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ÖZET

ÜNİVERSİTE ÖĞRENCİLERİNİN YABANCI DİL KAYGILARININ KAYNAKLARI HAKKINDAKİ ALGILARI ÜZERİNE BİR ÇALIŞMA

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Yabancı dil kaygısı, araştırmacılar için her zaman bir ilgi kaynağı olmuştur. Dil öğrenim süreci üzerine yapılan çalışmaların son zamanlarda temel olarak öğrencilerin dil öğrenimine karşı tutum ve bakış açıları üzerinde odaklandığı bilinen bir gerçektir. Yabancı dil öğretimindeki önemli yollardan biri öğrencilerin dil öğrenimine olumlu tutumlar geliştirebileceği, fikirlerini özgürce açıklayabileceği ve yüksek isteklendirme edinebileceği etkili bir sınıf atmosferi yaratmaktır. Eğitimciler olarak bize düşen, öğrenmeyi etkili hale getirmek için iyi bir model ve arabulucu olmak ve öğrencilerin dil öğrenme sürecinde hedeflerini gerçekleştirebilmeleri için uygun strateji kullanmalarını sağlamaktır.

Bu çalışmanın ana amacı, yabancı dil sınıflarındaki öğrenci kaygılarının olası nedenlerini bulabilmektir. Kaygının olası nedenlerini belirlemek için Horwitz ve Cope (1986) tarafından geliştirilmiş olan yabancı dil sınıfı kaygı ölçeği (FLCAS) ve yarı yapılandırılmış görüşme tekniği uygulanmıştır.

Veri analizleri, üniversite öğrencilerinin yabancı dil kaygısının 4 temel kaynağı olduğunu ortaya çıkarmıştır. Bunlar konuşma kaygısı, test kaygısı, yanlış değerlendirilme korkusu ve sınıf uygulamalarından kaynaklanmaktadır. Çalışma bulguları öğrencilerin yabancı dil kaygı nedenlerinin değişken olduğunu da göstermektedir.

Anahtar Kelimeler: Yabancı Dil Kaygısı, İngilizceyi Yabancı Dil Olarak Öğrenen Öğrenciler,
Yabancı Dil Eğitimi

ABSTRACT

A STUDY ON THE UNIVERSITY STUDENTS' PERCEIVED SOURCES OF FOREIGN LANGUAGE ANXIETY

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Foreign language anxiety (FLA) has always been a source of interest for the researchers. It is a known fact that recent literature in language learning process mainly focuses on the attitudes and perspectives towards language learning. One of the essential ways in foreign language teaching is to create an effective classroom atmosphere in which students can develop positive attitudes, express their ideas freely and adopt high motivation in language learning environment. Our role as educators is to be good models and facilitators to moderate learning and to provide students with opportunities to use suitable strategies to realize the goals of language learning process.

The main purpose of the current study was to find out the possible sources of anxiety in EFL classes. The instruments used in this study were a foreign language classroom anxiety scale (FLCAS), which was developed by Horwitz and Cope (1986), and semi-structured interviews. Then, four research questions were built up to investigate the answers throughout the study.

The findings gathered through the instruments indicated that the anxiety, which was encountered by learners in language classes, was mainly caused by communication apprehension, test anxiety, fear of negative evaluation and classroom procedures.

Keywords: Foreign Language Anxiety, EFL Learners, Foreign Language Teaching

ABBREVIATIONS

- EFL** : English as a Foreign Language
- FLCAS** : Foreign Language Classroom Anxiety Scale
- CA** : Classroom Atmosphere
- FLA** : Foreign Language Anxiety
- ELL** : English Language and Literature
- SPSS** : Statistical Package for the Social Sciences

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CHAPTER I

1. INTRODUCTION

The present chapter consists of the background of the study, the statement of the problem, and the purpose of the study. Next, the research questions and the operational definitions are presented respectively.

1.1. Background of the Study

Anxiety in learning and teaching process is a dominant factor, which cannot be disregarded by foreign language teachers and is the most frustrating component for learners and threatening problem for foreign language teachers. Scovel (1991) defines anxiety as a worry and an unclear fear which is not directly related to an object (as cited in Aydın, 2001). When studies conducted on anxiety are examined, the results reveal that speaking anxiety seems to be an obstacle for the language learners in their learning process. Young (1990) in his study asserted that language learners have difficulty in speaking in a foreign language which normally cause them to feel anxious. Lee (2014), on the other hand, stated that “speaking English was frustrating because it raised awareness of the gap between the oral proficiency level of native English speakers and their own, and thus decreased their self-confidence” (p. 4).

As mentioned earlier, anxiety blocks the learners’ oral production. Riasati (2011) explains the importance of researching anxiety in different contexts which include various groups from all over the world.

1.2. Statement of the Problem

Oral production is one of the most challenging phenomena in English language speaking classes. One of the major problems in my teaching context is the students’ foreign language speaking anxiety in my English lessons. The students take 24 hours of English lessons per week in English Language and Literature Department of Kafkas University in Kars, Turkey. However,

most of my students do not feel comfortable when they are requested to express their opinions in the target language and this situation affects the quality of my language teaching practice negatively.

Reflecting on related literature, I realized that there are many factors which lead to language anxiety in EFL classes such as fear of being evaluated negatively, humiliated by the peers in the classroom, getting low grades, teachers' possible negative evaluations on students, speaking in the target language in front of a huge audience, and shyness. For example, Subaşı (2010) mentions in her study that students' inadequacy in speaking in the foreign language made them depressed. She also states that language learners feel nervous by being negatively evaluated by their peers, and this causes them to have unfavorable social evaluation. On the other hand, Riasati (2011) states that it will be very helpful for learners to understand their possible sources of anxiety and to find possible ways to get rid of it.

1.3. Purpose of the Study

The purpose of this study is to investigate university students' perceived sources of foreign language learning anxiety in English lessons.

1.4. Research Questions

Drawing on the purpose of the study, the research question that framed the present study is as follows:

1. What are university students' perceived sources of communication anxiety?
2. What are university students' perceived sources of test anxiety?
3. What are university students' perceived sources of negative evaluation?
4. What are university students' perceived sources of classroom procedure?

1.5. Operational Definitions

Foreign Language Anxiety: Spielberg (1986) defines anxiety by connecting the autonomic nervous system with the personal feeling of tension, worry, apprehension and nervousness. (as cited in Horwitz, Horwitz and Cope, 1986).

Motivation: Cheng and Dörnyei (2007) describes the motivation as it serves as the basic engine to trigger learning and later functions as a continuing force that guide long and useful sensitivity for language learning.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter starts with the meaning of anxiety in language learning, and then continues with recent studies on language learning anxiety. Then, types of anxiety, its causes and effects on learning process are explained.

2.2. Anxiety in Language Learning

Learning a second language is a challenging phenomenon for a great number of foreign language learners. Blau (1955) describes the term “anxiety” as a distressing sentimental state in which a person feels danger and powerless (as cited in Shabani, 2012). Riasati (2011) also expresses the importance of the researching anxiety in language learning as a psychological phenomenon. Moreover, Riasati (2011) investigated the possible reasons for EFL students’ anxiety in English speaking classes and searches its effects on learners. Many studies have been conducted to find out the effects of anxiety in language learning classrooms. Horwitz & Cage (1986) state that anxiety may delay learners’ language study frequently or cause them completely to change their responsibilities (as cited in Subaşı, 2010). Saadi (2009) in her study articulates that there are many factors which lead to anxiety in EFL classes such as fear of being evaluated negatively, humiliated by the peers in the classroom, fear of getting low grades, teachers’ possible negative evaluations on students, the difficulty of an oral production in front of a huge audience, and shyness.

2.3. Recent Studies on Language Learning Anxiety

Language anxiety is one of the most prominent topics in the area of language teaching. Numerous authors have conducted impressive studies on language learning anxiety. For example, Ohata (2005) suggested in his study that one of the ways to deal with anxiety of the students is to look for the nature of language anxiety by distinguishing affective properties of the learners of a particular individuals or a group whose cultural background is identical with each other. Similarly, Lee (2014) conducted in his study that the anxiety in foreign language learning is

regarded as an important factor that can affect language learning. Horwitz et al. (1986) mention that “after the language anxiety was thought as a specific construct, researchers started to give much importance to language anxiety and its effects” (as cited in Kayaoğlu and Sağlamel, 2013, p. 143).

For Young (1991) there are six potential factors which lead to anxiety: “1) Personal and interpersonal anxieties; 2) Learner beliefs about language learning; 3) Instructor beliefs about language teaching; 4) Instructor-learner inter-actions; 5) Classroom procedures; and 6) Language testing” (p. 427). In addition, Worde (2004) searched for the reasons that cause language anxiety such as being negatively evaluated, native speakers of the languages, pedagogy and the teachers. Like Worde, Kondo and Ling (2004) analyzed main causes of language anxiety by finding low proficiency, activities for oral production, and fear of negative evaluation by classmates (as cited in Riasati, 2011). By the same token, Williams and Andrade (2008) investigated the anxiety in EFL students in Japan by taking into consideration occasions that cause anxiety, anticipated cause of anxiety, and the capacity to handle anxiety.

In an effort to explore the possible sources of anxiety of Turkish EFL learners, Subaşı (2010) examined students’ attitudes into two perspectives, which were fear of negative evaluation as a personality manner, and the individual speaking ability in the target language. The findings of her study revealed that there was an interaction between these two traits empirically. She also discovered that they were anxiety provoking in an EFL classroom.

According to Young (1990) the reciprocal relationship between anxiety, language learning, and performance cannot be surveyed by not considering the variables like setting of the language, definitional terms for anxiety, measure of anxiety, ages of the participants, language competence and research method. But she adds that if a researcher focuses first on the relationship between anxiety and the different language skills, this may point him/her to have an idea regarding anxiety, language learning, and performance. Therefore, it is vital for researchers to study on anxiety within these scopes respectively. She also relates the fear of expressing orally in foreign language to psychological structures such as communication anxiety, self-respect, and social anxiety (Young, 1990).

There are different perspectives and studies on language anxiety. On one hand, Oxford (2000) puts emphasis on the harmony between the student and the combination of materials and

instructional methodology to see the student's performance, confidence level, and experiencing low anxiety. In fact, her study seems to be sufficient due to the fact that she combines language anxiety with the second language acquisition processes and strategies.

On the other hand, Gregersen and Horwitz (2002) pointed out that if a person has difficulty in expressing himself, he can easily get frustrated (as cited in Yıldırım, 2007). They discovered that there was a positive relationship between language anxiety and perfectionism. Highly anxious students from the interview results got lower grades than the students who had little or no anxiety.

Language anxiety may be directly linked with the childhood of the learners. Gardner and Shaw (2008) state that when a child is isolated from peers in his early ages, it is vital to check whether this stems from a temporary reaction to a new atmosphere or not. In addition, Tallon (2009) asserts that there are a variety of factors, which lead to anxiety such as meta-cognitive differences, personality characteristics, social contexts, and learning styles (as cited in Wu, 2010, p. 175). He states that foreign language learning is a significant variable when a toddler is at the beginning. Moreover, Idri (2012) states that "Among the affective factors which influence EFL learners, anxiety appears as one of the most outstanding factors due to its pervasive effects on foreign language learning" (as cited in Melouah, 2013, p. 65).

Another aspect of language anxiety to take into account is how the four skills of a language are affected by anxiety. According to Krashen, speaking and listening are anxiety-provoking skills when they are incomprehensible. But reading is less anxiety-provoking one than the others (as cited in Young, 1991, p. 14). Like Krashen, Omaggio Hadley (1980) also asserts that expressing oneself orally causes anxiety in language learning (as cited in Young, 1991).

In a more recent study, Gardner, Bernaus, and Wilson (2009) investigated attitudes, anxiety, motivation, achievement, and strategies; and they found that they were all interconnected and teacher motivation might be one of those factors that affect language anxiety on learners.

According to Horwitz (2001), anxiety which negatively affects language learning is both incentive to many people and necessary because anxiety has been found to hinder many types of learning. On the other hand, Horwitz et al. (1986) describe three types of factors, which lead to

anxiety: “apprehension, oral anxiety, and fear of negative evaluation” (as cited in Wu, 2010, p. 175). Mc Croskey (1977) articulates that communication apprehension is linked to a person or another person by taking into his level of fear or worry (as cited in Shanahan, 2013). In their study, Shomoossi and Kassaian (2009) assert that test anxiety includes both written and oral exams, which are done to evaluate the student’s performance. Lastly, Karakashian (2006) states that the fear of negative evaluation shows the shyness of students while speaking in front of an audience.

In another study, Williams and Andrade (2008) investigated in their study that language teachers ought to know what may cause for the anxiety and at the same time learners take the advantage of being taught in an atmosphere where they can guess what may cause anxiety.

These studies generally show the negative effects of anxiety, but they also have positive effects. For example, Bailey (1983) argued, in some cases, “anxiety motivated students work harder” (as cited in Liu, 2006, p. 14). The students studied harder in order not to make mistake while speaking. Similarly, Alpert and Haber (1960) distinguished destructive and useful anxiety as “facilitative and debilitating anxiety” (as cited in Wu, 2010, p. 176).

In sum, there are many sources that cause language anxiety in language classrooms. As Young (1991) states that personal anxieties, learner beliefs about language learning, and instructor beliefs about language teaching are the main factors which cause an anxious atmosphere in the language classroom. In this area, both qualitative and quantitative studies whose results are more satisfactory than the previous one are conducted. Further studies ought to be done in order to determine the unknown or possible reasons for language learning anxiety.

2.4. Types of Anxiety

Until recently, it has been an important concern to identify the types of anxiety and its possible causes and effects in EFL classes. There have been many studies on the subject in the past few years. Riasati (2011) divides anxiety into two types: “trait anxiety” and “state anxiety.”

Trait anxiety can be described as the situation of being nervous while a person is exposed to do something. Wilt et al. (2010), namely, bases the trait anxiety on individual’s own tendency to feel worried or common meaning of the anxiety. Trait anxiety hinders a person in language learning process. It stems from an individual’s character which is permanent.

The second type of anxiety is the state anxiety. Unlike the first type, state anxiety is not permanent. This type has a positive side when a person feels comfortable with the instructor. Other types of anxiety conducted by the researchers are fear of negative evaluation and test anxiety. Fear of negative evaluation can be described as fearing to be classified as a negative factor or the avoidance of evaluative situations by expecting negatively (Horwitz, et al. 1986). Besides, test anxiety is the fear of getting low mark in oral tests. Even the successful students are worried about making mistakes in the exams. This belief triggers the test anxiety of the students.

2.5. Causes of Anxiety in Learning Process

There are several factors attributed to language anxiety. In his study, Young (1991) defines six potential sources of language anxiety. From his perspective, anxiety stems from:

- Personal and interpersonal anxieties,
- Learner beliefs about language learning,
- Instructor beliefs about language teaching,
- Instructor-learner interactions,
- Classroom procedures and
- Language testing (p. 427).

In another study, it is stated that certain prejudices of the learners may lead them to feel frustrated or worried (Horwitz, Horwitz & Cope, 1986). Such beliefs as communicating in the target language before fluency is gained force students to make mistakes.

Other components that cause anxiety in EFL classes must be taken into consideration. Şenel (2012) revealed in his study that there are also different factors causing anxiety such as negative and strict attitudes of teachers and the content of curriculum. In addition, he claimed that there is a common belief among the students that they really need a native speaker helping them to get over anxiety and feel better while learning. Because the learners think that native speakers are more tolerant than non-native speakers. This idea decreases the level of anxiety in learning process. Hence, all components causing anxiety cannot be considered inseparable parts. While teaching a foreign language in classroom, teachers encounter students who have tensions and threats while learning. Therefore, it is the teachers' responsibility to decrease the level of anxiety in classroom and taking actions to create a comfortable language learning environment. Teachers

also need to know their students well and help them overcome the possible barriers, which they may face during learning the target language.

2.6. Effects of Anxiety in Learning Process

Most of the researchers argue that anxiety has a negative effect on students' learning process. Essentially, Mac Intyre (1995) asserts that anxiety may result in failure in students because of misunderstanding the linguistic structures or worrying about the meaning of the context. Subaşı (2010) clearly articulated that anxiety has a negative effect on the learners' desires to learn and ability of speaking, which negatively influences the learner in his or her performance. Chia (2012) supported this point of view in his study and found that there are many factors which affect learners' level of anxiety such as learners' personality, self-perception, beliefs, attitudes, intelligence, teaching style and classroom atmosphere. In a similar study, researchers showed that people have difficulty in speaking in groups are more likely to struggle in speaking in a foreign language class where they are not dominant and their production is regularly observed (Horwitz, Horwitz&Cope, 1986). That is, the students who are highly anxious have lower actions in learning a foreign language.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

The aim of this study was to investigate the possible sources of anxiety in EFL classes. This chapter firstly presents the research design, the context and the participants of the study. Then, the data collection tools and the data analysis process are expressed in detail.

3.2. Research Design

This study was designed as a survey based research. We used both quantitative and qualitative methods to find answers to the research questions. According to Walliman (2011), quantitative data consists of numbers which are used to save records about science and society, for example population densities, pressures. Qualitative method was used to triangulate the findings gathered through the quantitative data. A qualitative research design is defined as a type of scientific research which deals with the social aspects of our life. The qualitative research design seeks the ways to answer the questions below:

- Why people behave the way they do?
- How opinions and attitudes are shaped?
- How people are affected by the events that go on around them?
- How and why cultures have developed in the way they have?
- The difference between social groups? (Hancock, 1998, p. 2).

About the definition of qualitative research, Patton & Cochran (2002) articulate that main features of qualitative data come from its purposes that relate to understanding the social life, methods which include words rather than numbers. That is to say, by using qualitative method, this study aims to find out the perceptions and the understandings of the students from their perspective. In this manner, the qualitative approach enables an insight to the researcher who has little information about the subjects.

3.3. Context and Participants of the Study

This study was conducted at English Language and Literature Department of Kafkas University in Kars, Turkey in 2014-2015 academic years. The students at Kafkas University have 4 academic years to complete the program. The students have 24 hours of English lessons per week consisting of 6 hours grammar, 10 hours of reading and speaking, and 8 hours writing and listening.

The participants of the study consisted of 46 students who learn English as a foreign language. We used convenience sampling strategy when choosing the participants. Convenience sampling can be described as “the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher” (Ross, 2005, p. 7). The participants of the study were chosen among the university students, as it is adult learners who generally experience foreign language anxiety. Aydın (2001) supported this idea by saying that young learners have not their self-identity yet so anxiety was not a big chaos for them. The ages of the students were between 18 and 26. Most of the students came from different cities of Turkey. The students were all non-native speakers of English. The mother tongue of the participants was Turkish. All of the participants were taking English for specific purposes. All the participants have been studying English at least four years and the average language proficiency level of the students was A2. The participants were informed about the main concern of the study before conducting the questionnaire and the interview.

3.4. Data Collection Tools

The data collected for the study were gathered from two sources: these were Foreign Language Classroom Anxiety Scale (see Section 3.4.1.) and Semi-Structured Interview (see Section 3.4.2.). The following sections present detailed information about the research tools.

3.4.1. Foreign Language Classroom Anxiety Scale

The first research tool collected for this study was a foreign language classroom anxiety scale (FLCAS), which was developed by Horwitz and Cope (1986) (see Appendix 1). Horwitz and Cope (1986) provided the researchers with a tool to determine the sources of anxiety so as to attain a rich stream of information from the students who experienced anxiety in foreign language learning classrooms. The reliability of foreign language classroom anxiety scale is satisfactory

(Cronbach Alpha's .724). For this reason, most of the investigators who study on foreign language classroom anxiety prefer this scale in their studies.

The FLCAS scale consists of 4 parts with a total number of 33 items. In the first part, there are 8 items. The aim of the items in this part is to identify students' sources of communication anxiety. The second part consists of 9 items which are related to fear of negative evaluation of the participants. In the third part, there are 5 items which aim to measure test anxiety level of the participants. Lastly, the fourth part consists of 11 items which are categorized as anxiety of English class.

The items in the questionnaire were coded to meet the aim of the study. That is, this scale is considered to meet the expectations of studies, which search for the sources of the anxiety in EFL classes.

As for the structure, FLCAS consists of 33 items scored on a 5 point Likert type scale, ranging from 5 to 1 point: strongly agree (5), agree (4), neither agree nor disagree (3), disagree (2) and strongly disagree (1).

Before applying the questionnaire, FLCAS was translated into Turkish in order to avoid possible misunderstandings of the responses (see Appendix 2). That is, as the participants were not at advanced language proficiency level, Turkish translation of the scale was believed to be beneficial for the validity of the study. Moreover, the researcher used back translation technique to prevent the mismatch between original and the translated questionnaire.

3.4.2. Semi-structured Interview

Semi-structured interview was used to have a deep understanding on students' sources of language anxiety in foreign language classrooms. The interview involved 8 open-ended questions, which were originally developed by Aydın (2001) (see Appendix 3).

The interview was conducted with 5 (% 10) of the students. The interview was in Turkish to create a relaxed atmosphere (see Appendix 4). The questions, which were not understood by the participants, were repeated. The interviews conducted with each student lasted 5 to 10 minutes.

3.5. Data Collection Procedures

First, the students were given a questionnaire to complete at their regular class time. The aim of the questionnaire was explained to the participants in detail. Then, the participants were encouraged to reveal their real perceptions towards the topic. They were explained that attending this questionnaire would be beneficial for both their language learning process and their future lives.

3.6. Data Analysis

The quantitative data collected from the questionnaire was subjected to Statistical Package for the Social Sciences (SPSS) version 21. For the qualitative data elicited through the interviews, content analysis was used. Krippendorff (2003) defines content analysis as a research technique that authors make use of applicable and valid interpretations from texts.

CHAPTER IV

4. FINDINGS

4.1 Introduction

Present chapter reveals the findings of the study, which aimed to identify EFL preparatory school students' perceived sources of anxiety in English lessons. First, the findings gathered from the questionnaire are presented (Section 4.2.) and then the findings elicited through the interviews are revealed (Section 4.3.).

4.2. Findings from the Questionnaire

Findings from the questionnaire are presented in four sections: Findings on communication anxiety (Section 4.2.1.), Findings on test anxiety (Section 4.2.2.), Findings on fear of negative evaluation (Section 4.2.3.) and Findings on fear of classroom procedure (Section 4.2.4.).

4.2.1. Findings on Communication Anxiety

“99% of the population is afraid of public speaking, and of the remaining 1%, 99% of them have nothing original...” — Jarod Kintz.

Starting with this popular saying, communication anxiety is a kind of anxiety caused by the oral communication in the target language. Tanveer (2007) asserts that personality traits such as quietness and shyness are thought to regularly trigger the classroom atmosphere. In other words, the students who do not feel comfortable in the language learning environment have high level of anxiety.

Higher level of communication anxiety can affect an individual's behavior and relations with other people. This type of anxiety results in feelings of loneliness and isolation. Students with communication apprehension have some symptoms like fast heartbeats, stomachache or even memory loss while communicating with people. Unfortunately, most of the students do not have any idea about how to cope with this sort of anxiety. Table 1 presents the findings related to the participants' sources of communication anxiety.

Table 1. FLCAS Items related to communication anxiety

FLCAS Items	Frequencies & Percentages (%)				
	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.	7 (15,2)	2 (4,3)	15 (32,6)	3 (6,5)	19 (41,3)
9. I start to panic when I have to speak without preparation in language class.	14 (30,4)	8 (17,4)	8 (17,4)	8 (17,4)	8 (17,4)
11. I don't understand why some people get so upset over English classes.	12 (26,1)	6 (13,0)	18 (39,1)	2 (4,3)	8 (17,4)
14. I wouldn't be nervous speaking English with native speakers.	18 (39,1)	9 (19,6)	10 (21,7)	7 (15,2)	2 (4,3)
18. I feel confident when I speak in English class.	10 (21,7)	12 (26,1)	11 (23,9)	6 (13,0)	7 (15,2)
23. I always feel that the other students speak English better than I do	3 (6,5)	7 (15,2)	9 (19,6)	8 (17,4)	19 (41,3)
29. I get nervous when I don't understand every word my English teacher says.	3 (6,5)	11 (23,9)	9 (19,6)	10 (21,7)	13 (28,3)
32. I would probably feel comfortable around native speakers of English.	13 (28,3)	13 (28,3)	8 (17,4)	6 (13,0)	6 (13,0)

As indicated in Table 1, FLCAS Items 1, 9, 11, 14, 18, 23, 29 and 32 are related to communication anxiety. Table 1 reveals that some students are quiet sure about themselves. For

example, %41, 3 of the participants strongly disagreed with Item 1 "*I never feel quite sure of myself when I am speaking in English class,*" while % 15, 2 of the participants strongly agreed with the item. The number of the participants who do not agree with the item was 3. Only 2 of the 45 students (%4, 3) agreed with the item. The table 1 shows that many participants have self-confidence about themselves when they speak in English in class.

As for Item 9 "*I start to panic when I speak without preparation in English class,*" most of the students stated that they strongly agree with the item. While 8 of the participants strongly disagreed, the other 8 neither agreed nor disagreed. Lastly, the rest of the students (8) only agreed with Item 9. These responses reveal that preparation for the lesson in advance is a significant part of the learning process in order to feel comfortable in classroom activities.

Item 11 "*I do not understand why some people get so upset over English classes*" was strongly agreed by % 26 and agreed by % 13 of them. Most of the participants feel unsure about the item. The responses elicited from Item 14 "*I wouldn't be nervous speaking*" and 32 "*I would probably feel comfortable around native speakers of English*" were close to each other. The responses given to both items were related to how participants feel while speaking with native speakers. Contrary to the beliefs, the students do not feel nervous while speaking to native speakers which may be attributed to participants' taking courses from native instructors in the institution or the obligation of speaking in English in the lessons.

The responses given to Item 18 "*I feel confident when I speak in English class*" reveals a contrast with those responses given to Item 1 "*I never feel quite sure of myself when I am speaking in my foreign language class.*" That is, % 21 of the participants strongly agreed with Item 1 while % 15, 2 of them strongly disagreed. Based on these responses, we might conclude that most of the students trust themselves while speaking English in class.

The 23th item of FLCAS "*I always feel that the other students speak English better than I do*" was strongly agreed by % 3 of the participants. As it is seen in Table 1, % 41, 3 of the participants rejected the thought that the other students' level of speaking is better than theirs.

The responses given to Item 29 "*I get nervous when I don't understand every word my English teacher says*" was surprising. Table 1 shows that, % 28, 3 of the participants do not feel uncomfortable even if they do not understand what the teacher says. Only a small percentage of

the participants (% 6, 5) feel nervous when they do not understand every word that their instructor says.

4.2.2. FLCAS Items Related to Test Anxiety

It is a known fact that a lot of students have a certain level of anxiety and they feel tense when they encounter with a test or an examination. Lawson (2006) lists the basics of test anxiety as apprehension, panic, and thinking a potential failure. Test anxiety can block a student's learning process and it can cause difficulty in remembering what a student is required to do in the examination. Moreover, it can affect a student's performance badly. Students cannot demonstrate what they have learned during a test or an exam.

FLCAS items 3, 8, 10, 21 and 30 were related to the participants' source of test anxiety. It is seen from Table 2 that most of the students feel nervous and experience some level of anxiety when they take an examination. Kayaoğlu (2013) articulated, "*the fear of exams may trigger some other negative outcomes*" (p. 151). Similarly, Horwitz et al. (1986) explained how anxiety affects a learner's performance. They articulated that learners who are test-anxious are more unrealistic when it comes to demands and feel that even a perfect test is a failure. Table 2 reveals the participants' responses given to the possible sources of text anxiety.

Table 2. FLCAS Items related to test anxiety

FLCAS Items	Frequencies & Percentages (%)				
	SA	A	N	D	SD
3. I tremble when I know that I'm going to be called on in English class.	12 (26,1)	9 (19,6)	8 (17,4)	4 (8,7)	13 (28,3)
8. I am usually at ease during oral exams in English.	8 (17,4)	8 (17,4)	11 (23,9)	8 (17,4)	11 (23,9)
10. I worry about the consequences of failing English class.	21 (45,7)	5 (10,9)	6 (13,0)	6 (13,0)	8 (17,4)
21. The more I study for English tests, the more confused I get.	4 (8,7)	6 (13,0)	10 (21,7)	7 (15,2)	19 (41,3)
30. I feel overwhelmed by the number of rules you have to learn to speak English.	5 (10,9)	2 (4,3)	14 (30,4)	11 (23,9)	14 (30,4)

As shown in Table 2, Item 3 “*I tremble when I know that I am going to be called on in English class*” was strongly agreed by % 26 and agreed by % 19, 6 of them. However, % 28, 3 of the participants rejected the idea that they feel anxious when they were called to answer a question while % 17, 4 of the participants was not sure about the feeling of anxiety when they were asked a question.

It is understood from the responses given to Item 8 “*I am usually at ease during oral exams in English*” that, most of the participants are not comfortable in oral examinations. For example, % 23, 9 of the participants stated they strongly disagreed with the item while % 17, 4 of them expressed they agreed with the item. For this reason, we might conclude that the obligation

for speaking in the target language in oral examinations makes the students feel nervous. Moreover, this obligation is an obstacle for their language learning process.

Item 10 *“I worry about the consequences of failing English class”* was strongly agreed by % 45, 7 of the participants and agreed by % 10, 9 of them. The responses given to the item reveals that % 56, 6 out of 100 participants feel anxious about the consequences of the exam.

The responses given to Item 21 *“The more I study for English tests, the more confused I get”* indicates that % 41, 3 of the students strongly disagreed and % 15, 2 disagreed with the item while % 21, 7 of them agreed and strongly agreed with the item. It might be possible to conclude that % 43, 4 of the participants is confused as to how to study for the English examinations.

Item 30 *“I feel overwhelmed by the number of rules you have to learn to speak English”* was strongly disagreed by % 30, 4 and disagreed by % 23, 9 of the participants. As it is observed from the participants' responses, most of them are not bothered with the numbers of the rules that they have to learn to speak English. For this reason, we might assume that learning grammar rules is not a problem for most of the students in this study. In contrast, learning grammar and its rules might be helpful for a healthy learning process as the grammar is one of the key stone of learning English.

4.2.3. FLCAS Items Related to Fear of Negative Evaluation

Fear of negative evaluation is a person's avoidance of evaluative situations or the fear of being evaluated negatively by the others. In other words, Horwitz, et al. (1986) point out those learners who fear being negatively evaluated avoid evaluative situations and students expect that others would evaluate negatively. According to Saadi (2009), students who struggle with fear of negative evaluation do not pay attention to language mistakes. Mac Intyre and Gardner (1989) support this idea that students speak unconsciously by feeling that they cannot show appropriate social roles. As it is concluded from the above mentioned surveys, the students who have fear of negative evaluation generally are silent and are not willing to participate in the classroom activities.

FLCAS items 7, 15, 16, 19, 20, 24, 25, 26 and 31 in Table 3 are related to the fear of negative evaluation. Table 3 reveals the participants' responses given to these items.

Table 3. FLCAS Items related to fear of negative evaluation

FLCAS Items	Frequencies & Percentages (%)				
	SA	A	N	D	SD
7. I keep thinking that the other students are better at English than I am.	7 (15,2)	8 (17,4)	8 (17,4)	8 (17,4)	15 (32,6)
15. I get upset when I don't understand what the teacher is correcting.	6 (13,0)	5 (10,9)	5 (10,9)	4 (8,7)	26 (56,5)
16. Even if I am well prepared for English class, I feel anxious about them.	7 (15,2)	8 (17,4)	6 (13,0)	7 (15,2)	18 (39,1)
19. I am afraid that my English teacher is ready to correct every mistake I make.	2 (4,3)	8 (17,4)	8 (17,4)	7 (15,2)	21 (45,7)
20. I can feel my heart pounding when I'm going to be called on in English class.	9 (19,6)	9 (19,6)	10 (21,7)	7 (15,2)	11 (23,9)
24. I feel very self-conscious about speaking English in front of other students.	6 (13,0)	7 (15,2)	8 (17,4)	8 (17,4)	17 (37,0)
25. English class moves so quickly I worry about getting left behind.	7 (15,2)	7 (15,2)	11 (23,9)	8 (17,4)	13 (28,3)
26. I feel more tense and nervous in English class than in my other classes.	5 (10,9)	9 (19,6)	8 (17,4)	5 (10,9)	19 (41,3)
31. I am afraid that the other students will laugh at me when I speak English.	9 (19,6)	4 (8,7)	6 (13,0)	13 (28,3)	14 (30,4)

The 7th item *“I keep thinking that the other students are better at English than I am”* was strongly disagreed by % 32, 6 of the students and disagreed by % 17, 4 of the students. While % 50 of the students stated they believe their proficiency level of English is not below the average.

Table 3 shows that, % 56, 5 of the participants strongly disagreed and % 8, 7 of the participants disagreed with Item 15 *“I get upset when I don’t understand what the teacher is correcting.”* As it can be seen from Table 3, a high percentage of the students are open to be corrected by their instructors.

Item 16 *“even if I am well prepared for English class, I feel anxious about them”* was strongly disagreed by % 54, 3 out of 100 participants. Most of the students stated, “They feel quite comfortable when they are well prepared for the lessons” (Item 16).

Item 19 *“I am afraid that my English teacher is ready to correct every mistake I make”* was strongly disagreed by % 45, 7 of the students and disagreed by % 15, 2 of them. As it is seen in Table 3, the students are satisfied with the ways their teachers correct of their mistakes. In Daubney’s (2002) study, it is clearly stated that a comfortable learning environment should be created for the students in order to provide students a healthy learning atmosphere. Moreover, for Daubney (2002), making mistakes ought to be seen as the part of the acquisition process. Similarly Kayaoğlu and Sağlamel (2013) supported this idea by saying that “teachers’ gentle attitude in attending mistakes, creation of a supportive environment, assignment of tasks beforehand and encouragement of group work have been cited less-anxiety breeding by respondents” (p. 152).

The participants' responses given to Item 20 *“I can feel my heart compounding when I am going to be called on in English class”* were close to each other. That is, %13, 9 of the participants strongly disagreed with this item while % 19, 6 of them strongly agreed. As it can be observed in Table 3, % 39, 1 of the participants indicated that they feel comfortable when they know they would be called on in English class. On the contrary, % 39, 2 of the participants expressed that they feel excited when they know they would be called on in English class.

Table 3 indicates that, % 37 of the participants strongly disagreed and % 17, 4 of them disagreed with Item 24 *“I feel very self-anxious about speaking English in front of other students.”* From this point of view, we assume most of the students do not feel tension while

speaking in front of their classmates. Even if most of the students don't seem to feel anxious while speaking in front of others, some of them (% 16) stated they feel nervous while speaking. Regarding this finding, Kayaoğlu (2013) stated in his study, "appearing foolish, being humiliated or ridiculed have been noted as the common hesitations of the learners who are afraid of mistakes" (p.152).

Item 25 "*English class moves so quickly that I worry about getting left behind*" was strongly disagreed by % 28, 3 of the participants and was disagreed by % 17, 4 of the participants. From the responses given to Item 25, we may conclude that the participants don't feel anxious about getting left behind the others.

Item 26 "*I feel more tense and nervous in English class than in my other classes*" was strongly disagreed by % 41, 3 of the participants and disagreed by % 10, 9 of them. As it can be understood from participant responses, most of the students have positive feelings towards English classes.

Item 31 "*I am afraid that other students will laugh at me when I speak English*" was strongly disagreed by % 30, 4 of the students and disagreed by % 28, 3 of the students. The results indicate that %58, 7 of the total number is not afraid of speaking English in language classrooms.

4.2.4. FLCAS Items Related to Fear of Classroom Procedure

There are several sources of anxiety in foreign language classrooms. One of the most challenging sources among these is the classroom procedures i.e. the teacher- student interaction established in the classroom. In language classrooms, students are supposed to communicate in the target language. Such kinds of expectations increase the level of the students' anxiety while speaking in front of their classmates. Kılıç (2014) mentioned in her study that "...students are usually obliged to perform in the target language via oral quizzes, oral presentations in front of the teacher or the other students or the activities requiring simultaneous speaking" (p.20-21). In that, high exposure to these requirements or speaking in front of their classmates created a worried atmosphere among students. The students have the fear of losing their self-respect and showing their inadequacy in language classrooms. On the other hand, Koch and Terrell (1991) examined the activities to determine the most anxiety provoking ones. As a result, they found that the oral presentations made in front of the students or the instructors were the most challenging

one. FLCAS items 2, 4, 5, 6, 12, 13, 17, 22, 27, 28 and 33 were related to anxiety of English class. Table 4 presents the students' responses given to these items.

Table 4. FLCAS Items related to fear of classroom procedure

FLCAS Items	Frequencies & Percentages (%)				
	SA	A	N	D	SD
2. I don't worry about making mistakes in English class.	13 (28,3)	8 (17,4)	8 (17,4)	5 (10,9)	12 (26,1)
4. It frightens me when I don't understand what the teacher is saying in English.	8 (17,4)	8 (17,4)	9 (19,6)	8 (17,4)	13 (28,3)
5. It wouldn't bother me at all to take more English classes.	17 (37,0)	12 (26,1)	4 (8,7)	1 (2,2)	12 (26,1)
6. During English class, I find myself thinking about things that have nothing to do with the course.	6 (13,0)	5 (10,9)	10 (21,7)	10 (21,7)	15 (32,6)
12. In English class, I can get so nervous I forget things I know.	9 (19,6)	5 (10,9)	5 (10,9)	10 (21,7)	17 (37,0)
13. It embarrasses me to volunteer answers in English classes.	8 (17,4)	10 (21,7)	8 (17,4)	6 (13,0)	14 (30,4)
17. I often feel like not going to English class.	7 (15,2)	9 (19,6)	12 (26,1)	4 (8,7)	14 (30,4)
22. I don't feel pressure to prepare very well for English class.	14 (30,4)	9 (19,6)	6 (13,0)	6 (13,0)	11 (23,9)
27. I get nervous and confused when I am speaking in English class.	10 (21,7)	6 (13,0)	5 (10,9)	9 (19,6)	16 (34,8)
28. When I am on my way to English class, I feel very sure and relaxed.	11 (23,9)	13 (28,3)	8 (17,4)	6 (13,0)	8 (17,4)
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.	11 (23,9)	10 (21,7)	9 (19,6)	6 (13,0)	10 (21,7)

Item 2 *“I don’t worry about making mistakes in English class”* aimed to measure the degree of anxiety the participants hold towards making mistakes. As it is clearly shown in Table 4, % 28, 3 of the students strongly agreed with the item and % 26, 1 of the students strongly disagreed. We can infer from the responses given to this item that the fear of making mistakes changes from one student to the other one.

Item 4 *“It frightens me when I don’t understand what the teacher is saying in English”* was strongly disagreed by % 28, 3 of the participants and disagreed by % 17, 4 of them. We, therefore, assume use of English in language classes is helpful for most of the students in order to develop language proficiency. On the other hand, use of mother tongue is an important part of the language learning process for % 34, 8 of the participants.

FLCAS Item 5 *“It wouldn’t bother me at all to take more English classes”* was asked to students in order to get detailed information about the students' attitudes towards language learning. The findings indicated that % 37 of the participants strongly agreed and % 26, 1 of them agreed with the item. This means that % 63, 1 of the students has positive attitudes towards language learning.

Item 6 *“I find myself thinking about things that have nothing to do with the course”* was strongly disagreed by % 32, 6 and disagreed by 21, 7 of the participants. This consisted of % 54 of the total number of participants. The scores shows that most of the students are not distracted from the lessons for any reason.

FLCAS Item 12 *“In English class, I can get so nervous that I forget things I know”* was strongly disagreed by % 37 of the students and disagreed by % 21, 7 of the students. Only % 30 of the students have trouble in language class and they forget what to say while speaking.

Item 13 *“It embarrasses me to volunteer answers in English classes”* was strongly disagreed by % 30, 4 and disagreed by % 13 of the participants. This means that a high percentage of the students volunteer in taking part in the activities in English classes.

FLCAS Item 17 *“I often feel like not going to English school”* was strongly disagreed by % 30, 4 and disagreed by % 8, 7 of the participants. It can be inferred that most of the students

don't have negative feelings about going to English class. However, % 34, 8 of the participants stated that they sometimes have bad feelings about going to English classes. Occhipinti (2009) supports this view as such "Referring to the foreign language classroom as the only context for receiving L2 input, students need to see this moment as a good opportunity to interact, speaking and taking part of in-class activities, by preparing themselves for the forthcoming L2 situations in the external world" (p. 38).

Item 22 "*I don't feel pressure to prepare well for English class*" was strongly agreed by % 30, 4 of the participants and agreed by % 19, 6 of them. Moreover, % 13 of the participants was neutral about the item.

FLCAS Item 27 "*I get nervous and confused when I am speaking in English class*" was strongly disagreed by % 34 of the students and disagreed by % 19, 6 of the students. The findings indicated that a high percentage of the students feel relaxed and they aren't confused while speaking in English class. Otherwise, % 34, 7 out of 100 indicated that they have trouble in English class while communicating.

The 28th item of the study "*When I am on my way to English class, I feel very sure and relaxed*" was strongly agreed by % 23, 9 and agreed by % 28, 3 of the participants. These findings indicate that most of the students feel confident in English classes. On the other hand, %30, 4 of the students feel quite anxious in English classes.

FLCAS Item 33 "*I get nervous when the English teacher ask questions which I haven't prepared in advance*" was strongly disagreed by % 23, 9 of the students and disagreed by % 21 of the students. The findings also indicated that % 45, 6 of the students do not feel tense when they aren't prepared for the questions. On the other hand, for % 34, 7 of the participants, preparation for the lesson was the most important part of the classroom procedures. Lastly, % 19 of the participants was not sure about the importance of preparation.

4.3. Findings from the Interviews

This section presents the findings gathered from the interview conducted with 5 students. The eight interview questions used in the present study were taken from Aydın (2001) (see Appendix 3).

The first interview question posed to the students was *"What do you think about using Turkish in English class?"* The students' responses given to this question showed that they prefer using Turkish in their English lessons with the belief that they feel much more comfortable in expressing themselves in their mother tongue:

Student 1: *"I feel relaxed when I use my mother tongue. I can express my ideas better in Turkish."*

Student 4: *"I can easily concentrate on my lessons when I speak in Turkish. It makes me feel less anxious."*

Student 3: *"As I have a better understanding in Turkish, it makes me happy to speak in Turkish. However, we are language learning students so we also need to use English in our classes."*

The findings also indicated that excessive use of English in language learning classrooms makes them nervous, as they do not take part in the activities actively:

Student 5: *"When I do not understand any single part of the lesson, I feel very angry. Hence, using of Turkish in our lecture makes me good."*

Therefore, we might conclude that when a student does not understand a subject, it might be helpful to make some explanations in students' mother tongue.

The second interview question posed to the students was *"Do you ever get anxious while speaking English in the classroom and forget what to say? How does this affect you?"* The students' responses given to this question revealed that the students do not feel nervous while communicating in the target language. Moreover, they are fond of speaking English in language classrooms in order to be an effective learner.

Student 1: *"Of course, not. I do not feel very nervous while speaking in English. Speaking in the target language is a necessity for our learning process."*

Student 2: *"No, I don't. I rarely forget what to say about the subject. I generally have self-control so I feel quite comfortable."*

Student 4: *"I generally think of what to say before speaking in English. I sometimes cannot say even a word. This makes me feel embarrassed."*

The second question also shows us that except the fourth student, the other students' feelings towards communicating in the target language are very positive. They do not feel tense and depressed for the fear of being negatively evaluated by their peers. On the contrary, they state that communicating in the target language is a must for an effective learning process.

The third interview question directed to the students was *“Do you get anxious while speaking English in front of the other students?”* The responses taken from the students indicated that the students mostly have positive feelings about speaking English in front of their classmates with the belief that their classmates might support them while communicating in the target language:

Student 2: *“No, it does not make me feel anxious as I have self-confidence. My teacher and my classmates encourage me while I speak in English.”*

Student 3: *“Yes, my anxiety level is always up before communicating in English. My tension always goes down and my face turns to red.”*

Student 5: *“No, I don't. I feel quite comfortable while speaking in front of my classmates.”*

Most of the students do not get anxious while speaking in English in front of the other students. They do not have the fear of being humiliated or wrongly evaluated by their peers. The students are aware of the fact that such perceptions can block their communicative skills in language learning process.

The fourth interview question posed to the students was *“Do you compare yourself with the other students for English?”* The students' responses given to this question demonstrated that most of the students compare themselves with their classmates in order to see their own proficiency level:

Student 2: *“Of course I do. I watch my friends while they are doing activities. I correct my mistakes in this way. This provides me to learn additional skills from my classmates. Moreover, it triggers me to be more successful.”*

Student 4: *“Most of the times. I think comparison gives an opportunity to see our learning. I think it helps me to develop myself in learning process.”*

Student 5: *“Absolutely yes. I compare myself with my peers to see my proficiency level. It sometimes helps me complete my deficiency.”*

As it is seen above, a great majority of the students compare themselves with other students with the belief that this would help them both to learn from others and to develop an insight to measure their proficiency. Moreover, they assume that comparing themselves with other students help them to learn their strengths and weaknesses in language learning process.

The fifth interview question posed to the students was *“How does your teacher react to your mistakes in English classes? Does she get angry with you? Does she correct the mistakes immediately?”* The students’ responses given to this question showed that they have a good facilitator in language learning classrooms. The teacher’s patience and sincerity create a healthy learning environment for the students:

Student 1: *“She does not get angry with us. She always tries to facilitate our learning. She corrects our mistakes after giving a chance to us to think about the mistake. She tries to prevent our wrong learning.”*

Student 4: *“No, she does not. She always struggles to show the best way for our learning process. She sometimes corrects our mistakes immediately for a healthy learning process.”*

Student 5: *“She always behaves us sincerely. Firstly, before correcting our mistakes, she gives an explanation about the subject. Then, she gives chance for peer correction. At the end, if she does not reach the result, she corrects our mistakes by giving an explanation.”*

The teacher in the study is a good facilitator and supporter for the students. She allows students to correct their mistakes. She gives clues to help students find their mistakes. Furthermore, she sometimes prefers correcting the mistakes immediately to prevent students from making mistakes.

The sixth interview question posed to the students was *“Do you prefer your mistakes to be corrected immediately?”* The responses taken from the students showed that the students want their mistakes to be corrected immediately. However, the type of correction is really important for them. They need to be corrected softly and gently by their instructors:

Student 2: *“Of course, I do. I want to see my mistakes for a better learning. Thereby, I can correct my mistakes as soon as possible.”*

Student 3: *“Sure. However the type of the correction is very important. I do not want to be humiliated while being corrected.”*

Student 5: *“If the teacher gives chance to think firstly, the correction of the mistakes is a good way for our learning.”*

The effective use of the correction is very essential for the students’ language learning. Hence, the time and the amount of the correction should be chosen effectively.

The seventh interview question was *“Do you ever get lost in the lessons in English lessons? Why?”* The responses elicited from the students underlined the fact that the students mostly have distractibility problems. In other words, they do not pay attention to the lessons in a long period of time:

Student 1: *“No, not really. My attention span is very long, so I can concentrate on the lessons in a long period of time.”*

Student 3: *“No, I don’t. I haven’t got a distractibility problem. For this reason, when my friends talk in front of me, I do not lose my attention and I am not distracted from the lessons.”*

Student 5: *“It always happens to me. When I miss the beginning of the lesson, I cannot catch the rest of it. This situation disturbs me.”*

The responses taken from the students reveal that most of the students do not have attention problems during the long period of lessons. Respectively, they can concentrate on the subject, even if they miss the beginning of the lesson.

The eighth interview question was *“Which one do you prefer in English lesson: individually, in pairs or in groups?”* The responses taken from the students showed that the students have variable working types. They prefer working individually, in pairs or in groups:

Student 2: *“I like working in groups. In group work, we develop team spirit. We share our knowledge and we have the chance for learning from each other. Moreover, group members support and encourage each other while doing activities. I think this is an important issue in learning process.”*

Student 3: *“I prefer working in pairs. I have close friend who always helps and supports me. I really enjoy working with her. I really feel comfortable and less stressful while working with her.”*

Student 4: *“I do not like working individually. Instead, I prefer working in groups. We can learn everything from each other. When we make a mistake, other group members can correct us. Working in groups develops group dynamism. Effective group cooperation is essential for an effective learning.”*

Student 5: *“To my view, working with groups leads conflict among group members during the activities. Everyone has an individual idea and this causes to disagreement among group members. Moreover, I feel very stressful if the group members are well informed than me. This is the main reason why I choose working individually.”*

As it is revealed in student comments, the working styles of the students differ from one student to the other. Two of the 4 participants prefer working in groups while the other 2 of them prefer working individually. Only one student attended the interview prefers working in pairs.

We can conclude that all of the students have their own working style. This can be either in groups or individually and in pairs.

The interview results revealed that most of the participants who attended the interview have not got a high level of anxiety. Most of them have self-confidence and no fear of anxiety. Additionally, the number of high anxious learners was not high, but the absence of such students cannot be denied. Moreover, we can conclude from the findings that most of the students have enough confidence and encouragement to cope with anxiety. Nevertheless, anxiety is a main obstacle for a few students in their learning process.

CHAPTER V

5. CONCLUSION

5. 1. Introduction

This chapter includes the conclusions of the study, the limitations of the study and the suggestions for the further studies.

5. 2. Conclusion

As anxiety is a complex phenomenon, it is not easy to evaluate its sources and effects on EFL learners. As Aydın (2001) states “anxiety caused by personal reasons resulted from learners’ ability, self-comparisons to other students, high personal expectations” (p. 112). From this perspective, anxiety can be based on four specific sources such as communication and test anxiety, fear of negative evaluation and classroom procedures.

The aim of the current study was to investigate EFL preparatory school students’ perceived sources of anxiety in English lessons. The following research questions guided the study to achieve the above stated aim:

What are university students’ perceived sources of communication anxiety?

What are university students’ perceived sources of test anxiety?

What are university students’ perceived sources of negative evaluation?

What are university students’ perceived sources of classroom procedures?

The findings of the study indicated that most of the participants are not highly anxious contrary to be believed. However, even if the participants are not highly anxious, the anxiety problem faced in EFL classes cannot be ignored.

While defining the possible sources of anxiety, four categories are revealed as communication apprehension, test anxiety, classroom anxiety, and fear of negative evaluation. The findings regarding these categories showed that the students have different levels of anxiety in EFL classrooms. Moreover, the results revealed that for most of the students speaking in the target language is a big challenge. Lee (2014) summarizes this situation in his study by stating

that “...anxiety can negatively affect learners' willingness to communicate and participate in communication activities, and thus hinder the development of target language communication ability” (p. 27).

The findings obtained from communication anxiety of the students indicated that a high majority of the students feel quite comfortable while communicating in the target language. However, the students who are highly communication anxious cannot be ignored. By the same token, Shanahan (2013) sees communication anxiety as a factor which shows a student's eagerness to communicate with others.

The findings gathered from the FLCAS items and the interviews showed that most of the students are highly test anxious. Even if some of the students are not affected from the results of the tests, for most of them, the test anxiety is a main obstacle for their processes. Aydın (2009) summarizes that test anxiety is a concern for an academic evaluation for students, then she describes test anxiety as a fear of getting low grades is test and an undesirable situation experienced consciously or unconsciously in various situations.

The students' fear of negative evaluation level was very low. However, there are still some students who fear being negatively evaluated by their peers. Aydın (2009) supports this idea that this fear stems from evaluations of others or prevention for evaluative occasions.

The last category of the findings is related to the fear of classroom procedure. By looking at the FLCAS items' responses, we can conclude that the proportion of the students who have classroom anxiety is not high. Moreover, most of the students do not bother with the classroom procedures in language classrooms. On the other hand, classroom procedures are very challenging for some students. According to Lee (2014) “Speaking foreign language in the classroom is one of the most salient sources of language learning anxiety, as oral tasks generally involve facing the challenge of revealing oral skills and self-images to others” (p. 27).

5.3. Suggestions for Further Research

This study was carried on in EFL classes with 46 students at Kafkas University in Kars Province. For this reason, the findings of the study cannot be generalized for all EFL learners in different cities. Therefore, this study should be conducted with more participants in order to get additional insights into language learning anxiety. Moreover, the data collection procedure might

be extended in order to find the other sides of this complex issue. In addition, as Aydın (2001) suggests “examining the teachers’ perspective of the same problem, and matching the two would be an interesting study, and might be helpful in solving some of the problems encountered in language classrooms” (p. 134). As anxiety is a main problem for students to be active in the lessons, an urgent investigation has to be made on the subject. For this reason, teachers have to search for the attitudes of the language learners towards anxiety. It is generally uttered that reducing the factors, which cause anxiety, will create a relaxing atmosphere for both teachers and foreign language learners, so that it will create a more effective language learning environment. How teachers’ attitudes and reactions towards students’ language learning anxiety help minimize the problem might also be conducted in further studies.

5.4. Limitations of the Study

This part of the study includes the limitations of the study. One of the limitations of the study was related to the participants’ answers. It has been difficult to understand whether the participants reflected their real opinions or not. Accordingly, the students might have overlooked their anxieties in order not to tarnish their classroom image.

A further limitation was the number of the participants attended the study. The total number of the participants was not sufficient enough to generalize the results. The questionnaire and the interview were conducted only with one class of the department.

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7. APPENDICES

7.1. Appendix 1: Foreign Language Classroom Anxiety Scale English Version

Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz and Cope (1986)

Read the following statements and tick your choice which best indicates your feeling.

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

	1	2	3	4	5
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class.					
19. I am afraid that my language teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I'm going to be called on in language class.					
21. The more I study for a language test, the more confused I get.					
22. I don't feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better than I do.					
24. I feel very self – conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					

32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

Note: 1= Strongly Disagree; 2= Disagree; 3= Neither Agree nor Disagree;
4= Agree; 5= Strongly Agree

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

İsım _____ Sınıf _____

Aşağıdaki ifadeyi okuyun, sonra da sizin için uygun olanını belirtin.

	1	2	3	4
1. Derste konuşurken asla kendimden emin olmam.				
2. Derste hata yapmaktan endişelenmem.				
3. Derste kaldırılacağımı bildiğim zaman heyecanlanırım.				
4. Derste öğretmenimin ne söylediğini anlamamak beni korkutur.				
5. Daha fazla dil dersi almak beni rahatsız etmezdi.				
6. Derste kendimi dersle ilgisiz şeyler düşünürken bulurum.				
7. Diğer öğrencilerin dil konusunda benden daha iyi olduğunu düşünmeden edemiyorum.				
8. Dersteki sınavlar esnasında genellikle rahatımdır.				
9. Derste hazırlık yapmadan konuşmak zorunda olduğumda paniğe kapılırım.				
10. Sınıfta kalmanın sonuçları beni endişelendirir.				
11. Dil derslerinin insanları neden bu kadar çok ürküttüğünü anlamıyorum.				
12. Derste o kadar heyecanlanırım ki, bildiklerimi de unuturum.				
13. Derste gönüllü cevap vermekten çekinirim.				
14. Yabancılarla (anadili İngilizce olanlarla) İngilizce konuşurken rahatsız olmam .				
15. Öğretmenin düzelttiği hataların ne olduğunu anlamak beni sinirlendirir				

	1	2	3	4	5
16. Derse iyi hazırlandığım zaman bile tedirgin olurum.					
17. Çoğu zaman derse gitmek içimden gelmez.					
18. Derste konuşurken kendime güvenirim.					
19. Öğretmenin yaptığım her hatayı düzeltecek olmasından korkarım.					
20. Derse kaldırıldığımda kalbimin çok hızlı attığını hissedebilirim.					
21. Sınavlara ne kadar çok çalışsam, kafam o kadar çok karışır.					
22. Derslere iyi hazırlanmak için baskı hissetmiyorum.					
23. Her zaman diğer öğrencilerin İngilizceyi benden iyi konuştuklarını hissederim.					
24. Diğer öğrencilerin önünde İngilizce konuşurken rahat olamam.					
25. Ders çok çabuk ilerliyor, geride kalmaktan endişe ediyorum.					
26. Diğer derslere göre kendimi dil dersinde daha gergin ve heyecanlı hissederim.					
27. Derste konuşurken heyecanlanırım ve aklım karışır.					
28. Derse giderken kendimden çok emin ve rahatım.					
29. Öğretmenin söylediği her kelimeyi anlamazsam heyecanlanırım.					
30. Bir dili konuşmak için öğrenilmesi gerekli olan kuralların sayısı beni sıkar.					
31. İngilizce konuşursam diğer öğrencilerin bana güleceğinden korkarım.					
32. İngilizceyi anadili olanlarla konuşurken kendimi rahat hissederim.					
33. Öğretmen daha önce hazırlanmadığım sorular sorduğunda heyecanlanırım.					

Not: 1=Kesinlikle Katılıyorum; 2=Katılıyorum; 3=Emin Değilim;

4=Katılıyorum; 5=Kesinlikle Katılıyorum

7.3. Appendix 3: Interview Checklist English Version

1. What do you think about using Turkish in English class?
2. Do you ever get anxious while speaking English in the classroom and forget what to say? How does this affect you?
3. Do you get anxious while speaking English in front of the other students?
4. Do you compare yourself with the other students for English?
5. How does your teacher react to your mistakes in English classes? Does she get angry with you? Does she correct the mistakes immediately?
6. Do you prefer your mistakes to be corrected immediately?
7. Do you ever get lost in the lessons in English lessons? Why?
8. Which one do you prefer in English lesson?
 - a. Individually b. in pairs c. in groups

7.4. Appendix 4: Interview Checklist Turkish Version

1. İngilizce dersinde Türkçe kullanılması seni nasıl etkiliyor?
2. İngilizce konuşurken heyecandan söyleyeceklerini unutup kaldığın oluyor mu?
Bu seni nasıl etkiliyor?
3. Diğer öğrencilerin önünde İngilizce konuşmak seni heyecanlandırıyor mu?
4. Kendini hiç diğer öğrencilerle İngilizce konusunda kıyaslar mısın?
5. İngilizce dersine herhangi bir hata yaptığında öğretmeniniz bunu nasıl karşılıyor? Kızıyor mu?
Hemen düzeltiyor mu?
6. Hatalarının hemen düzeltilmesini ister misin?
7. Hiç İngilizce dersinde ne olup bittiğini anlayamadığın oluyor mu? Sence bu neden oluyor?
8. İngilizce dersinde hangi tür çalışmayı tercih edersin?
 - a. Bireysel b. bir arkadaşınla beraber c. gruplar halinde