.43	1.29

In analysing the frequencies of the items, students' responses for the items 'totally agree and agree' are combined and analysed. Similarly, students' responses as 'totally disagree and disagree' are combined and analysed. This way of doing make the analyses more practical and easy to do.

The first item directly reflects the anxiety of learners in speaking situations. It is identified from the results that %21 of the students from secondary school (m.3,02) and % 44 of the students from high school (m.3.83) show their approve to this statement. This reflects that majority of the students studying in high school agree on

the item is that is they feel anxious when one someone uses unfamiliar English vocabulary .

The second item reflect that it is not a big deal for students to take all courses in English. Those learners who agree with this item have less anxiety. The results gathered from this item show that %15 students from secondary school and %20 students from high school reflect that they are agree with this statement. On the other hand, the majority of the students (%35) from high school are disagree with this item. Similarly, %20 students from secondary school reflect their negative opinion about the item.

The third item also still reflects the anxiety of learners in speaking conditions and it shows that foreign language speakers maybe afraid that the native speakers will identify their mistakes and that is the why this creates stress in non-native speakers. The results show some interesting findings about this item, because %18 students from secondary school and %19 students from high school show that they are agree with this item. Whereas, the majority of students (%23 students from secondary and %28 students from high school) are disagree with the statement. So, this may reflect that students feel some anxiety in some circumstances, but not in all conditions.

Item 4 reflects the worry that students feel when they don't understand what their teachers tell them. It is clearly identified from the results that secondary students do not feel much tension when they don't understand their teachers, because only %14 of students reflect their agreement to the statement. However, %26 students show said that they are disagree with the statement. On the other hand, this situation changes in the responses of high school students, because %33 students are agree

with the statement. This can be analysed as that high school students feel more worry (m.3,62) than secondary school students (m.2,53) when they do not understand their teachers.

On the other hand, item five shows a positive approach to language study and in both groups learners do not approve the statement, because %24 students from secondary and %35 students from high school are disagree to the item. It is interesting to see that many high school students are disagree to the statement. This can be the reason for adult learners to feel anxious because they are conscious about their learning and they are more aware of what is expected from them. That can be the reason for them to feel worry when they do not reach their goals and they may feel tension of taking more classes in English, because they have high expectations about their learning and they afraid to face with failure.

Concentration regarding the lesson and focusing on the target activities is touched upon in item six. This issue states that learners who are anxious can sometimes lose themselves in the learning environment and may not be able to reach the target aims. Yet, both learners in the study disagree (%18 from secondary students and %25 students from high school) to the item and this can lead to the idea that some of these learners have anxiety but in specific conditions and that their anxiety is not as much as their learning desire.

The abilities are a major problem in highly anxious students, because when the students feel anxious, they do not trust their capacities and they avoid to participating to in-class activities. Item 7 state this low self-confidence and %26 students from high school and %15 students from secondary school are agree to the

statement. Yet, %29 students from secondary school show their disapproval of the item. This can be analysed as that secondary school students feel less anxious in participating in the activities in the target language.

Language tests are the major fear for many language learners and it is the most anxiety provoking activity. Item 8 in the questionnaire touches the issue of test anxiety and reflect a positive attitude about taking language tests and it interesting that in both groups, majority of participants do not feel worry in taking tests. %17 participants from secondary school and %24 participants from high school reflect that they agree with this positive statement, but % 13 from secondary and %19 participants from high school state that they are not agree to the statement.

Speaking is the most anxiety provoking activity and it creates nervousness in language classes. When the students are not ready, they feel more tension. This is stated in item 9 and %20 students from secondary school and %30 students from high school feel the tension when they are not ready to speak in the target language. This can be the case in which many adult learners a have lack of self-confidence and they are more aware of their mistakes. So, this affect their speech fluency. Whereas, this situation changes in secondary school because many learners are not aware of their mistakes and they do not feel much worry in speaking situations.

The feeling of failing and being unsuccessful has a great effect on students' learning and it directly affects the learning conditions. Item ten increases this issue and each group of participants agree about this statement, because %22 students from secondary and %30 students from high school state their positive attitude to this statement. Therefore, %22 students from secondary school respond that they are not

agree. So, high school students are more conscious about failing and they afraid to face with its consequences.

Item 11 describes a positive attitude toward anxiety and raises the idea that it is not possible to understand a person who has worry in learning a foreign language. It can be seen from the results that many learners get into confusion about the meaning of this item and in both groups (%21 secondary and %25 learners choses the option of 'neutral.'

Emotions have a great impact on the learning process and when the learners feel lose in language classrooms, this affect their learning negatively. This is stated in item 12. It is interesting that although these learners feel anxious in many situations, majority of students in each group do not show positive attitudes to this item. Instead many of them refuse it, because %24 students from secondary and %26 students from high school respond that they do not feel loss in learning a language.

Speaking has an important factor in language learning and it usually proves anxiety. Even sometimes, students feel shy to speak because of making mistakes. Item thirteen reflect this issue that learners feel worry when they are asked to answer a question voluntarily.

So, this item reflect a negative statement toward speaking and it is seen from the results that only %11 students from secondary school and %19 students from high school approve the statement but the majority of learners claim that they are disagree to the statement.

While speaking is considered as the most anxiety producing activity, speaking with the native speakers should be more difficult and fearful activity for language learner. This is stated in item fourteen as "I would not be nervous in speaking the foreign language with the native speakers and minority of students agree to the item. Whereas, %20 students from secondary and %25 students from high school express that they feel tension in speaking with the native speakers.

The responses of the teachers are the most important part of the learning and it is important for students as well. So, many students feel depressed or demotivated when their teachers do not approve what they do or criticise their works. Item fifteen touches the issue and reflects that students feel upset when they do not understand the correction of their mistakes. It is seen from the results that %17 students from secondary school and % 25 students from high school state that they feel this unpleased situation but %19 students from secondary school claim that they are disagree. There is only a few differences between the positive and negative responses to the statement. So, it is not possible to say that the majority of students are disagree to the item.

On the other hand, item sixteen reflects the anxiety of students toward learning. It states that even if the students prepare for the lesson, they feel anxiety.

The results reflect that % 18 students from secondary school and %21 students from high school show that they are agree to the statement. This shows that even if the students study and know about the topic they are learning, they still feel anxious.

Learning target language usually takes place in the classroom environment especially in the countries in which the English (it is the target language in this study) is not a second language. Therefore, for many anxious learners classrooms sometimes are seen as a place to avoid. Many students afraid to attend lessons, because they may not know what to do. This is emphasized by question seventeen and %28 students from secondary school and %27 students from high school state that they are disagree to the statement. This shows that in each group although the learners feel anxiety to some degree, they still want to attend to the language classes.

Item 18 on the other hand, reflect a positive attitude about anxiety and those students who show their agreement to this statement are the ones who feel less anxiety or no anxiety at all, but it is seen from the results that in both group, (%24 students from secondary and %20 students from high school) students are disagree to the item.

Item nineteen is about the students' worry when their teachers try to correct their every mistakes. Students usually worry of making mistakes.

It becomes worse if their teachers correct their mistakes especially in speaking conditions, because while speaking, students' anxiety level increases and if their mistakes corrected in conversations this demotivates them and prevents them to speak. The results of the study show that %26 students from high school are disagree to the item and reflect that they are not happy about correcting their mistakes they made.

Whereas, this condition changes in the reflection of secondary students, because Item nineteen is about the students' worry when their teachers try to correct their every

mistakes. Students usually worry of making mistakes. It becomes worse if their teachers correct their mistakes especially in speaking conditions, because while speaking, students 'anxiety level increases and if their mistakes corrected in conversations this demotivates them and prevents them to speak. The results of the study show that % 26 students state that are disagree to the item. This shows that they do not feel much worry about correcting their mistakes in lessons.

Anxiety act as a mental block to the learning and anxious students feel some psychological symptoms when they feel stress in language learners. One of these symptoms is heart pounding. Many students feel this especially when their struggle to learn something or to do an activity but fail to do it. It is interesting that only % 21 students from secondary school are agree on the item but the majority of students (%26) from high school approve this statement. This can be the cause of many adult learners to feel depress in speaking conditions.

Anxious students are the ones who study hard but they still feel great tension and worry. This is emphasized in item 21 and %18 students from second school and %25 students from high school are agree to the item. This shows that many learners in both groups feel anxious even if they study a lot.

On the other hand, item 22 reflects positive attitude toward anxiety and learners who approve this item can be analysed as not to feel much anxiety.

Yet, it is gathered from the results that %19 students from secondary school and %28 students from high school respond negatively to this item. So, getting prepared before going to the class is an important issue for both groups.

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The issue of speaking is emphasized in the whole statements and item 23 touches this and reflects students with high anxiety always think that the other students are better than themselves. However, these students do not think that their hardworking classmates are better than themselves, because % 30 students from secondary and %27 students from high school claim that they are disagree about the statement. This shows that even if students feel anxious in some conditions, they do not compare their abilities with the other students.

Item 24 emphasizes the speaking and students who agree about this item have high self confidence in speaking the target language. It is seen from the results that while %14 students from secondary school approve this stamen but %14 of them are disagree about the item. Yet, %27 students from high school are disagree about the item. This can be the main reason for many adult language not to participate to the group activities and to be volunteer to answer the questions.

 Some anxious students believe that language classes are too fast and they feel left behind. Item 25 emphasizes this and it is interesting that the minority of students (%13) show positive answers to this statement but this is vice versa in the responses of high school students. It is seen from the results that %27 students from high school think that their language classes move quickly.

Feeling worry and tense is the major problem of many learners who study foreign language. Also, these symptoms usually appear in language classes but not in other classes. Item 26 reflect this issue and it is seen from the results that %24 students from high school feel these symptoms in learning a foreign language. However, this

situation in secondary school because % 28 students claim that they are disagree about the item.

Item 27 raises the issue of low self-confidence in speaking conditions and it is clearly seen from the results that majority of secondary school students (%28) do not agree about the statement. Whereas, %26 students from high school reflect that they do not feel confidence in speaking the target language.

Item 28 emphasizes the issue of feeling relax while going to the language classroom and those learners who approve this item feel less anxious than those learners who state that they are disagree about the item. Results revel that %26 students from secondary school and %10 students from high school show positive responses to this statement. Yet, %29 students from high school are disagree about this item. So, it is gathered from the results that majority of students from high school do not feel easy and sure while going to the language classes.

Vocabulary learning has a great impact on the learner' learning of the target language. For some learners each vocabulary is part of the puzzle. If they confuses about the meaning of one word, they may not be able to complete the puzzle. Therefore, some learners even believe that it is essential for them to understand the meaning of each word that their teachers utter. If they do not understand each words' meaning, they get lost or feel depress. Item 29 touches this issue and reflect that %11 students from secondary and %22 students from high school show that they are agree about the item, but the majority of learners (30) students from high school are disagree about the item.

Learning the rules are the most complicated part of language learning and many learners feel worry when they cannot learn the rules. Although it is essential to learn rules in order to write and communicate in a good way, it is not the most important part of learning. Item 30 deals with this issue and it is obviously seen from the results that many high school students feel the stress of learning the rules of the target language, because %29 students show attitude toward learning rules.

Many students are affected from the negative behaviours of the other students and when their friends laugh at them during speaking conditions, they feel depress and may not be able to communicate. Item 31 reflects the uneasiness of learners during speaking conditions and it is gathered from the results that %15 students from secondary and %27 students from high school reflect that they feel worry when their friends laugh at them in speaking conditions. Yet, %27 students from secondary school show their disagreeing to this item. So, in general, the majority of students from high school and the minority of students from secondary school.

Native speakers are seen as the source of language and they are the ones who speak the language in a natural way. So, whenever the foreign language learners recognize native speakers around their learning environment, they may feel more anxious. Item 32 touches this issue. Those learners who approve this statement may have less worry of studying with the native speakers or seeing them around their learning environment. It is gathered from the results that %20 students from secondary and %23 students from high school are agree about this item.

4.5 Results of the Open-ended Questions

The aim of including the open-ended questions to FLCAS is to investigate the factors which provoke anxiety. The open-ended questions give the participants chances to express their ideas and opinions about foreign language learning.

However, not all the students take the chance to respond to these questions. Only forty students respond to the questions. The table 4. 5 shows those students' gender and their proficiency level. (Look Appendices E and F for more detail.)

Table 4.5: Some information of the students who responded to the open-ended question

Age	No of cases	Gender	No of cases	Level	No of cases
11 → 3 12 → 4 13 → 6 14 → 3 15 → 6 16 → 7 17 → 8 18 → 3		M → 17 F → 23		S → 22 H → 18	

In order to analyse the participants' responses, the researcher gathers their views in a Table 4.5 and categorize similar responses.

Table 4.5 : The categorization of responses to open-ended questions

Statements	Total Number of Students	
	A*	B**
Classroom Management	22	3
Teachers' Role	15	4
Poor Communication Activities	14	18
Vocabulary Knowledge	5	7
Teachers' Physical Appearance	-	2
Grammar Rules	6	10
English Exams	4	6

* A: Secondary school students **B: High school students

Classroom Management: The first statement which students point out was the poor classroom management in their classroom. They reflected that teachers cannot control their classrooms and there were lots of students who create noise and prevent them to focus on the explanations of their teachers and to join to the in-class activities. It is reflected that many learners in the classrooms are the major obstacles for teachers and other students, because there have been lots of students who cause disturbance and break the organization of the lesson by talking to each other and laughing to the students who are willing to listen and learn. So, these negative behaviours in the classroom affect the concentration of students and prevent them to adopt themselves to the target learning environment. This is emphasized by the responses of the students as;

> Student A, (Female 15) :*I try to listen the teacher but my classmates are making too much noise.*

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Student B, (Male,13) : *When my mates do not listen to the teacher and talk loudly, this makes me crazy.*
Student C, (Female, 13) : *The other student's noise prevent me to understand the lesson.*

As can be seen from the responses, many learners complain that the other students prevent them to listen their teachers and learn the target subject. This creates a feeling of demotivation in the learning contexts, because students try to learn a language which is not familiar to them. Yet, it is seen from the results that the majority of secondary school students (%22) students feel that this lack of classroom management in their classroom. Because of that, they find it difficult to learn the new input. Although the issue of poor classroom management is touched by many studies yet, there have not been any study which directly focus on the relationship between anxiety and the classroom management. In that sense, this study can be valuable for the second language anxiety research, because it is the first study which reach the conclusion that classroom management can sometimes to be a great factor in provoking students' anxiety**.** On the other hand, many students prevent the other learners who want to reach success and want to comprehend the new structures. Also, these students laugh to those hard working students in oral use of language which is described in the following responses:

My friends make me nervous, because they laugh at me while I am speaking.
Sometimes, I don't want to participate because my friends criticise me when I pronounce a word incorrectly.

This situation creates the nervousness and lack of motivation toward learning. Classrooms are the places where students are aimed to work in a harmony with each

other. However, when they criticize and laugh at the each other, this prevents them to adopt themselves to the target learning environment and feel insufficient. This is the major factor which contribute speaking anxiety especially for young learners, because the majority of these responses constitute the secondary school students.

Teachers' Role in The Classroom: Second important problem which comes out is the teachers' role. Today, still teachers are seem the major source of knowledge and they are the ones who seem to keep the organisation of the classroom and deal with the needs of learners. Usually, teachers are expected to follow the new techniques and approaches and use them in their classrooms.

Yet, this study reveals the vice versa, because both secondary and high school students claim that their teachers do not make the lesson understandable for them and do not address their needs. This can be seen through their responses as:

> *I think, teachers should give various questions and should do their best to teach English.*
> *I wish that it is an easy language and I want our teachers to help us to make it understandable for us.*
> *Teachers are not presenting the materials in an understandable way. They use Turkish rather than English.*
> *While English is a universal language, teachers should give more priority to it.*

It is obvious that secondary school students have negative feelings about their teachers because the majority of secondary school students complained about the behaviours of their teachers. As can be seen from the results, students stated that teachers do not do their roles as teachers. These teachers do not use easy ways to make their lessons understandable and do not focus on the needs of their learners.

This is reflected by many responses as "I want the teachers to make lessons more understandable" Even this response reflects that many learners are not happy about the ways that teacher use in their classroom and for that reason, students get nervous when they come across with difficulties in learning contexts. Therefore, many responses reveal that teachers are not teaching the materials in an untestable way and they don't use techniques to make the topics easy and clear. Ever learner has different way of learning and they have different needs. So, teachers should use different techniques to make their lesson understandable and to meet the needs of their learners.

Poor Communication Activities: The third problem which learners raise if the poor communication activities in language classrooms. Communication is the main part of language learning and it is the major fear of many learners, because learners with limited linguistic and vocabulary knowledge feel tense of how to combine sentences and how to constitute grammatical sentences. (Ur, 1996) In every language classroom, the main purpose should be to develop student's speaking abilities and help them to feel less tension or nervousness in using the language. Yet, many participants in the study complained about the lack of speaking based activities and how they suffer because of this lack. Some students claim that:

I don't believe that the language we study in school is enough to help us to use it, they should teach us how to communicate. (18 Female)
I think teachers should help us to communicate instead of teaching us grammar rules. If they do that, this will be more effectives for our lives.(17 Male)

Classrooms are the places where learners practice the target language. Yet, it is seen from the responses that learners especially high school students know the importance of the communication activities and they suffer from the poor communicative activities in language classrooms. The response as 'teachers should hep us how to communicate' is a kind of appraisal of the issue and to let the teachers know about their needs about communication activities.

Lack of Vocabulary Knowledge: Many students raise the issue of vocabulary learning as a big obstacle. While vocabulary learning is an important part of language learning, it is essential for both oral and written communication. This study reveals that many learners have the problems when they come across with an unknown word and this brings stress and demotivation. It is emphasized in the following responses:

> Students A: *When I don't understand the meaning of words and I can't pronounce them correctly, this makes me nervous.*
> Student A :**:** *Teachers should teach us the meaning of the words, because I lose my motivation when I don't know the meaning of the words.*
> Student B: *Teachers should teach us the meaning of the words, because I lose my motivation when I don't know the meaning of the words.*
> Student B: *The main problem is that I can't use language to communicate. I*
>
> *have lack of vocabulary.*

So, many learners reflect that they have problems in language learning and this affects their learning in a negative way.

Teachers' Physical Appearance: It is interesting that some learners point out the their teachers tattoos are the obstacle for them in language learning. Even they

claimed that their English teachers' tattoos prevents to concentrate to the lesson. This can be seen in the following response:

> Student B: *I don't have enough motivation to listen to the lesson and attend it. My teacher's tattoo cause me not to concentrate to the lesson.*

Learning Grammar Rules: Most learners claim that English is a difficult language and it is hard for them to learn the new rules and structures. This is highlighted in the following responses:

> Student A: *I wish it was an easy language.*
> Student B: *Learning English is hard.*
> Student C: *It is hard to learn grammar rules. I always make mistakes because I don't know when and where to put 's'*

Participants stated that learning grammar rules and using them are very complicated. They reflected that they always forget how to form grammar rules. This creates nervousness in the learning contexts, because when the learners mixed grammar rules, they feel anxious in learning contexts.

English Exams: Some learners point out that even if they study for their exams, they cannot be success. This can be seen in the following responses:

> Student A: *I hate to take English exams because they are too complicated. I don't understand what to do in exams.*
> Student B: *English exams are the most difficult exams.*

It is interesting that learners in both groups find English exams difficult. This can be because of the lack of instructions because some leaners point out that they do not know how to place answers and do not know what to do in each part.

4.2 Summary

In this chapter, both qualitative and quantitative results are analysed. The results reveal some important finding for the existing research. It is seen from the results that many learners who were studying in high school feel more anxious than secondary school counterparts. Especially for the items as "I can feel my heart pounding when I'm going to be called on in language class, language class moves so quickly I worry about getting left behind." are some statements which majority of high school students are agree about. On the other hand, the open-ended questions reflect the problems which increase the anxiety of secondary and high school students. It is reflected that classroom management can be an obstacle for learners and it increases the tension in language classrooms. The majority of the secondary school participants stated that they face this problem in their classroom. Whereas, the minority of high school students faced with this problem. This can be because when the learners' are young, they make lots of things to disturb the organization of the lesson and prevent their friends to learn the target language effectively. Similarly, a lot of students from secondary school found English lessons complicated because they reflected that their teachers do not motivate them to the lessons and take their attention to the in-class activities.

Chapter 5

CONCLUSION

5.1 Presentation

Language anxiety is widely known phenomenon among language learners and it is the most important factor in determining the students' academic success. Even anxiety causes many learners not to attend to the language classes. The main problem with the anxious learners is the feeling of depress and low self-confidence in using the target language. Learners who do not trust their knowledge and capacity feel depress and avoid to speak. So, in this chapter, the results of the study, limitations will be discussed.

5.2 Discussions of Findings

The results of the FLCAS and open ended questions reflect that students who study both in secondary and high school feel some amount of anxiety. Yet, it is clearly seen from the results that high school students are more anxious than secondary school students. Also, the study highlighted that there are some important factors which should take into consideration in order to understand their anxiety level such as classroom management, teaches' role in the classroom and lack of communication activities.

The role self-proficiency on anxiety is a great problem in the existing literature. While Onat(2003) reach the conclusion that through the increase of proficiency, the anxiety level reduces.

Unlikely, this study shows that when the students' level increases their anxiety level also increases. So, the findings contradicts with some of the previous findings but support some of them. (Zhang, 2001). Thus, this remains as a vicious cycle that the increasing proficiency does not reduce anxiety level. Through the increase of competence, students' controversial skills get developed. It can be assumed that students who are reluctant to speak cannot be able to progress as their less anxious friends. (Macıntyre, 1995, Young, 1991) Also, many advanced level of students feel worry of being negatively evaluated by the others and this prevents them to feel much worry. Another difference between high school and secondary school students is that high school students are more proficient and they can be more aware of noticing their mistakes. When these learners make mistakes especially in speaking situations, they feel ashamed that the other students may notice about their mistakes. It is obvious from the results that high school students feel more tension than secondary school students when their teachers correct their mistakes in front of the others, because they afraid of being laughed by their peers. Moreover, these learners feel worry to participate to the language in-class activities even if they get prepared before the class.

5.2.1 Major Problems which Cause Anxiety

This study revealed that classroom management is a great problem which increase the anxiety level of learners. Especially for secondary school students, the noise or the naughty behaviours of their peers are the factors which provoke anxiety. Especially in secondary schools, learners are young and their wrong behaviours affect the learning process of the other students. This breaks the organization of the lesson and cause other students to feels stress. Whereas, in the high school of Erenköy Lychee, students are more calm and they do not disturb the lesson as

secondary school students. It is interesting that in the existing literature, there have not been any study which directly focus on the relationship between anxiety and the classroom management. Yet, this study reached the conclusion that there is a direct relationship between anxiety and classroom management. In learning contexts, learners expect to have comfortable and relax atmosphere. However, when they come across with noise and unexpected behaviours of their peers, they lose their motivation and concentration to the lessons and feel stress and demotivation. Being criticized by their friends also, affect the psychology of the learners, because when a learner is criticized by their peers they feel to appear as foolish in the classroom. (Tum, 2014, Gregersen& Horwitz, 2002) In high school many learners afraid that their peers may laugh at them when they make mistakes. This is emphasized by Kitano (2001) as well that language learners may feel demotivation when their level of proficiency increase because they are more conscious about their mistakes and avoid to make mistakes in front of the others.

Teachers' behaviours in the classroom is another problem which cause anxiety on learners, because many learners especially in high school state that they teachers do not address their learning needs, because they complain that they get bored in the language classrooms, because their classrooms are still based on grammar translation methods. These students are aware that the grammar knowledge they study in schools is not enough to help them to use the language outside of the classroom. For that reason, these learners do not like English lessons and find these lessons 'boring.'

Although many technological developments take place in language research and theory, many teachers in public schools still follow the old-fashioned teaching methods which is teacher centred methods and do not follow the student-based communication language teaching methods. It is seen from the results that students emphasize the lack of communication activities in the classroom. Many learners do not find their knowledge enough to communicate in language classroom and outside of the classroom, because many students reflected that teachers do not help them to communicate. Another important problem which comes out of the study is that the lack of vocabulary knowledge can create stress in the learning process. Many learners state that when they come across with an unknown word, they feel confused and do not know what to do or who to ask. Especially, in speaking conditions, learners with a limited knowledge cannot be able to communicate and this causes them to lose their motivation and interest to the lesson.

On the other hand, many high school learners find the English lessons difficult. This is the reason for many learners to feel worry in language learning. While English is a foreign language for many learners and it is different from their native language, students may find it hard to learn. Also, they do not understand what their teachers says and feel worry. So, these make language learning difficult and complicated.

5.3 Conclusion

This study reach some valuable results for the existing language anxiety research. The finding revel that many learners in language context face many difficulties and these problems cause them to feel tense and worry in language learning. There are many reasons for language learners to feel worry such as their peers in the classroom, teachers and language learning difficulties. Sometimes problems arise because of the

other students in the learning context, sometimes, it teachers laxity about their teaching process. The findings also reveal that when the learners' proficiency in the target language increase, their anxiety level also increases.

Communication is the key part of language learning and those learners who only are educated on grammar methods will not be able to use language and can be considered as the passive learners of the language. This study raises the problem of lack of communication activities in the learning context. While the many course books provide various speaking activities, teachers do not integrate them into their lesson plans.

In general, language teachers have two ways to follow while they are dealing with the anxious students; 1) they can provide their learners some ways to cope with their anxiety, 2) they can make the learning contexts as comfortable places in which learners feel relax and do not get tense. (Horwitz et al, 1986) Every teacher should keep in mind that there are lots of students in every classroom who feel high anxiety and these learners usually keep quiet and do not interact to the in-class activities and avoid to answer the questions voluntarily. So, teachers should provide their learners some relaxation activities which motivate them and prevent them to feel in vague. This can be the result of many students' failure in language classes. Therefore, highly anxious students do not feel motivated to the lesson but unlikely to the results of the previous results that the participants feel worry or tense in many situations but this does not prevent them to speak.

Language learning and teaching is in the process of development, so it should be the teachers responsibility to follow the new developments to make their teaching more

valuable and interesting for their learners. Therefore, they should not forget that every student has different leaning style. So, they need to provide various activities to attract the interest of their learners.

5.4 Pedagogical Implications

Understanding how students' anxiety level do not change when their anxiety level increase or decrease can help educators to understand their students and provide opportunities to enhance their participation to the lesson. EFL teachers should take into consideration that anxiety level does not decrease when their level increase. So, it should be better for ELT teachers to give more chances to the most reticent students to participate to the in-class activities. This can help them to build up their self-esteem in a positive environment. Thus, teachers should provide more positive and comfortable classroom environment as Tanveer (2007) suggested.

5.5 Limitations of the study

There are several limitations of this research study:

1.Results of the participants may be different if they thought by different teachers, because village schools usually have different teachers in every year. These village schools are like gates for the new teachers and then after first or second in their job, they move to other schools which are closer to the cities. This is major lack of students studying in the village. Although all public schools follow the same schedule, it is not possible to guess the previous learning of the students. Moreover, every teachers have different teaching style and teaching activities. So, the existing teachers' preferences and teaching styles at that semester can influence the students' responses.

2.Two group of learners (in total a hundred students) are chosen for the study. Although, results will be beneficial for the scholars and SLA researchers, it is not

possible to generalize the results to all secondary and high school students, because responses belongs to a group of students who studied in Erenköy Lychee.

5.6 Delimitations of the Study

Although there are some limitations of the study, I tried to reduce these limitations. I tried to integrate as much participants as I can in order to reach the ideas of many learners.

5.7 Suggestions for Further Research

This research can be conducted again by including all students who are studying in secondary and high school institutions in North Cyprus. So that, the results will be more consistent and will be able to be generalized.

Also, students' reading, writing and listening anxiety can be compared to their speaking anxiety.

Therefore, students' grades can be used to analyse their anxiety level.

Further research should also look at the other variables such as beliefs about language learning, their learning context.

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APPENDICES

APPENDIX A : Turkish Version of Consent Form

Değerli arkadaşlar,

Doğu Akdeniz Üniversitesi, İngiliz Dili Eğitimi bölümünde Yüksek Lisans öğrencisi olarak eğitim almaktayım ve Yabancı dilin (İngilizce'nin) nasıl öğrenildiği konusunda bir araştırma yapmaktayım. İlişikteki anketi doldurarak katkı sağlarsanız çok memnun olacağım. Verdiğiniz bilgiler sadece araştırma amacı için kullanılacak ve gizli tutulacaktır. Kimliğinizi açıklamanız gerekmemektedir. Katılımınız için şimdiden teşekkür ederim.

Damla Şahin.   Assoc. Prof. Dr.Naciye Kunt

Master Student   Supervisor

Date   Signature

_____   _____

APPENDIX B : English Version of Consent Form

Dear Student,
I'm Master of Arts student in English Language Department in Eastern Mediterranean University. I am investigation how the English has been learning. The findings will be kept in secure. Please answer the questionnaire sincerely.Thank you for your help and participation.

    Damla Şahin   Assoc. Prof. Dr. Naciye Kunt

    M.A Student   Supervisor

_____   _____

APPENDIX C : Turkish Version of Background Information Questionnaire

Genel Bilgi Formu

Aşağıda yanıtlayacağınız sorular yalnızca araştırma amacına yöneliktir ve bu bilgiler kesinlikle saklı tutulacaktır.

1-Okulunuzun ismi:

_____

2-İkamet etmekte olduğunuz şehir/kasaba/köyün, adı:

_____

3-Yaşınız: _____

4-Cinsiyetiniz: _____ Kadın _____ Erkek

5-Okulunuzda kaçıncı sınıfta ve hangi şubedesiniz: _____

6-Doğduğunuz ülke: _____

7-İngilizce dil eğitimine kaç yaşında başladınız? _____

8-İngilizceden başka eğitimini gördüğünüz diller var mı? _____Evet

_____Hayır

Eğer var ise:

a-Hangi dil/dillerdir?_____

b-Kaç yıldır eğitimini gördünüz?_____

c-Bu dili/dilleri öğrenmeye kaç yaşında başladınız?_____

9-İngilizce konuşulan herhangi bir ülkede yaşadınız mı? Veya böyle bir ülkeyi ziyaret ettiniz mi?_____ Evet _____ Hayır

Eğer yaşamış veya ziyaret ettiyseniz

ülke/ülkelerin

adı:_____

kaldığınız

süre:_____

10-Kaç yıldan beri İngilizce dil eğitimi görmektesiniz?_____

11-İngilizce film veya televizyon programları izliyormusunuz? Aşağıdaki seçeneklerden size uygun olanını işaretleyiniz.

_____hayır izlemiyorum

_____ayda bir defadan az izliyorum

_____ayda birkaç kez izliyorum

_____haftada bir defa izliyorum

_____haftada bir defadan fazla izliyorum

APPENDIX D : Background Information Questionnaire English Version

Instruction: The questions below are for research purpose only. Your answer will not be made available to anyone. Please answer the following questions:

1) The name of your school: _____

2) Name of the place where you live:_____

3) Age:_____

4) Gender:_____Female   Male_____

5) Grade Level:_____

6) Place of birth: _____

7) When did you start your English education: _____

6. Have you ever learnt other foreign languages beside English?

Yes_____ No_____
If your answer is yes;

    a) Which languages?_____
    b) How long have you been studying these languages?_____
    c) When have you been learning these languages?_____

7. Have you ever traveled or lived in an English-speaking country?
Yes_____ No_____

If you travelled,

a) Which countries?_____

b) How long did you stay in these countries?_____

8) How long have been studying English education?_____

9) Have you been watching English films or programmes? Choose the correct obtion according to yourself?

_____never.

_____once in a month.

_____a few times in a month.

_____once in a week.

_____more than one time in a week.

APPENDIX E : Foreign Language Anxiety Turkish Version

1.İngilizce derslerinde konuşurken, hiçbir zaman kendimden yeterince emin olamıyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

2)İngilizce derslerinde hata yaptıkça rahatsız oluyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

3)İngilizce derslerinde konuşma sırasının bana geleceğini bildiğimde titriyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

3)İngilizce öğretmeninin söylediklerini anlamamak beni huzursuz eder.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

4)Daha çok İngilizce dersleri almaktan asla rahatsız olmam.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

5)İngilizce dersleri boyunca dersle ilgili yapacak hiçbir şeyimin olmadığını düşünüyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

6)Sürekli olarak, diğer İngilizce öğrenen öğrencilerin benden daha iyi olduklarını düşünüyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

7)Yabancı dil sınavlarında genellikle rahat oluyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

8)Yabancı dil derslerinde hazırlıksız olarak konuşmak zorunda kaldığım zaman, panik oluyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

9)İngilizce derslerinden başarısız olacağımı bilmek beni huzursuz ediyor.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

10)Bazı insanların dil dersleri konusunda endişeli olmalarına anlam veremiyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

11)İngilizce derslerinde oldukça gergin olduğumdan bildiklerimi unutuyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

12)İngilizce derslerinde sorulara gönüllü olarak cevap vermekten çekiniyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

13)Anadili İngilizce olan insanlarla İngilizce konuşmak beni rahatsız etmiyor.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

14)Öğretmenin hatalar üzerinde yaptığı düzeltmeleri anlamamaktan huzursuz oluyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

15)İngilizce derslerine iyi hazırlanmama rağmen, kendimi endişeli hissediyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

16)Çoğu zaman İngilizce derslerine gitmemeyi bile düşünüyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

17)İngilizce derslerinde konuşurken kendimi rahat hissediyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

18)Öğretmenin yapacağım her hatayı düzeltmeye girişecek olmasından huzursuz oluyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

19)İngilizce derslerinde konuşma sırasının bana geleceğini hissederken kalbim çarpıyor.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

20)İngilizce sınavlarına fazla çalıştıkça, zihnim karışıyor.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

21)İngilizce derslerine çok iyi bir şekilde hazırlık yapmak için üzerimde baskı hissetmiyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

22)Diğer öğrencilerin her zaman İngilizce'yi benden daha iyi konuştuklarını hissediyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

23)İngilizce'yi diğer öğrenciler önünde konuşurken kendimden emin bir şekilde konuşuyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

24)İngilizce dersleri çok çabuk ilerliyor ve ben geride kalmaktan endişeleniyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

25)İngilizce derslerinde, diğer derslere oranla daha gergin ve huzursuz oluyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

26)İngilizce derslerinde konuşurken bildiklerimi karıştırıyor ve gergin oluyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

27)İngilizce derslerine girerken, kendimi rahat ve emin hissediyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

28)Öğretmenin her söylediği kelimeyi anlamadığım zaman sinirleniyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

29)İngilizce konuşmak için bir sürü kuralları bilmemin gerekli olması beni rahatsız ediyor.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

30)İngilizce konuştuğum zaman diğer öğrencilerin bana gülmesinden çekiniyorum.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

31)Anadili İngilizce olan insanların yanında İngilizce konuşmak belki de beni daha çok rahatlatacaktır.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

32)İngilizce öğretmeninin önceden hazırlıksız olduğum soruları sorması beni huzursuz ediyor.

a)Kesinlikle Katılıyorum   b) Katılıyorum   c) Fikrim Yok   d) Katılmıyorum e) Kesinlikle Katılıyorum

APPENDIX F : Foreign Language Anxiety Scale English Version

1. I never feel quite sure of myself when I am speaking in my foreign language class.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

2. I don't worry about making mistakes in language class.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

3. I tremble when I know that I'm going to be called on in language class.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

4. It frightens me when I don't understand what the teacher is saying in the foreign language.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

5. It wouldn't bother me at all to take more foreign language classes.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

6. During language class, I find myself thinking about things that have nothing to do with the
course.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

7. I keep thinking that the other students are better at languages than I am.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

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

a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

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

a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

10. I worry about the consequences of failing my foreign language class.

a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

11. I don't understand why some people get so upset over foreign language classes.

a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

12. In language class, I can get so nervous I forget things I know.

a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

13. It embarrasses me to volunteer answers in my language class.

a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

14. I would not be nervous speaking the foreign language with native speakers.

a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

15. I get upset when I don't understand what the teacher is correcting.

a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

16. Even if I am well prepared for language class, I feel anxious about it.

a)Strongly agree b)Agree c) Neither agree nor disagree   d)Disagree   e)Strongly disagree

17. I often feel like not going to my language class.
a)Strongly agree b)Agree c) Neither agree nor disagree   d)Disagree   e)Strongly disagree

18. I feel confident when I speak in foreign language class.
a)Strongly agree b)Agree c) Neither agree nor disagree   d)Disagree   e)Strongly disagree

19. I am afraid that my language teacher is ready to correct every mistake I make.
a)Strongly agree b)Agree c) Neither agree nor disagree   d)Disagree   e)Strongly disagree

20. I can feel my heart pounding when I'm going to be called on in language class.
a)Strongly agree b)Agree c) Neither agree nor disagree   d)Disagree   e)Strongly disagree

21. The more I study for a language test, the more con- fused I get.
a)Strongly agree b)Agree c) Neither agree nor disagree   d)Disagree   e)Strongly disagree

22. I don't feel pressure to prepare very well for language class.
a)Strongly agree b)Agree c) Neither agree nor disagree   d)Disagree   e)Strongly disagree

23. I always feel that the other students speak the foreign language better than I do.
a)Strongly agree b)Agree c) Neither agree nor disagree   d)Disagree   e)Strongly disagree

24. I feel very self-conscious about speaking the foreign language in front of other students.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

25. Language class moves so quickly I worry about getting left behind.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

26. I feel more tense and nervous in my language class than in my other classes.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

27. I get nervous and confused when I am speaking in my language class.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

28. When I'm on my way to language class, I feel very sure and relaxed.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

29. I get nervous when I don't understand every word the language teacher says.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
a)Strongly agree b)Agree c) Neither agree nor disagree d)Disagree e)Strongly disagree

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

a)Strongly agree b)Agree c) Neither agree nor disagree   d)Disagree   e)Strongly disagree

32. I would probably feel comfortable around native speakers of the foreign language.
a)Strongly agree b)Agree c) Neither agree nor disagree   d)Disagree   e)Strongly disagree

33. I get nervous when the language teacher asks questions which I haven't prepared in
advance.
a)Strongly agree b)Agree c) Neither agree nor disagree   d)Disagree   e)Strongly disagree

APPENDIX G :Open Ended Questions Turkish Version

1.   İngilizce derslerinizde size huzursuzluk veren başka şeyler var mı?

2.   Bir Türk öğrenci olarak İngilizce öğrenme konusunda söyleyeceğiniz başka şeyler var mı?

3.   İngilizce'yi sınıf/okul dışında çalışırken huzursuz olduğunuz şeyler varmı? Eğer var ise, nelerdir?

APPENDIX H : **Open Ended Questions English Version**

1. What else you would like to say about your English language learning experience?

2. Is there anything else that makes you happy during English lessons? If so, what are they?

3. Do you use English outside the classroom? If so, where and how would you use it?

APPENDIX I : **Secondary School Students' Responses to Open-Ended**

Questions

Question	Statements and number of particpants
1. What else you would like to say about your English language learning experience	1)Other students should not speak (10) 2)The noise of the students prevent me to listen to the teacher.(8) 3)The other students shouldn't walk around the class and make noise (4) 4) English is a difficult language (6) 5) English exams are very difficult
2. Is there anything else that makes you unhappy during English lessons? If so, what are they?	1) When I come across with an unknown vocabulary, I feel depress (7) 2) Teachers sometimes show favor to some students but not all of the students (15) 3) Communication is very stressful.(7) 4) I don't like to talk in the classroom (8)

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3.Do you use English outside the classroom? If so, where and how would you use it?	1) No, I use English only in lessons.

APPENDIX J : Responses of High School Students' Responses to Open-

Ended Questions

Question	Statements and number of particpants
1.İngilizce'yi sınıf/okul dışında çalışırken huzursuz olduğunuz şeyler varmı? Eğer var ise, nelerdir?	1) The language that we use in the classroom does not help us to use the language.(10) 2) Taechers should make the lesson more understandable (4)
2.Is there anything else that makes you unhappy during English lessons? If so, what are they?	1. Even if I get prepared for the exams I fear of making mistakes. (6) 2. I feel angry when my friends laugh at me whan I speak or make mistakes.(8) 3. I feel angry when I don't understand the meaning of words (7)
3.Do you use English outside the classroom? If so, where and how would you use it?	1.No, I can't because we use our native language outside of the classroom.