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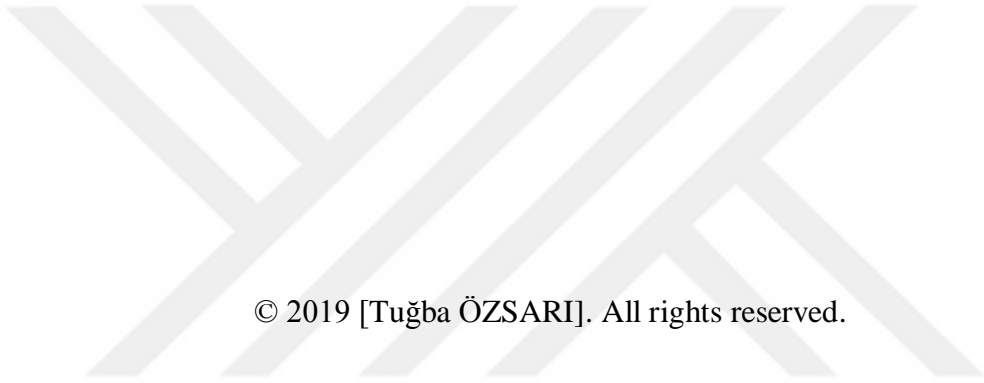
**A COMPARATIVE STUDY ON PUBLIC AND PRIVATE SECONDARY
SCHOOL STUDENTS' FOREIGN LANGUAGE ANXIETY: STUDENTS' AND
TEACHERS' PERCEPTIONS**

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MASTER'S THESIS

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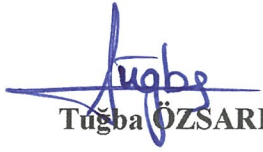

Tuğba ÖZSARI

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ABSTRACT

A COMPARATIVE STUDY ON PUBLIC AND PRIVATE SECONDARY SCHOOL STUDENTS' FOREIGN LANGUAGE ANXIETY: STUDENTS' AND TEACHERS' PERCEPTIONS

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**Master's Thesis, Süleyman Demirel University, Graduate School of Educational Sciences, Department of English Language Teaching
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This study examines secondary school students' and their teachers' perceptions of foreign language anxiety. Also, the current study aims to compare public and private secondary school students' foreign language anxiety level. Demographic variables such as gender and grades were also investigated to reveal whether they were acting as provoking or easing factors for foreign language anxiety among students. The sample group of this study consisted of 379 secondary school students chosen randomly and 9 English language teachers from public and private secondary schools in Sakarya province, Turkey. The data were collected through two measurement tools, a scale for students and a questionnaire for teachers, which included open and close-ended questions. The quantitative data were analyzed through descriptive and inferential statistics, and for the qualitative data analysis, content analysis was conducted. The findings of the research revealed that public school students experience moderate level of foreign language anxiety, while private school students experience low level of foreign language anxiety. The findings of current study demonstrate that there is a meaningful difference between public and private school students in terms of their foreign language anxiety. In both schools, females were more anxious than males; however, the difference between two gender groups was significant in private school. Grade was not a predicting factor for foreign language anxiety in the current study. However, in both schools, 8th graders are the most anxious group of all. As for the teachers, they were well aware of their students'

anxieties, and they implemented useful strategies for decreasing this anxiety. Also, they adapted their pedagogical instructions in order to reduce their students' foreign language anxiety. However, research findings demonstrated that there was a discrepancy between teachers' and students' perceptions in terms of test anxiety.

Keywords: Foreign language anxiety, Foreign language learning, Student perceptions, Teacher perceptions.



ÖZET

ÖZEL VE DEVLET OKULUNDA OKUYAN ÖĞRENCİLERİN YABANCI DİL ÖĞRENME KAYGISI ÜZERİNE BİR KARŞILAŞTIRMA ÇALIŞMASI: ÖĞRENCİ VE ÖĞRETMEN ALGILARI

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Bu çalışma ortaokul öğrenci ve öğretmenlerinin yabancı dil öğrenme kaygılarını araştırmaktadır. Aynı zamanda, bu çalışmanın amacı, devlet ve özel orta okulda okuyan öğrencilerin yabancı dil kaygılarını karşılaştırmaktır. Cinsiyet ve sınıf düzeyi gibi demografik öğelerin, yabancı dil kaygısında bir etkisinin olup olmadığı da araştırma kapsamında incelenmektedir. Araştırmanın örneklemi, Türkiye'nin Sakarya ilinde bir özel ve bir devlet okulunda öğrenim gören rastgele seçilmiş 379 ortaokul öğrencisinden ve 9 İngilizce öğretmeninden oluşmaktadır. Öğrenciler için bir ölçek, öğretmenler için açık ve kapalı uçlu sorular içeren bir anket olmak üzere araştırma verileri iki araştırma aracıyla toplanmıştır. Sayısal veriler betimsel ve çıkarımsal istatistik yöntemleri uygulanırken, niteliksel veriler için ise içerik analizi yöntemi kullanılmıştır. Araştırma bulguları, devlet okulunda okuyan öğrencilerin orta derecede yabancı dil öğrenme kaygısı hissettiklerini, özel okul öğrencilerinin ise düşük düzeyde kaygı hissettiklerini ortaya koymuştur. Araştırma bulgularına göre, bu iki okul öğrencilerinin kaygı düzeyleri arasında anlamlı bir fark bulunmuştur. Her iki okulda da kız öğrenciler erkek öğrencilere göre daha kaygılıdır, ancak cinsiyet grupları arasındaki fark özel okulda anlamlı bulunmuştur. Araştırmada, sınıf seviyesi kaygıyı belirlemede belirgin faktör olarak tanımlanmamıştır, ancak her iki okulda da 8. sınıf öğrencileri en kaygılı grup olarak belirlenmiştir. Öğretmenler söz konusu olduğunda, öğretmenlerin öğrencilerinin kaygı

seviyelerinin farkında oldukları ve öğrenci durumlarına göre eğitimsel uygulamalarını uyarlamalarının yanı sıra, öğrenci kaygılarını azaltmak için faydalı stratejiler kullandıkları görülmüştür. Ancak, araştırma bulgularına göre, öğrenci ve öğretmen algıları arasında test kaygısı alanında bir uyumsuzluk tespit edilmiştir.

Anahtar Kelimeler: Yabancı dil kaygısı, Yabancı dil öğrenimi, Öğrenci algıları, Öğretmen algıları



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ABBREVIATIONS

FL	Foreign Language
FLA	Foreign Language Anxiety
FLL	Foreign Language Learning
FLCA	Foreign Language Classroom Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
FLLA	Foreign Language Listening Anxiety
SPSS	Statistical Package for Social Sciences
MONE	Ministry of National Education
CA	Communication Apprehension
TA	Test Anxiety
FNE	Fear of Negative Evaluation

OPERATIONAL DEFINITIONS

Individual Differences: Variation or deviations among individuals in regard to a single characteristic or number of characteristics.

Affective Variables: Emotionally relevant characteristics of the individual that influence how she/he will respond to any situation.

Anxiety: A feeling of worry, nervousness, or unease about something with an uncertain outcome.

Foreign Language Anxiety: Anxiety experienced in foreign language learning process.

Communication Apprehension: Shyness characterized by fear of or anxiety about communicating with people.

Fear of Negative Evaluation: Apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively.

Test Anxiety: A type of performance anxiety stemming from a fear of failure.

1. INTRODUCTION

This chapter initial with the statement of the problem. In addition, the relevant information will be presented about purpose, and significance of study. This part also covers the assumptions and limitations of the study.

1.1. Statement of the Problem

Language teaching profession has been undergoing a radical change since 1900s. A general comparison on methodology in language teaching may have disappointing results, and according to Skehan (1991), the possible reason for this failure is that such studies group all the learners together. In other words, they put learners in a position that they are same by ignoring the unique characteristics of them. This uniqueness is composed of the basic needs that each person feels for internal consistency within his belief system and they are the results of their individual differences (or variables) (Brown, 1973). Dörnyei (2005) remarks that individual differences are the most determining predictors of second language learning success. In addition, Sparks and Ganschow (1991) indicate that efficient foreign language learning should include interference with individual differences.

“Individual differences” is a cover term including a lot of variables in it. In second and foreign language learning context, Oxford (1992) groups individual differences as “age, sex, motivation, anxiety, self-esteem, tolerance of ambiguity, risk-taking, cooperation, competition, and learning strategies and styles”, and she thinks that it is highly important to get an insight of these variables in order to perform successful teaching practices (p.30). On the other hand, Aydin (2008) confirming effective roles of individual variables in foreign language learning, groups the individual differences as “beliefs, attitudes, aptitudes, motivations and affective states of learners” (p. 422).

Affective states or variables constitute the core of this study. Before determining the affective variables in foreign and second language learning, it is beneficial to define the term “affect”. Scovel (1978) defines the term affect as “a cover term under which is swept a wide range disparate constructs and behaviours” (p. 129). The constructs and behaviours

mentioned are called as affective variables meaning “emotionally relevant characteristics of the individual that influence how she/he will respond to any situation” (Garner and MacIntyre, 1993, p.1). Affective variables are formed of only emotional states of a learner unrelated to cognition. They are “the emotions of pleasure and displeasure that surround the enterprise of a task such as second language learning” (Scovel, 1978, p.131). In a learning situation, it is important to arise positive feelings among learners to facilitate achievement (Dewaele and MacIntyre, 2014). Accordingly, Horwitz (2000) thinks that there are various affective variables, which seem to have contributions on foreign language learning and achievement. In order to find out whether there is an actual connection between these variables and language learning, a large body of research has been conducted by scholars (Horwitz, Horwitz and Cope, 1986; Young, 1991; MacIntyre and Gardner, 1991; Gradman and Hanania, 1991; Oxford, 1992). Analysis of these studies suggests that there are strong correlations between affective variables and achievement measures involve anxiety (MacIntyre and Gardner, 1994).

Anxiety is only one affective variable among various affective variables, and it can be defined as “feelings of discomfort” (Gardner and Smythe, 1975, p. 54). Horwitz et al. (1986) describe anxiety as “subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of autonomic nervous system” (p. 125). According to Young (1992), “anxiety is attributed to an unpleasant condition or emotional state or to a stable personality trait of an individual” (p. 5). These definitions give us clue that anxiety can be experienced in any learning context. However, foreign and second language classes are particularly prone to arise anxiety among learners. Even though earlier studies on anxiety demonstrates contradictory and confusing results about anxiety and second language learning relation (Scovel, 1978), there are evidences (Horwitz et al., 1986, MacIntyre and Gardner, 1991) that anxiety levels may be higher in foreign language class than in other classes, namely, students experience anxiety in foreign language classes more than other classes. “Class” should be particularly highlighted since studies (Krashen and Seliger, 1976, Cheng, Horwitz and Schallert, 1999) show that formal language learning setting is more directly related to anxiety than the informal setting. The foreign language learning may cause uncomfortable, and even traumatic experiences for many learners (Luo, 2013). Although learners do not have traumas, even they have sincere

liking for speakers of foreign language and motivated for learning it, they have a mental block against learning it (Horwitz et al. 1986).

Anxiety and foreign language learning are directly related, and it may inhibit learning and performance. However, the negative effects of foreign language anxiety are both complex and multidimensional (Kleinmann, 1977, Dewaele and MacIntyre, 2014). The reason of the negative effects of anxiety on foreign language learning is the result of language class procedures. There are several contributing factors in foreign language anxiety. Error correction is indispensable in foreign language learning, and in some situations learners may experience low self-confidence as a result of being corrected, and error correction and low self-confidence are key sources of anxiety (Gregersen, 2003, Cheng et al., 1999). Additionally, learners have little control on communication in the target language and they are constantly being observed by both their teachers and peers (Horwitz et al. 1986).

It is obvious that foreign language learner can experience and manifest anxiety originated from different sources. Young suggests that these sources are “associated with the learner, associated with the instructor and instructional practise” (1991, p.427). When considered from Young’s perspective, teachers’ role seems to have a bigger impact on foreign language learning anxiety than students’. Price (1991) corroborates that instructor plays a crucial role in the level of anxiety that every student experience (as cited in Worde, 2003). In a recent study, Worde (2003) states that many students find language classes disturbing, and this feeling is directly related to teachers themselves. Foreign language teachers’ role as a dominant speaker in foreign language class may arise anxiety among learners (Zhao, 2009). However, a positive teacher-student relation may be a contributing factor in decreasing foreign language anxiety (Buyukkarci, 2016). Accordingly, Cohen and Norst (1989) state that “unfailing caring, support, positiveness, encouragement, kindness and patience can help to overcome anxiety and these attributes are more important than technical knowledge” (p.61). Teachers should find solutions and be aware of the anxiety problems of students, that is to say, if there is a gap between the actual psychological state of a learner and teachers’ view, this may cause further anxiety among students (Ohata, 2005a).

According to Horwitz et al. (1986), “second language research has adequately defined foreign language anxiety nor described its specific effect on foreign language learning” (p.125). Supportively, Bailey et al (1999) claims, “better understanding of the nature of foreign language anxiety remains a key element in reducing the negative experiences of learners in the classroom” (p.72). Also Young (1991) asserts that “the objective in ridding language learning of unnecessary anxiety is to create more effective language and to instil in students’ increased interest and motivation to learn another language” (p. 434). It is inferred that foreign language anxiety has an impact on foreign language learning and teaching, moreover, it is directly related to the achievement of foreign language education (Horwitz, 2001) In addition to achievement or failure, it is clear that students’ motivation can be correlated with their anxiety level (Liu and Huang, 2011). The last but not the least, anxiety experiences of students may stem from various sources, if these sources are revealed, it can be easy to offer a pathway to reduce anxiety as Worde (2003) suggests “awareness of foreign language anxiety be heightened and taken seriously by teachers and students alike” (p.12). For this reason, it is useful to study foreign language anxiety from different perspectives to offer pedagogical suggestions for instructors, and decision makers.

1.2. Scope of the Study

This study focuses on foreign language anxiety of secondary school students and English language teachers in Sakarya, Turkey. This involves a scale for those students who study in private and public secondary schools. In addition, a questionnaire for teachers is utilized. The selection of respondents is only limited to two schools since there are lots of students and teachers in Sakarya.

This research is designed to reveal the level of foreign language anxiety that students experience. The meaningful difference in anxiety between these two schools’ students is investigated. Teachers’ perceptions of anxiety and discrepancy between students’ and teachers’ perceptions of anxiety are also investigated.

1.3. Purpose of the Study

In every formal learning situation, achievement is aimed at the end of the process through optimal instruction. Foreign language teaching has the same objectives, too. However, even all of the functioning factors, which seemingly ensure achievement, are operated, students may fail. This failure stems from learners' individual characteristics. In foreign language learning, individual factors influence learners' performance and achievement significantly. According to Cohen and Norst (1989), "there is something fundamentally different about learning a language, compared to learning another skill or gaining other knowledge, namely, that language and self are so closely bound" (p. 61). This close bound is related to psychological states of learner, which can act as an inhibition or easing element. Therefore, it is crucial to reveal sources of these inhibition factors and offer suggestions for them. Foreign language anxiety is one of the most influencing components of foreign language learning. Countless language learners and instructors in the world encounter foreign language anxiety, and it interferes with their performance and achievement (Horwitz, 2000, MacIntyre, 1995).

Foreign language anxiety is a complex and multidimensional phenomenon consisting of various variables. Experiences of individuals, for example, are determining factor such as when individuals start learning foreign language, time they spend for learning a language, and whether they have associate foreign language learning with positive or negative experiences (Onwuegbuzie, Bailey and Daley, 1999b). Besides, learning environment can be a provoking factor for learners' anxiety such as crowded classes, manners of others around learners (Balemir, 2009). The materials followed during instruction are another predictor of anxiety, namely inauthentic material results in arising anxiety among learners (Vogely, 1998). Finally, the way that learners success is evaluated can be counted as a source for their anxiety, in that, the quality of students' performances is significantly affected if the evaluation is managed through high-stakes evaluation, as parents and teachers interfere with process and evaluation of learning (Barksdale and Thomas, 2000).

It seems that instruction has a significant value in forming anxiety among learners, which emphasizes the role of instructor. If teachers recognize their student's anxieties, they can provide students with effective strategies. Sometimes teachers may assume that poor

performances of learners may stem from their lack of motivation or attitudes, whereas learners actually deal with foreign language anxiety (Gregersen, 2003).

In the light of these aforementioned studies, the current study aims to investigate foreign language anxiety of secondary school students. Teachers of these students are also included into study to have a deeper understanding. Since there are significant implementation differences between private and public schools like English course hours, size of classes, age to start learning English, variety and quality of materials, and strict or flexible instruction, the researcher has hypotheses about foreign language anxieties of both schools' students.

- Public school students experience high level of foreign language anxiety since they have limited access to practise foreign language due to crowded classes and fewer hours of English.
- Private school students have low level of anxiety since they have chances to practise foreign language; as total number of attendants is low, additionally they have more hours of English.
- There is a meaningful difference between private and public schools' students' foreign language anxiety level.
- English language teachers are aware of their students' anxiety problems since it has observable manifestations.

In order to prove these hypotheses, present study has four main purposes to reach; to measure the foreign language classroom anxiety (FLCA) levels of students studying in public and private secondary schools; to investigate whether there is a meaningful difference between these schools to obtain teachers' perceptions about their students' foreign language anxiety as a source of information and to learn whether there is a gap between teachers' perceptions and students' actual psychological state of anxiety. The following research questions are addressed in the study:

1. What is the foreign language anxiety level of the public secondary school students?
 - 1.a. Is there a meaningful difference in public school students' anxiety levels in terms of their grade levels?

- 1.b: Is there a meaningful difference in public school students' anxiety levels in terms of their genders?
2. What is the foreign language anxiety level of the private secondary school students?
 - 2.a. Is there a meaningful difference in private school students' anxiety levels in terms of their grade levels?
 - 2.b. Is there a meaningful difference in private school students' anxiety level in terms of their genders?
3. Is there a meaningful difference between public and private school students' foreign language anxiety level?
4. What are the teachers' perceptions about their students' foreign language anxieties?

1.4. Significance of the Study

In order to provide primary and lower secondary school students with effective and up-to-date English language education, the Turkish Ministry of National Education (2012) presented a new curriculum implementing English as a compulsory course starting from 2nd grade to the end of high school education. At the end of secondary school education, students have a high stake exam including English questions. This exam results in determining which school students will study in high school and even their career pathway in future. Therefore, more and more students and parents expect flawless performance to get a chance for a better future and both private and public school students enter this exam under the same conditions. English instruction in public schools differs from private schools in terms of class hours of English, practices (more focus on productive skills), instructors (native or non-native), and tasks. These differences have distinctive outcomes in students' foreign language success or performances. Despite of the perfectionist point of views of language learners (Gregersen and Horwitz, 2002), today's foreign language teaching does not require students perform perfectly. It encourages students to make mistakes and risk-taking. Gregersen (2003) thinks "the process of learning demands risk-taking, experimenting, willingness to make errors and fine-tuning the rule systems through use" (p.26). It can be inferred that making errors is the natural and indispensable part of foreign language learning process. However, students' reactions against error corrections vary distinctively. While non-anxious

students welcome error correction as a natural feedback, anxious students perceive it as a threat and may avoid foreign language practices. Obviously, this perception inhibits students' language learning. The awareness of situations, which could heighten students' inhibitions, may give instructors opportunities to avoid from these situations. The anxiety level of students could be decreased eventually.

Foreign language classroom anxiety may reduce performance resulting poor performance, and poor performance may increase the anxiety level of a learner (Ehrman and Oxford, 1995). It can be concluded that if the ways of decreasing anxiety are found out, students' performance will increase automatically. In Turkey, foreign language anxiety studies can be grouped under three categories, foreign language anxiety and achievement (Elaldı, 2016; Şener, 2015; Tuncer and Doğan, 2015; Demirdaş and Bozdoğan, 2013), anxiety and individual differences relations (Büyükkarcı, 2016; Aydoğdu, 2014; Öztürk, 2012); and anxiety and its effects on language skills (Çağatay, 2015; Balemir, 2009; Bekleyen, 2009; Öztürk and Çeçen, 2007; Kurt and Atay, 2007). These mentioned researchers conducted their studies in university context. However, there are other studies investigating foreign language anxiety in lower education levels such as high schools (Baş and Özcan, 2018; Gursoy and Arman, 2016) and secondary schools (Çermik, 2015; Sertçetin, 2006).

The common feature of these mentioned studies is that they investigate anxiety from only students' perspectives, but teachers' perceptions remain unfocused. Keeping that in mind, this study aims to investigate both secondary school students' and teachers' perceptions of foreign language anxiety. To the best of researcher's knowledge, there is not a specific study comparing public and private middle school students and teachers concerning foreign language anxiety. Therefore, there is a gap in literature questioning implementation differences of English instruction as a foreign language in private and public school and investigating its impact on both students and teachers. The investigation may present literature the pearls and pitfalls that instructors should adopt or avoid. The uniqueness of this context will give answers about the possible sources of anxiety experienced by learner, besides it will provide empirical evidence for further research studies. In sum, the data gathered in this study will guide other teachers in the

area to measure their students' foreign language anxiety and to deal with their students' foreign language anxiety.

1.5. Assumptions for the Study

The participants of this study are the private and public secondary school students and teachers. The sample group is appropriate for the study, since it is aimed to find out difference between two schools' students and investigate whether this difference is meaningful or not. As a result, it is assumed that they will answer the questions in an honest and sincere manner. The participants will have no other motives such as grade or appreciation so the only reason for attending this research will be their sincere interest in participating this study.

1.6. Limitations of the Study

This study is limited with the sample selected a secondary public school and private school students in Sakarya, Turkey. Therefore, study findings might not be generalized for all the language learners. As for the teachers, the sample group consists of only these two schools' English language teachers. In further studies, the number of students and teachers can be widened to get more generalizable results.

Data collection instruments might not be accepted enough to get detailed information from the participants. For further studies, other data collection instruments other than two questionnaires can be included in future research in order to obtain more extensive data about foreign language anxiety.

Finally, foreign language anxiety is investigated from a general point of view, in that, other variables such as achievement, the most anxiety provoking skills and the sources of anxiety are not included in this study. In further research, researchers may focus on specific areas to have deeper understanding of the phenomena.

2. CONCEPTUAL FRAMEWORK AND RELATED STUDIES

This chapter will present detailed information about foreign language anxiety (FLA). Related concepts to anxiety, FLA itself and sub-categories of FLA will be examined. Besides descriptive gleanings about sources of anxiety, teachers as a source of FLA and classroom procedure differences between public and private schools will be mentioned. In order to ground the phenomena to have a deeper understanding, studies and the results of these studies will be discussed comparatively.

2.1. Individual Differences in Language Learning

It is true that what the learners bring to the learning situation, and how the learner feels can have an impact on what is learned and how it is learned. Scovel (1978) argues that individuals' psychological reactions differ distinctively under different states of emotional arousal. Realizing, interpreting and making benefit of these reactions can create a harmonious classroom environment. Horwitz (2001) points out that it is possible that some practices will be perceived as comfortable by one group of learner while they may be stressful for the other group who are used to different types of classroom organizations. Moreover, in second language acquisition research, the investigation of factors, which promote achievement in language learning, has been a focus of interest (Gradman and Hanania, 1991).

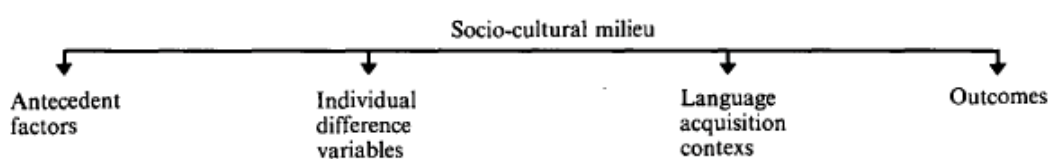
The process of foreign and second language learning is simply more complex and multifaceted than acquisition of first language and Dörnyei (2005) states, "a great deal (but not all) of outcome variance is attributable to the impact of individual differences" (p. 2). Supportively, Ehrman and Oxford (1995) think that the combination of learner characteristics possibly causes learning difficulties. As the term suggests, individual differences emphasize the uniqueness in learning, perceiving, and reactions of each learner to a learning situation. Dörnyei (2005) defines the term as "characteristics or traits in respect of which individuals may be shown to differ from each other" (p. 1) while Brown (1973) describes it "individual differences exist with respect to the basic need each person feels for internal consistency within his belief system" (p.241). There are various bodies of research in individual differences area and these studies generally focus

on how and which IDs affect foreign and second language process and success in learning (Ehrman and Oxford, 1995, Cohen and Norst, 1989, Clement, 1986, Gradman and Hanania, 1991, Clement, Gardner and Smythe, 1980, Scovel, 1978, Skehan, 1991). According to these increasing amounts of research, optimal instruction in foreign language should involve understanding individual differences among learners.

Capturing the individuality of a learner rather than categorizing him/her lead to effective foreign language instruction. Many of these variables can be treated as inherent characteristics; however, recognition of their roles in foreign language learning can optimize the teachers' instructional approaches. Thanks to teachers' experimental learning, they can identify these variables; however, Oxford and Ehrman (1991) suggest, "explicit understanding of individual difference dimensions can enhance the work of all teachers" (p. 188). Skehan (1991) and Gregersen (2003) point out that adapting instructional practice regarding individual differences of learners' results in more efficient classroom instruction.

In the narrowest sense, individual differences are associated with personality and intelligence (Eysenck, 1994). For a clear understanding of term in foreign language context, socio-educational model is presented which focuses on social context of second language learning (Gardner and MacIntyre, 1993, p.8).

Figure 1. Socio-educational model for second language learning



Antecedent factors are related to biological or experimental factors such as gender, age and learning history. Individual difference variables are grouped under two sub-headings as cognitive and affective variables, and affective variables as a concern for this study will be mentioned in detail in the following section. Language acquisition contexts are related to transmission of a material or a skill to learners. And in the end of these processes, outcomes are related to the quality of learners' outcomes questioning whether they are linguistic or non-linguistic (Gardner and MacIntyre, 1993).

2.2. Affective Variables in Language Learning

In a same second or foreign language class, instructed by the same foreign language teacher and through same textbook or activities, some learners are somehow more successful than others. There is an underlying reason for this achievement difference depending on individual himself/herself. To overcome the failure of the foreign language learners, it is necessary to find out the characteristics of a good language learner and make use of these characteristics to improve performance of unsuccessful learners. For progress, Krashen suggests affective filter (1982), namely learner should act as a receptive channel for language input to take in the available target language messages (as cited in Horwitz et al., 1986). Similarly, Sparks and Ganschow (1991) state “ good language learners are seen as individuals who are not only acquirers but also have low affective filters” (p.6). It can be inferred that learners’ emotional state is directly related to foreign language learning and achievement and this emotional state of learner can be grouped under the term of affective variables.

Scovel (1978) defines affective variables as “converse of cognitive variables that is they are everything which impinges on language learning which is unrelated to cognition” (p.129). In parallel with Scovel, Gardner and MacIntyre (1993) define the term as “emotionally relevant characteristics of the individual that influence how she/he will respond to any situation” (p.1). There is a large body of research concerning on affective variables and foreign language learning (Gardner and MacIntyre, 1993a; Gardner and MacIntyre, 1993b; Cohen and Norst, 1989; Kleinmann, 1977; Samimy and Rardin, 1994; Aydin, Yavuz and Yeşilyurt, 2006). The common result of these studies is that certain affective measures influence learner behaviour in a foreign language-learning context. This influence demonstrates itself as avoidance in using structures (Kleinmann, 1977) and willingness to use structures (Horwitz, 1995). In literature, affective variables have been studied questioning their role as aids and barriers, significantly the latter to search for the ways of reducing them and thus enhancing the efficiency within learner (Cohen and Norst, 1989). However, it is not as easy as it seems, Samimy and Rardin (1994) note, “the nature of affective states is personal, dynamic and context bound” (p.381), besides, they are sometimes only the observable manifestations of a deeper issue inside a learner (Sparks and Ganschow, 1991). It is highly important not to generalize these variables

simply as positive and negative. Norton (2000) draws attention towards this generalization problem noting affective states' changing nature over time and space, and possibly coexisting in contradictory ways in a single individual (as cited in Wang, 2009). In other words, while a single individual may react positively in a learning task, he/she may react negatively towards same learning task another time. As Brown suggests (1973), it is extremely challenging to deal with complex process in a complicated organism and to type and classify groups of individuals together. On the other hand, for an optimal foreign language instruction teachers should tailor their instruction to affective needs of their learners because typical classroom procedures fail to meet needs of learners and also they may act as an exceptional opportunity for the improvement of language instruction (Young, 1991; Horwitz, 1995). Although it is an enormous task to define and reveal the nature of affective variables, the benefits seem obvious both for the learner and the teacher and various salient factors stand out. MacIntyre and Gardner (1994) claim, "some of the strongest correlations between affective variables and achievement measures involve anxiety" (p. 284). In this study one the most significant affective variables, foreign language learning anxiety is studied.

2.3. Anxiety

There are various definitions of anxiety in the literature. Associated with the role as an affective factor in learning, the definitions include marks of sources and effects of anxiety. Spielberger (1966) defines anxiety as "as a product of stress and a mediator of its influence on behaviour" (p.4) whereas Scovel (1978) describes the term as "a state of apprehension, a vague fear" (p.134). By pointing out the significance as an affective variable, Blau (1955) defines the term "an uncomfortable emotional state in which one perceives danger, feels powerless and experiences tension in the face of an expected danger" (as cited in Aydin, 2008, p. 423). Arnold and Brown (1999) further claim that anxiety is the most pervasive factor obstructing learning process (as cited in Dornyei, 2005, p.198). In present study the definition of Horwitz et al. (1986) is adopted, anxiety is "the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic system" (p.125). Despite the variety in definitions, they all highlight the unpleasantness, discomfort, uneasy feelings experienced as a result or as a source concerning anxiety.

Two major anxiety groupings are mentioned: trait/state and situation specific anxiety and debilitating and facilitating anxiety. Spielberger (1966) asserts that social and cultural factors threaten personal comfort zone and generate problems for the individual in forming his/her psychological identity, namely he concerns the manifestations of anxiety. So he divides anxiety into two groups trait and state anxiety. In trait anxiety classification, anxiety is a permanent and stable personality feature, it can be inferred that a person with a high trait anxiety possibly feels anxious in a number of different situations (MacIntyre and Gardner, 1991). Trait anxiety is a broad term difficult to measure, while state anxiety is a more specific state. Dalkılıç (2001) relates state anxiety with some particular event or act. In other words, individual experience state anxiety in stressful situations like taking a test or performing in front of an audience. The manifestations differ significantly, Horwitz et al. (1986) notes, “specific anxiety reaction to differentiate people who are generally anxious in a variety of situations from those who are generally anxious in specific situations” (p.125). These two groupings take criticism since they offer less to the understanding of anxiety ignoring particular aspects of situations. So in the literature, another type of anxiety called situation specific anxiety (Woodrow, 2006) is defined (as cited in Balemir, 2009). As an alternative to the state anxiety, situation specific anxiety measures can be treated as trait anxiety limited to a given and well-defined situation (MacIntyre and Gardner, 1991). To study anxiety, researchers adopt situation specific anxiety for searching various aspects concerning anxiety in a limited context.

For the other anxiety grouping, debilitating and facilitating anxiety as their names refer; anxiety can be both as an aid and barrier. Since learning is a process mediated cognitively, anxiety negatively act upon cognitive processes (Tobias, 1979) that is to say, it impairs cognitive processing on tasks, which are more heavily reliant on memory (MacIntyre and Gardner, 1994). However, it can sometimes promote achievement because of its affective and emotional component, it can have easing effect in learning (Dörnyei, 2005). The next section will mention about foreign language anxiety is a more detailed way.

2.4. Foreign Language Anxiety

Studies on the role of anxiety in foreign language learning (FLL) started in 1970s. Bachman (1975) conducted a research on motivation and attitude of twenty-one Venezuelan students learning English at a university setting. The results of her study showed that there was no significant correlation between motivation and attitude with any of the anxiety measures. Following Bachman, Chastain (1977) studied anxiety along with affective variables in a university context. The sample group of the study comprised students beginning French, German and Spanish. The study aimed to examine anxiety reserved vs. outgoing and creativity as an affective domain. The results of the study showed that particular affective factors were significant for foreign language learning; however, the result of this study was inconsistent and difficult to interpret since with a high level of anxiety, students studying in regular French, German and Spanish classes received better grades than the students with lower level of anxiety. Besides, there was only one significant correlation between final course grade and test anxiety for French audio-lingual class. Kleinmann (1977); on the other hand, studied the facilitating and debilitating effects of anxiety in FLL on native speakers of Arabic, Spanish and Portuguese students. The evidence was found to claim that facilitating anxiety correlated with the use of linguistically difficult patterns in students' oral production; however, there was no evidence for debilitating anxiety impact on students' progress or success. This study showed that anxiety could influence individuals' avoidance behaviour and the quality of foreign language (FL) input.

In an attempt to identify relationship between anxiety and FL oral performance, Young (1986) did a research about test anxiety on an official oral test for prospective French, German and Spanish teachers. The results of this study showed that while there was a strong positive correlation in French and German group there was no significant correlations for the Spanish language group. That is, the correlation between anxiety and oral performance were insignificant. As it is seen, it is hard to find a clear-cut connection between foreign language anxiety and foreign language achievement in the early studies in literature.

Weak theoretical background and the lack or inefficacies of measurement tools were criticized by Brown (1973) and Scovel (1978). In a review of these studies, Scovel (1978) claimed, “the research into the relationship of anxiety to foreign language learning has provided mixed and confusing results immediately suggesting that anxiety itself is neither a simple nor well-understood psychological construct” (p.132). To overcome the measurement tool problem for foreign language anxiety issue, several instruments were developed to measure FLA. Gardner and Smythe (1975) had a two-year research project in order to investigate the promoting factors in learning French as a foreign language. They applied a battery of tests to find out which factors had an impact on students’ motivation to learn a second language, and they developed the French Class Anxiety Scale, which appears to have been the first tool concerned with second language learning (MacIntyre and Gardner, 1991). It was a comparative study on English and French course of Canadian learners. The study demonstrated that anxiety is not related to success in FLL though it results in decreasing motivation to learn a second language. This instrument couldn’t fulfil the expectations for a salient tool to measure FLA, as it was purposefully developed to measure only French classroom anxiety. Other measurement tools developed for particularly measuring language anxiety are: The English Use Anxiety Scale (Clement, Gardner and Smythe, 1977), the English Test Anxiety Scale (Clement, Gardner and Smythe, 1980), and the French Use Anxiety Scale (Gardner, Smythe and Clement, 1979), and the Spanish Use Anxiety Scale (Muchnick & Wolfe, 1982) (as cited in Horwitz, 2001).

Identifying FLA as a form of situation specific anxiety was studied by various researchers (Horwitz et al. 1986; MacIntyre and Gardner, 1991; MacIntyre, 1995; Bailey, 1999), however, Horwitz et al. (1986) drew the line for the term in a FLL situation presenting a solid measurement tool, Foreign Language Classroom Anxiety Scale (FLCAS), providing literature with a theoretical framework to study unique characteristics of FLA. In their study, Horwitz et al. (1986) define FLA “ a distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process” (p.128). MacIntyre and Gardner (1994) define FLA “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (p. 284). In the present

study, Horwitz et al.'s (1986) definition was adopted because of its distinct role, and including implications of both sources and manifestations of FLA.

FLA studies can be grouped concerning its relation to FL performance, their aims or relations to other affective factors and testing measurement tool. According to Young (1990), when reviewing anxiety research results include,

whether the research examines foreign or second language learning contexts; whether the anxiety definition and measure are harmonious; whether the interpretation of anxiety (i.e., state, trait, test anxiety, facilitating or debilitating, classroom anxiety) has been defined in accordance with the basic purpose of the research; and whether the research is designed to examine one variable (anxiety) or a number of variables (motivation, anxiety, personality, self-esteem, etc.). Research that concentrates first on determining the relationship between anxiety and the separate language skills may lead to a better understanding of the relationship between anxiety and language learning and performance (p. 540).

There is a wide body of research in various numbers of instructional contexts focusing on different target languages that find negative correlation between FLA or Second Language and FL achievement. Horwitz et al. (1986) were the first scholars to find negative correlation between FLA, and students' expected grades and their actual final grades, which demonstrated that more anxious students both expected and had lower grades than less anxious students. MacIntyre and Gardner (1989) also found out negative correlations between a specific measure of language anxiety (French class anxiety) and vocabulary learning performance. On the other hand, in Turkish context, Buyukkarci (2016) conducted a research on effect of FLA on academic achievement of university students. He found that there was no significant relation between anxiety and academic achievement.

As well as studies concerning learning English as a FL, there are various studies, which aim to determine FLA in other target languages. Aida (1994), whose study had American participants learning Japanese as a FL, found significant negative correlation between FLCAS scores and students' final grades. In addition to this research, Saito and Samimy (1996) did a research on Japanese learners at three levels: beginning, intermediate and

advanced. The result of this study demonstrated that level of FL had an impact on FLA, since advanced learners had the highest level while intermediate learners had the lowest, and the beginners fell between the other two. The results of this study were supported by very recent studies from Turkey, Elaldı (2016) and Tuncer and Doğan (2015). Both studies investigated FLA levels of Turkish university students learning English as a FL, and they found that progress in FLL does not mean that it causes low anxiety among learners on the contrary; learners become more anxious as their proficiency level increases. Namely, the nature of FLA has an evolving and increasing manner. The findings of these studies (Saito and Samimy, 1996, Elaldı, 2016, Tuncer and Doğan, 2015) can be explained by MacIntyre and Gardner's (1989) emphasis on the emotional role of anxiety, that is, anxiety is developed as an emotional reaction towards FLL as learners progress in the process of FLL. However, investigating the FLA level of beginner level of Turkish university students who studied English as a foreign language, Demirdaş and Bozdoğan (2013) found out that even elementary level of students could experience a significant high level of anxiety impeding their achievement. FLA is a challenging phenomenon to make a sweeping statement, as agreed. Nevertheless, these studies shed light on FLA phenomenon proving that FLA is experienced in different instructional levels as well as in different target languages.

As Young (1990) mentioned above, there are a number of studies designed to examine other variables and anxiety in literature. For example, Onwuegbuzie, Bailey and Daley (1999a) aimed to determine demographic and self-perception factors' relation to FLA on university students. The major findings included that three aspects of self-perception had an effect on FLA, and these were students' expectations on their success in FL courses, perceived self-worth and perceived scholastic mastery. Students' expectations on their achievement on their FL courses had the biggest impact since high anxiety among learners resulted in decreasing the quality of their beliefs in their achievement. These beliefs are gained through learners' previous experiences, namely high anxiety is a result of their negative previous experiences and these beliefs lead to decrease in their achievement. The level of students' self-esteem determines the quality of their effort to deal with anxiety producing situations. Concerning demographic variables, this research found that older students reported higher levels of FLA. The possible cause for this situation is that the ability to learn the most challenging points such as phonology and

morphology deteriorates with age. In other words, the older learners get, the poorer cognitive performances they have because they approach FLL more cautiously in order not to make mistakes.

Attitudes with caution towards FLL were proven to be a significant factor by another anxiety study by MacIntyre and Gardner (1994), which was on cognitive language acquisition stages: input, processing and output and anxiety. The participants of these studies were the native English speakers learning French as a foreign language. Data collection was achieved through mastery of FL like paragraph translation, paired associates learning, thing category and word span. The achievement measure was determined through the test results, and they found significant negative correlations between course grades and the scores on each of the input, processing and output anxiety scales. According to the findings of this study, anxious students appeared to be more cautious in giving decisions, so they could not demonstrate their actual knowledge in second language they possess. Aydogdu (2014) from Turkey investigated the connections of FLA, attitude and language learning strategies on FL achievement of government university English preparatory students. She found similar results to the studies above in terms of cautious judgements of anxious learners. She concluded her study claiming that affective variables and language learning strategies have an enormous effect on language learning and language achievement. This study shed lights on the correlation between compensation strategies and anxiety due to fact that students with high anxiety level spend more time on FLL in order to improve their English. The possible reason for that was belief of being not proficient.

Anxiety is mostly associated with negative feelings so the question of whether enjoyment is the opposite of anxiety was tried to be answered in Dewaele and MacIntyre's (2014) study. They hypothesized that enjoyment and anxiety are dependent factors in FLL; however, the findings taken from 1746 FL learners all around world demonstrated that they seemed to be independent emotions, and not opposite ends of the same dimension. The results of this study are not easy to interpret, in that the absence of anxiety doesn't mean the presence of enjoyment or vice versa. That is to say, one can experience anxiety from time to time, and he or she can also enjoy FL classes. There are cultural group differences regarding FLA and enjoyment for example, Asians reported least joy and

highest anxiety while American group appeared to have the most enjoyment and the lowest anxiety. Besides of culture group differences, gender differences may be distinct characteristics of FLA. With higher level of anxiety, females have higher level of enjoyment than male participants. Öztürk (2012) found similar results related to gender differences regarding FLA and motivation in FLL. Female students are more motivated to learn a foreign language while they are more anxious in speaking FL than male students. He also found negative correlations between FL speaking anxiety and motivation level of university students. The quantitative data collected from sample group provided literature with sources of FLA. The possible triggers of FLA are spontaneous speaking in the classroom, and during this process, the fear of making mistakes, the attitudes of peers, teachers, the absence and presence of self-confidence.

Since FLL is gained through formal education setting, and it requires communication skills in target language, it must be evaluated through academic and social setting. Horwitz et al. (1986) claim that FLA stems from three related performance anxieties, which are communication apprehension, test anxiety and fear of negative evaluation. All these three components of FLA will be explained in detail in the following sections.

2.4.1. Communication apprehension

Classroom education is achieved through talk, as Lucas (1984) states, “teachers transmit instructions, information, and questions orally, and students are also expected to use speech to indicate comprehension, request clarification, and apply and extend their learning” (p.593). It can be inferred that for a successful classroom education, a productive communication process is needed. However, teachers may confront with student’s silence, smile or blank expression. These manifestations are more likely to occur in public speaking, especially in a foreign language classroom where language learners are “object of attention and critically evaluated by others” (Lucas, 1984, p. 594). Communication apprehension, as a component of FLA, is a distinct psychological state that is mostly associated with the oral production in foreign language learning. Communication apprehension is defined by Horwitz et al. (1986) as “shyness characterized by fear of or anxiety about communicating with people” (p. 127). Horwitz et al. did not limit communication apprehension only into speaking skill. However,

McCroskey (1978) defines it “an individual’s level of fear or anxiety associated with either real or anticipated oral communication with another person or persons” (as cited in Young, 1991, p. 540). Communication apprehension is experienced because of not having authentic conversation skills for learners. Learners cannot control communicative situation since they are not qualified enough to express themselves so foreign language classrooms may be more anxiety provoking than other classes for example a Math classroom (MacIntyre and Gardner, 1989).

Communication apprehension shows itself in two basic task requirements of foreign language: listening and speaking (Horwitz et al., 1986). Most of the studies concentrate on these two skills; however, there are various studies concerning reading and writing. There are various studies concerning FLA impacts on four skills (Woodrow, 2006; Young, 1991; Cagatay, 2015; Balemir, 2009; Bekleyen, 2009; Elkhafafi, 2005; Kılıç, 2007; Saito, Garza and Horwitz, 1999; Sellers, 2000; Zhao, 2009; Cheng, 1999; Öztürk and Çeçen, 2007; Kurt and Atay, 2007).

Young (1991) was one of the first researchers who studied FLA effect on speaking performance particularly. To examine students’ reactions to speaking, she developed a questionnaire. The research tool was administered to university students to identify different types of in-class activities. Together with quantitative tool, she used qualitative research tool asking what teachers could do to decrease FLA in classroom. To the contrary of Horwitz et al. (1986) study, Young (1990) found that speaking foreign language did not promote anxiety among students, yet students felt uncomfortable speaking in front of others, she used the metaphor of “spot lighting” (p. 550). She argued that the result of this situation might be related to the social aspect of speaking, that is, individuals may experience negative feeling because of low self-esteem. The error correction, the feature of activities, and tasks may be the sources of anxiety; nevertheless instructor’s characteristics could be a distinct decreasing factor in FLA. Students asserted that an instructor who is friendly, patient, relaxed, and has a good sense of humour could have an easing factor for FLA. Another study using qualitative and quantitative research method, Woodrow (2006) conducted a study on FLA making a distinction between learning English as a foreign language, and learning English as a second language. She developed a questionnaire to measure foreign language speaking anxiety of learners,

which analyses language-speaking anxiety both inside and outside of the class. A negative relationship was found between second language speaking anxiety and oral performance. The major stressor outstanding was interacting with native speaker. The possible reasons for this result were the lack of practise and anxiety impact on recalling previous learned material. Similar to Young's (1991) results; Woodrow also found that speaking in front of others was one of the most anxiety provoking factors. Surprisingly, there was evidence in the research that there was a variation between nationality groups. According to the results of the study, non-western learners are more anxious in FLL.

One of the foreign language speaking anxiety studies in Turkey was Balemir's study (2009). Using a correlational approach towards students' speaking anxiety and foreign language achievement, he investigated the level of foreign language speaking anxiety of university students. As an research instrument, Horwitz et al. (1986) FLCAS was adapted to measure speaking anxiety of students together with interviews collected from participants. The results of the study demonstrated that the level of foreign language anxiety was moderate, and female participants were found to be more anxious than the male ones. Interestingly he found that proficiency level of students had no correlation with FLA; however, certain linguistic difficulties, teachers' manner and crowded classrooms could be a source of FLA. Another recent study of which setting was a university context was done by Çagatay (2015). She explored English as a FL learners' foreign language speaking anxiety, and its connection with students' background. Similar to the results of Balemir's study, she found that gender mattered in foreign language speaking anxiety since female learners seemed to be more anxious during speaking. Proficiency was insignificant factor in foreign language speaking anxiety, while speaking with a native speaker is a threatening factor in leading learners into frustration and hesitation.

Another skill for communication in the target language is listening. The researchers of foreign language listening anxiety (FLLA) claim that FLLA is ignored because it is a passive skill in FLL (Bekleyen, 2009). Vogely (1998) studied FLLA anxiety of learners who learn Spanish as a foreign language. Rather than quantitative research, she used a descriptive approach to reveal the current status of FLLA experienced by Spanish learners. The sources of listening comprehension anxiety were that nature of speech

regarding too fast to comprehend, level of difficulty, namely too difficult input creates frustration among learners. Lack of clarity that is, listening to an authentic or edited text affects language anxiety, in addition to lack of visualization and lack of repetition. As a correlational and descriptive nature, Kılıç's study (2007) investigated FLLA of university students who learn English as a FL. He aimed to find out the sources and relations of FLLA in FL learning. Kim's (2000) FLLA scale was adapted to measure students FLLA levels (as cited in Kılıç, 2007). There were negative correlations obtained concerning the effects of FLLA and foreign language classroom anxiety (FLCA) on listening and general English proficiency. The findings of the study revealed that FLLA and FLCA are related but they are two separate concepts. FLCA was highly related to the time of exposure to English; on the other hand, it had nothing to do with age, gender or schooling background of EFL learners. As sources of FLLA, different text types, pace of listening, intonation, pronunciation and number of unknown vocabulary were determined.

Bekleyen's study (2009), another university setting FLLA study, investigated FLLA among language teacher candidates. The data collection was administered through both qualitative and quantitative data collection methods. Similar to Kılıç's study, Bekleyen found that there was no significant correlation between gender and FLLA; however, she found positive correlations between FLCA and FLLA, that is, students with higher levels of language anxiety tended to have higher levels of listening anxiety. Additionally, she declared that there was not only one source of FLLA, but on the contrary to Kılıç's study, background schooling could be a significant factor since previous language training was an efficient factor in FLLA.

Elkhafai (2005) had a research addressing on how FLL anxiety and listening anxiety are related, and how, in turn, they affect students achievement and listening performance in Arabic as a foreign language. This study was also conducted in university setting and data collection was achieved through quantitative data collection tools. There was a positive correlation found between FLA and FLLA stating that FLLA is distinguishable from general FLL anxiety. Concerning gender, a female is more anxious than a male, nevertheless, being an anxious doesn't really mean having poor performance but it affects the wellness students do in class.

It can be inferred that FLA is “mostly clearly associated with the oral aspects of language use” (Saito et al., 1999, p. 202). So most of the FLA studies centred on apprehension caused by oral performance in FL classrooms, yet learners can experience anxiety in decoding a text because of its writing systems as well as cultural components of the target language. In order to explore FL reading anxiety as a distinct concept from general FL anxiety, Saito et al. (1999) conducted a study on university students who enrolled in French, Japanese and Russian courses. The results of the study demonstrated that reading in foreign language provokes anxiety among learners, and FL reading anxiety is a specific anxiety type in foreign language classroom. The hypothesis was confirmed by the results of the study that is to say, reading anxiety seemed related to specific writing systems, and this relation obviously have an impact on their grades. Following Saito et al. (1999), Sellers (2000) did a research to the effects of language anxiety on the reading comprehension and on the reading process of university level students. The participants of the study were eighty-nine Spanish learners. Sellers verified the notion that reading anxiety is a distinguishable form of anxiety than the other types of anxiety. Additionally, she claimed that the feature of reading text has an influence on reading anxiety, in other words, even a beginner learner can make out the difference between an authentic and unauthentic material. It is highly important to provide learners with authentic materials as a comprehensible input.

Zhao, 2009, delivered a dissertation on foreign language reading anxiety. The aim of the study was to explore the foreign language reading anxiety among American learners of Chinese in colleges. According to results of the study, foreign language reading anxiety level and general FLA level have a similar level. Like Saito et al.’s (1999) findings, Zhao identified unfamiliar scripts; unfamiliar topics, and worry about reading effect are the main sources of anxiety. Surprisingly, intermediate level students have higher level of anxiety than the elementary level students. Besides, Zhao pointed out that there was a negative correlation between FL reading anxiety and foreign language reading performance.

Last but not the least, writing, as a fourth skill correlated with anxiety, was studied. Cheng et al. (1999) paid attention to the emotional state of writing and speaking in their study. The chief concerns of the study were achievement and emotional experiences in

English speaking and writing. Therefore, they investigated the links between second language classroom anxiety and second language writing anxiety. The findings of the study indicated that second language classroom anxiety and second language writing anxiety are related; yet they have distinct characters. Moreover, learners are affected by second language writing anxiety distinctively. Anxious second language student may suffer as a result of negative evaluation, negative attitudes towards writing activity and low writing-related self-esteem. Self-esteem or self-confidence are closely related to FLA as it is observed, and this concept was proven by Öztürk and Çeçen's (2007) study on using portfolios as an increasing factor in self-confidence. In a Turkish university setting, they used Cheng's (2004) Second Writing Language Anxiety Inventory. The instrument measures the level of writing anxiety learners experience in learning second language. The collection of data concludes that portfolio keeping improves ownership, vocabulary expansion, critical thinking, and creativity among students. Moreover, it is revealed that not only learners overcome their writing anxiety through portfolios but also they improve their writing skills since they practice writing regularly. The sources of FLA such as error-correction and negative evaluation are minimized, and students do not feel the pressure of accuracy.

Another study on writing anxiety in Turkish foreign language learning context was Kurt and Atay's (2007) study. They compared the effects of peer feedback with teacher feedback on FL writing anxiety. The Turkish prospective teachers of English as participants of the study mentioned the benefits of peer feedback in decreasing writing anxiety. Teacher feedback group experienced more anxiety than peer feedback group, besides peer feedback group's participants stated that they enjoyed the peer feedback sessions. Participants also indicated that they became aware of their mistakes, and this situation helped them increase their writer confidence.

In the next subsection, another grouping of FLA, test anxiety will be explained.

2.4.2. Test anxiety

The second sub-category of FLA is test anxiety according to Horwitz et al. (1986). Horwitz and associates (1986) define test anxiety as "a type of performance anxiety

stemming from a fear of failure” (p. 128). Test takers feel obliged to get perfect grades so they put unreachable goals for themselves, and if they get scores they haven’t expected, they feel unsuccessful. However, learners can experience this feeling in their entire learning context, not unique to FLL so studies of test anxiety in the context of FLA are controversial. Test anxiety may not be specific to FLL, that is, it is more general concept. MacIntyre and Gardner (1989) and Aida (1994) analysed Horwitz et al.’s FLCAS by factor analysis, and both of these studies opposed Horwitz et al.’s claim that test anxiety is the third component of FLA. MacIntyre and Gardner (1989) did a research on test anxiety apprehension over academic evaluation claiming during gaining mastery over FLL, individuals’ success is regularly assessed. They measured students’ vocabulary production by placing the time limits on the interval between responses, and the results demonstrated that only test anxiety was not an essential part in FLL. Aida’s study (1994) supported MacIntyre and Gardner’s claim investigating FLA of Japanese learners showing that learners experience speech anxiety and fear of negative evaluation; however, there was no evidence supporting that test anxiety is specific to FLL. The reason for these results is thought to be the result of social aspect of FLL.

There are also other studies, which concentrate on particularly test anxiety in FLL. A more recent study in line with the scholars above was conducted by In’nami (2006). In her study, In’nami laid emphasis on test anxiety components such as general test worry, test irrelevant thinking, and emotion instead handling test anxiety as a sweeping term. The impacts of test anxiety on listening test performance are non-significant, namely listening test performance was not influenced by test anxiety. It is an independent factor, which is not specifically related to FLL contexts. However, in her article, Young (1991) suggest that students feel anxious when they face with a grammar test, which they are not accustomed to solve in a communicative language classroom. The question types are also significant for causing anxiety among learners since students can experience anxiety when they see an unusual or ambiguous question type. According to Young (1999) the other factors regarding test anxiety are time limitations, test techniques, test formats, length of the test, testing situations (as cited in Aydin, 2009).

Treating test anxiety as an indicator of FLA, Aydin et al. (2006) conducted a research on Turkish students learning English as a foreign language. The participants of the study

were the university students in Balıkesir, Turkey. The results showed that students experience a high level of FLA; and age, gender, grade and formal achievement scores are indicators of test anxiety. Younger and female learners have more test anxiety levels than older and male learners. There is also a negative correlation found between grade and anxiety, namely students who have higher grades are more confident and relaxed. Another study from Turkey was conducted by Gursoy and Arman (2016) in a high school context in Bursa, Turkey. Researchers analysed the test anxiety level of 9th and 10th graders, and they found out that students experience a moderate level of test anxiety in FLL. They stated that test anxiety was affected by various factors such as the time limit, teacher attitudes, test techniques, testing environment and the clarity of test instructions. Gender may be a significant factor, according to Gursoy and Arman's (2016) study, females are more anxious than males. Similarly Aydin et al.'s (2006) study results showed that there is a negative correlation between anxiety and test results. Students who get higher grades experience less FLA while students who get lower grades experience higher level of FLA.

In sum, test anxiety may not be referred to the FLA particularly. The differences between the studies mentioned above depend on the nature of foreign language teaching in Turkey. High stakes exams in Turkey change the focus of foreign language teaching, drifting from the communicative aspect of FL to the accuracy and during this process, learners can feel apprehension and frustration regarding test anxiety.

2.4.3. Fear of negative evaluation

The last component of FLA is fear of negative evaluation. Horwitz et al. (1986) define the term as “apprehension about others’ evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (p.128). The “others” in the definition are teachers and peers of the learners; teachers are the representative and generally only fluent speaker of a foreign language. Learners might feel constantly evaluated by their teachers and by their peers; or they imagine that their peers are evaluating them. This idea frightens them in terms of speaking in front of their teachers and peers, and consequently they experience a fear of self-exposure; they are scared of revealing themselves or being spotlighted (Young, 1990). The learners think that they

will be laughed or humiliated by their peers or teachers. The negative previous experiences and low self-esteem may be the underlying results for this fear. Price (1991) analysed FL learners' diaries, and she found that highly anxious students have low self-esteem, and owing to this low self-esteem, students evaluate themselves as weaker or worse than their peers, and they feel that they are humiliated by their peers (as cited in Young, 1990). Sparks and Ganschow (1991) establish a connection between self-esteem and fear of negative evaluation putting FLCAS item "always feel other students speak language better" under the category of "oral expressive" (p. 7).

FLL process requires risk-taking and making errors so that learners correct their mistakes thanks to their peers' or teachers' feedbacks. However, students do not welcome these errors, or error correction, and they demonstrate avoidance from speaking in front of their teachers and peers. In an interview with Taiwanese university EFL learners Cheng (1998) found that low self-confidence, unrealistic expectation or perfectionism, concern of an able learner and competitiveness are the major sources of FLA regarding fear of negative evaluation (as cited in Wang, 2009).

Additionally, according to Tsiplakides and Keramida (2009), students feel uncomfortable especially in speaking and listening in FL, and they do not think that making errors are natural parts of learning a foreign language. In terms of oral production, they approach to speaking as a threat to one's self-image rather than an opportunity for learning a FL. Tsiplakides and Keramida (2009) mentioned about students' expectation of perfection; in other words, they focus on the structures they use rather than the message they convey through foreign language. As a result, this focus hinders student participation into the lesson since it may ruin the image of successful learner, besides peers are more anxiety provoking factors for students since the study results showed that students are more willing to communicate when their peers do not listen to them. According to Argaman and Abu-Rabia (2002), intimidation of the peers is the result of audience fear, comparing with mother tongue with a range of rich expressions, in a foreign language students have limited content so they prefer sitting silently in the class. In addition to peers affect, the simplicity or complexity of the messages can be a source for fear of negative evaluation. Students may avoid conveying complex messages in situations that they showed a lack of confidence, or they forgot the previously learned material, and they can freeze up during

communicative activities (Liu, 2006). Researches show that identity is a significant factor concerning fear of negative evaluation (Abu-Rabia, 2004; Argaman and Abu-Rabia, 2002). The traits like having empathy and an open personality contribute the willingness act of the learner, and they can understand other's feelings; however, they can also feel of self-loss in a foreign culture and they can experience anxiety (Abu-Rabia, 2004).

Another study that puts the fear of negative evaluation in the centre as a potential source of the FLA was conducted by Kitano (2001). Kitano (2001) found that fear of negative evaluation was a source of anxiety in Japanese as a FL, students feel ashamed or embarrassed of expressing themselves in FL because of their instructors' manners such as strict or generous. The state of travelling foreign country where the target language is spoken may affect the students' level of anxiety. The study revealed that students who have been to Japan feel the intimidation of evaluation as they feel the pressure of fulfilling self-image. As a descriptive and correlational study from Turkey, Aydin (2008) investigated the relation of FLA and the fear of negative evaluation in a University context and he found a significant correlation between FLA and fear of negative evaluation. Aydin (2008) found results shedding light on anxiety research context in Turkey, such as unpreparedness for class has a negative impact on anxiety, and teachers' or peers' error corrections, also questions may provoke the fear of negative evaluation. In addition, negative judgements of others and disapproval by others are distinct components, this disapproval is associated with being called upon and asked questions in the class. Whenever student is asked a question he or she experiences apprehension, and is prone to make more mistakes and become more anxious.

In the previous chapters three components of FLA were introduced, yet FLA is not simply the combination of these components (Horwitz et al., 1986). FLA is a pervasive phenomenon that should be investigated thoroughly. In the next subsection, the sources of FLA will be discussed for a better understanding of the term.

2.5. Sources of Foreign Language Anxiety

In order to suggest decent solutions for anxiety problem, as it is perceived as a negative trait, the sources of FLA should be noticed. In close review of literature, there are various sources of FLA identified by scholars. In a specific study for suggesting solutions towards anxiety problem in FL classroom, six potential FLA sources were proposed by Young (1991, p. 427). These sources are:

1. Personal and interpersonal anxieties
2. Learner beliefs about language learning
3. Instructor beliefs about language teaching
4. Instructor-learner interactions
5. Classroom procedures
6. Language testing

Personal and interpersonal anxieties result from learner's self-image and interaction with others. Gregersen (2003) suggests that anxiety and self-image relation is cyclical, students perceive themselves as constant error-makers, and this feeling makes them more anxious during learning. Competitiveness; on the other hand, can be put under the interpersonal anxiety category, Bailey (1983) clearly correlated competitiveness with FLA through diary analysis of students. Learners' beliefs can be explained as unrealistic beliefs about FLL. Some learners believe that they should be perfect in pronunciation; otherwise they shouldn't speak in the classroom at all. Most of the time they focus on the grammar not the content, these beliefs can hinder their participation into the FL classroom. The titles related to instructor or teachers will be explained in the following sub-section in detail. Classroom procedures item as a source of FLA can be arisen from the speaking in front of the peers, while anxiety caused by tests is related to particular test items, which seem to provoke more anxiety among learners.

Daly (1991) lists anxiety sources different from Young's (1991) potential anxiety list, and according to Daly (1991), biological and social factors are significant in developing FLA meaning language anxiety is an inherited trait, negative responses or punishments to learners' mistakes may cause silence in FL classes (as cited in Young, 1991). The lack of

reinforcement of behaviour brings about learned helplessness since students do not know what to expect after participation into language class. Adaptation of first communication skills are another factor in FLA, as the earlier a child starts speaking the more communication skills he or she gets; however, during this early stage or later healthy communication patterns will help learner in developing FL communication patterns (as cited in Argaman and Abu-Rabia, 2002).

In Turkish context, Aydin (2008) did a research on potential sources of FLA. The results of his study showed that preparation is an anxiety-provoking situation because students feel anxious when they are not prepared for their FL class. Secondly communication with peers, teachers and native speakers can create more anxiety among students since they are afraid of making mistakes and ruining their able student image in front of others. Finally, teachers' questions and error corrections can intensify FLA among learners. Balemir (2009) focused on sources of foreign language speaking anxiety, and he found various sources. Firstly, oral tests are anxiety provoking for both moderately and highly anxious students. Next, self-assessment and self-comparison can cause speaking anxiety among learners since anxious students are not satisfied with their language abilities when they compare themselves with other learners. The last but not the least negative evaluation of others is a significant factor in a FL classroom due to fact that students feel they are constantly observed and criticized by others in a FL classroom, and this feeling creates more anxiety among learners.

To sum up, despite of all these distinct addressing of sources of FLA, they can be grouped under three titles. Sources concerned learner, sources concerned teacher and instructional procedures. In the following subsection, sources concerned teacher will be explained in detail, since this study also aims to find out teachers' perceptions of their students' FLA.

2.6. Teachers as a Source of Foreign Language Anxiety

A foreign language teacher has distinct characteristics during language teaching process. Horwitz et al. (1986) state "unique among academic subject matters, foreign languages require continual evaluation by the only fluent speaker in the class, the teacher" (p. 128).

This may not always be the case; however, it can be indicated that a foreign language teacher is the only individual in the class who has accuracy and fluency in FL, this role of a teacher shapes the structure and nature of a FL classroom. FL teacher mostly generates classroom procedures, and the role of the teacher can change such as a counsellor or a leader according to teacher's perspectives. In order to do a search on FLA, Horwitz et al. (1986) developed a scale (FLCAS) to measure the anxiety levels of FL students; in this scale, there are items, which are particularly directing teacher himself or herself. These items are "I tremble when I know that I'm going to be called on in language class", "it frightens me when I don't understand what the teacher is saying in the foreign language", "I get upset when I don't understand what the teacher is correcting", "I am afraid that my language teacher is ready to correct every mistake I make", "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", "I get nervous when I don't understand every word the language teacher says", "I get nervous when the language teacher asks questions which I haven't prepared in advance" (Horwitz et al., 1986). In Aida's (1994) study on factor analysis of FLCAS in Japanese learning, 31% of the participants agreed with the statement "I tremble when I know that I am going to be called on in language class" while 36% of them agreed with "I can feel my heart pounding when I'm going to be called on in language class". Koch and Terrel (1991) and Daly (1991) associate oral with anxiety in FL classrooms (as cited in Young, 1991).

Speaking in front of an audience create negative feelings among learners. One of the most used technique by FL teachers is calling on students one after another in seating order which is extremely anxiety-provoking technique according to Worde's (2003) study; on the other hand, Daly (1991) found that calling students at random also increases anxiety of learners (as cited in Young, 1991). In both cases, waiting for students' own turn builds and increase the tension of students. Young (1990) found out that speaking itself does not provoke anxiety but speaking in front of others contributes to learners' anxiety. Teachers confront the fact that their teaching methods are more suitable for some students than others, teachers should evaluate students' individual preferences such as individualized work or pair / group work (Bailey et al., 1999). This evaluation requires deciding on which method should accommodate or change, in order to reduce anxiety of learners, teachers may benefit from group work and pair work. Dewaele and MacIntyre (2014)

confirmed the decreasing role of them in anxiety in their study, namely small group and pair work activities are less anxiety provoking than individual or full class activities.

According to Horwitz et al.'s (1986) study results, students experience apprehension when they do not have or comprehend all the language input since 35% of the students agreed with the item "it frightens me when I don't understand what the teacher is saying in the foreign language" while 27% of them agreed with "I get nervous when I don't understand every word the language teacher says". The agreement on these two items by the students shows that language input should be comprehensible and interesting to comprehend (Sellers, 2000) and Krashen (1992) proposes FL classes are places where students are expected to perform well before they gain mastery in foreign language structures and vocabulary, this situation provokes anxiety among students (as cited in Young, 1992). Additionally, Tobias's (1979) three stage model of FLA as input, processing and output showed that if the input is above learners' proficiency level it may arise anxiety. When students don't understand the meaning or structures in FL classes constantly, they have negative experiences, and through the process of language learning, these experiences cumulate, and become their traits, which they adopt in each FL classes. Adjusting the input according to students' levels is the teacher's responsibility so the teachers need to be aware of their students' levels and prone to conduct effective teaching methods. Bailey et al. (1999) remark that holding to inefficient teaching methods cause frustration and heightened anxiety among students.

The items of FLCAS "I get upset when I don't understand what the teacher is correcting", "I am afraid that my language teacher is ready to correct every mistake I make" are about error-correction. Making errors is natural part of each learning not only in FLL, nevertheless anxious students could not see mistakes as a positive side of FLL, rather they feel being tested and uneasiness, besides they are uncomfortable with teachers' error correction (Gregersen, 2003). Reactions of teachers to the students' errors have distinct impact on anxiety; teachers should reinforce students' confidence and self-esteem by means of positive attitudes like encouragement for risk-taking, reassurance and empathy (Onwuegbuzie et al., 1999b). Students should be assured with realistic expectations about the fact that accuracy and fluency are gained through errors. A harsh approach towards students' errors together with less generous in praising of correct answers generates

strong fear of negative evaluation (Kitano, 2001). In Samimy and Rardin's (1994) study, results imply that students think their teachers are superior to them and this perception makes learners feel valueless since they are being corrected after every mistake like a baby and this causes frustration. Also, in Worde's (2003) study, whenever teachers correct errors before students terminate sentence, they lose their focus. Perception of low ability and fear of negative evaluation can be achieved without overcorrection that can "draw students' attention away from communication, and toward a focus on form and accuracy" (Gregersen, 2003, p. 31).

Another contributing factor to FLA is speed of the class. FLCAS item "Language class moves so quickly I worry about getting left behind" aims to find out whether students experience anxiety about the speed of the process. There is a continuous effort to keep up the class while the teachers' keep on going, and this arises anxiety. Çermik's (2015) study on FLA in 8th grades in Turkey proved that students expressed anxiety as a result of speed of listening records, and consequently, they cannot accomplish the listening requirements. Similarly Bekleyen (2009) found out that the participants of her study experience anxiety because of the speed of a conversation in FL classes so they have difficulty in following the lesson. Last but not the least, preparedness is an important factor in anxiety which is measured by the item "I get nervous when the language teacher asks questions which I haven't prepared in advance". Aydin (2008) confirmed the role of preparedness in FLA stating it is one of the four major sources of anxiety. Students voluntarily participate, and enjoy in the lesson when they have sufficient preparation; however, they avoid answering the questions, and prefer sitting at the back of the classroom because of insufficient preparation (Wang, 2009). And in some cases, even if students are well prepared for the course, they can manifest high levels of anxiety in FL classes (Saito et al., 1999).

Various FLA studies aiming to investigate the sources or effects of anxiety from learners' perspectives have suggestions for teachers in reducing anxiety under the title of pedagogical implications. Unlike to these studies, Ohata (2005a) questioned other side of the coin whether there is a gap between students' and teachers' perceptions of FLA from teachers' perspectives, and she found that experienced teachers are accurate enough to read the signals of FLA of their students by admitting that FL classrooms are more

anxiety provoking than other subject matters, nonetheless, they assume that anxiety is a facilitator in keeping students alert for language input.

It can be deduced that anxiety is a multidimensional phenomenon, and teachers play a significant role in causing or reducing it. To create a low anxiety FL classroom, teachers should generate a learning community with a supportive environment atmosphere for students where each learner perceives himself or herself as a valuable part of language learning process. That is, teachers can benefit from collaboration, and the feeling of inclusion; in Young's interview with four professionals, Terrel explained this inclusion as a "target language group identification" (p. 11). Terrel thinks that learners acquire or learn a language to be a member of the group that speaks that language, which can be treated as a drive or motivation channel for a learner to attend the input carefully so that they can develop the output (as cited in Young, 1992). In addition to theoretical framework of the term, group identification is also related to the emotional state of a learner, that is, learners should feel that she or he is able to fulfil the target language requirements, and regards himself or herself as a speaker of the target language. Similarly, Clement (1986) highlights the term of "integrativeness" "which corresponds to the affective orientation towards the second language community and willingness to become similar to its valued members" (p. 272).

Integration into foreign language community is highly correlated with self-confidence, namely learners can experience the achievement so that they become eager to learn the target language. Krashen expresses that "club membership" is a powerful concept, since when students believe that they are the members of the target language group; they subconsciously acquire the requirements of a language (as cited in Young, 1992). Bailey et al. (1999); on the other hand, highlight the term "cooperative learning" which aims to take learners' affective needs into account and encourage students take part in language learning. To the present researcher, these concepts mentioned above are closely associated with a foreign language classroom and FL teacher, owing to the fact that teacher's attitudes or manners could increase or decrease the level of willingness to participate in a FL classroom. In reducing anxiety, a relaxed classroom environment reduces the level of anxiety among students, and this atmosphere seems to be related to how the teacher conducts the class (Worde, 2003). Regardless of the methodology,

teachers' attitudes and personalities are remarkable predictor of FLA the more encouraging, and supportive the teacher is, the lower the students' anxiety becomes (Wang, 2009).

This study has two different contexts: public and private schools. In the next sub-section, foreign language learning and teaching in both public and private school context will be introduced.

2.7. Learning and Teaching English as a Foreign Language in Public and Private Schools

English is most commonly used language all around the world thanks to globalization. As a means of international communication, English has become lingua franca of the world, and it has gained popularity in Turkey. In order to meet the learners' needs for communication, teaching and learning English as a FL in Turkey have been undergone some changes according to the language policy that the government adopted. These changes had significant impact on students and teachers' role in education, the curriculum, and the way that language was taught. One of the most influential alterations regarding English teaching was introduced in 1997. It was called as a reform aiming "promoting effective English teaching in both public and private schools in the country" (Saricoban and Saricoban, 2012, p. 32). Before this reform, Turkish education system included 5-year primary education, 3-year secondary, and 3-year high school education. However, with the introduction of this reform, primary education was extended to eight years which was five previously. In addition to this regulation, English became a regular subject in 4th and 5th grades "thus shifting the introduction of EFL from secondary to primary schools" (Kırkgöz, 2009, p.674). This regulation provided students with longer exposure to the foreign language.

The reform introduced some other innovations such as approach in foreign language learning, and teachers and students' role. The focus was on the communicative aspect of the language aiming to improve students' integration of four skills to communicate in the target language. In addition, teachers were characterized as facilitator in language learning process while students had their autonomy in their own learning. The evaluations

of this reform lead to new changes in terms of English learning in both private and public schools.

In 2012, Ministry of National Education published a circular note concerning compulsory education; the duration of compulsory education was extended to twelve years. Following this reform, the grade of starting English instruction was dropped to 2nd grade, which was 4th previously in 2013. The implementation of English as a FL in public schools differs from private schools. In an ordinary secondary public school, 2nd, 3rd and 4th grade students have two hours of English, while 5th, 6th and 7th graders have three hours and 8th graders have four hours in a week; moreover, compulsory English lessons are supported by elective English courses if students select them. However, in private schools, English instruction varies in terms of grade and lesson hours, students begin learning English mostly in kindergarten, and they have more hours of English which are predetermined than a government school. Ministry of National Education supplies the government schools' students with their own course books, while private schools can choose their own course books. English Teachers in government schools are constantly under pressure of teaching objectives of the books determine since students have a high stake exam at the 8th grade. The focus is on giving key points to achieve the tests. This situation results in approaching English, as only a school subject not a means of communication. On the other hand, in private schools where students are provided with extracurricular activities concerning four skills of language, students may be more proficient in communication in the target language. Most of the time private schools hire English teachers who are native speakers of English to improve pronunciation of students, while in government schools teachers of English are Turkish.

In sum, there are outstanding variables related to FL learning and teaching private and public schools. In this study, it is aimed to question whether or how these variables affect FLA of students. In the next chapter, the method of the study will be mentioned in detail.

3. METHODOLOGY

This section presents the overall draft of the research including design of the research, research setting, participants, and data collection instruments.

3.1. Research Design

This research aims to find out the FLA level of private and public secondary school students. Nunan (1992) explains aims of research as "the function of research is to add to our knowledge of the world and to demonstrate the 'truth' of the common sense notions we have about the world" (p. 10). In order to demonstrate, and compare the common sense of public and private school students' perceptions on FLA, a scale was administered to students to gain quantitative data. According to Creswell (2012), quantitative data is useful for "analysing trends, comparing groups or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research " (Creswell, 2012, p.13). , The current study adopts mixed method research design to have a deeper understanding of FLA. In order to attain teachers' perceptions on their students' FLA, a questionnaire was administered to attain qualitative data. Qualitative data collection was included into research to "focus on smaller numbers of people than quantitative data, yet the data tend to be detailed and rich," (Cohen et al., 2007,p. 463).

The data collection instruments, research setting, and participants of the study will be introduced in the following subsections.

3.2. Setting

The research takes place in Sakarya, Turkey. The sample group of the study composes of students studying in public and private secondary schools. In order to have a clear understanding of the results, it is beneficial to get an overview of the features of both groups. These two schools have various differences in terms of compulsory course hours of English, course books, homework, having a native teacher or not, and applying

extracurricular activities in English. These differences will be mentioned in a comparative way.

Students in private school have more hours of compulsory English lesson than public school students. 5th and 6th grade students have 10 hours while 7th grades have 8, and 8th graders have 6 hours of English a week. The curriculum and syllabi followed are parallel with public schools. However, there are more activities centred on students' oral reception and production skills regarding speaking and listening. Students' course books are written by native speakers of English, which support instruction by means of authentic reading and listening texts. The instruction is mediated through English; in other words, students' native language is not permitted during instruction, besides there is an Australian English teacher so that learners are regularly exposed to native speaker accent and pronunciation. The school makes use of online applications supplying students with extracurricular activities like reading texts, games, and drills for consolidation. Beside of paper-pencil homework, students are in charge of doing homework as a part of applications. The last but not the least, most of the students has been studying English since kindergarten so they get used to speak English in a confident way.

Students in state school have less hours of compulsory English lesson than the private school students. 5th and 6th grades have 3 hours of compulsory, and 2 hours of optional English lesson, while 7th and 8th graders have 4 hours of compulsory English lesson. Teachers have to follow curriculum and syllabi provided by Ministry of National Education. The course books are written by Turkish writers, and distributed by Ministry of National Education. Teachers of English are not native speakers of English, each of them is Turkish and students' native language is consulted when students have problems in comprehending key concepts or new words, as a result, translation method is applied during instruction. Students are responsible for doing paper-pencil homework and tests since students are evaluated through a high stake exam at the end of 8th grade. Most of the students have public primary school background meaning that they started English at the 2nd grade, though there are some exceptions. The information about participants will be given in the following sub-section.

3.3. Participants

The study was carried out in the second term of 2018-2019 educational year. The target group for this study was composed of English teachers and students of a state and a private school. The questionnaire was originally administered to 446 students studying in state and private schools; however, 67 papers were eliminated because of missing answers and incomplete numbers. As a result, there are 207 participants from state school and there are 172 participants from private school, so the total number of participants 379. The distribution of the participants into gender, grade and school type is demonstrated in the table below.

Table 1. The distribution of participants into gender, grade and school type

Grade	School	Private	Gender		Total
			Female	Male	
5	School	Private	13	30	43
		Public	30,2%	69,8%	100,0%
	Total	23	26	49	
6	School	Private	46,9%	53,1%	100,0%
		Public	36	56	92
	Total	39,1%	60,9%	100,0%	
7	School	Private	19	24	43
		Public	44,2%	55,8%	100,0%
	Total	23	24	47	
8	School	Private	48,9%	51,1%	100,0%
		Public	42	48	90
	Total	46,7%	53,3%	100,0%	
Total	School	Private	27	19	46
		Public	58,7%	41,3%	100,0%
	Total	26	29	55	
Total	School	Private	47,3%	52,7%	100,0%
		Public	53	48	101
	Total	52,5%	47,5%	100,0%	
Total	School	Private	19	21	40
		Public	47,5%	52,5%	100,0%
	Total	30	26	56	
Total	School	Private	53,6%	46,4%	100,0%
		Public	49	47	96
	Total	51,0%	49,0%	100,0%	
Total	School	Private	78	94	172
		Public	45,3%	54,7%	100,0%
	Total	102	105	207	
Total	School	Private	49,3%	50,7%	100,0%
		Public	180	199	379
	Total	47,5%	52,5%	100,0%	

The total number of participants as students is 379. 207 public school students are included 105 of whom are male while 102 of them are female. The number of private school students is 172, 94 of whom are male while 78 of them female. There are 43 students studying in 5th grade in private school while there are 49 students in public school. The number of 6th grade students studying in private school is 43 while it is 47 in public school. In the 7th grade, there are 46 students from private school, and 55 students from public school. Finally, the number of 8th grade students is 40 in private school, while it is 56 in public school.

Table 2. Teachers' distribution into school and gender

	Male	Female	Total
Private	1	4	5
State	0	4	4

There are 9 teachers included in this study. The number of English teachers working in state school is 4 while there are 5 English teachers from private school. Teachers' distribution into school and gender is demonstrated in Table 2.

3.4. Data Collection Instruments

For data collection, both qualitative and quantitative data collection instruments were applied. These instruments were FLCAS developed by Horwitz et al. (1986) for students and five questionnaire questions for teachers.

3.4.1. Foreign language classroom anxiety scale (FLCAS)

The FLCAS (Horwitz et al., 1986) has been used in a number of major studies, and it is used for this study to measure the anxiety level of the students. Learning a foreign language can be troublesome for learners, Argaman and Abu-Rabia (2002) state, "the frame of language was thus naturally challenging, demanded daring, and therefore was very problematic" (p.149). In order to reveal this specific problematic side of foreign language learner, Horwitz at al. (1986) developed FLCAS to measure foreign language

learners' reaction to foreign language learning setting so that "the symptoms and consequences of FLA should thus become readily identifiable" (Horwitz et al., 1986, p. 125). There have been a number of studies to show the validity and reliability of FLCAS, and they found out that the scale is both reliable and valid having 0.93 alpha coefficient and eight-week test retest coefficient 0.83 (Horwitz et al., 1986; Horwitz, 1991; Aida, 1994).

The questionnaire items are answered on a five point Likert scale (1) "strongly disagree", (2) "disagree", (3) "neither agree nor disagree", (4) "agree", (5) "strongly agree". FLCAS consists of 33 items, which "are reflective of communication apprehension, test-anxiety, and fear of negative evaluation in the foreign language classroom." (Horwitz et al., 1986, p.129). During analysis, researchers used their own groupings of these 33 items in the previous researches. For example, Aida (1994) grouped scale items under categories of speech anxiety, fear of failing, comfortableness with foreign language and negative attitudes while Çermik (2015) categorized them as communication apprehension, fear of negative evaluation, test anxiety and general feeling of anxiety. In order to get clear data analysis, scale items are classified as communication apprehension, fear of negative evaluation, test anxiety, and general feeling of anxiety experienced in FL classroom like Çermik (2015). Item 1,3,4,9,12,14,16,18,20,27,29,32,33 are grouped under the category of communication apprehension; items 2,7,13,15,19,23,24,25,31 are grouped under the category of fear of negative evaluation; items 8,10,21 are grouped under the category of test anxiety, and finally items 5,6,11,17,22,26,28,30 are grouped under the category of general feeling of anxiety.

In order to ensure a clear understanding and prevent misunderstanding, translated version of the scale was used for sample group (Appendix A). The back translation method was used to achieve a reliable translation; additionally a Turkish teacher reviews the Turkish version to investigate whether it is comprehensible for a secondary school student. Owing to the fact that the researcher investigates different levels of secondary school, background questions were added to the questionnaire including gender and grade.

3.4.2. Teacher questionnaire

This research also aims to find out teachers' perceptions on their students' FLA. In order to obtain useful data, a survey was administered to teachers. Ohata (2005a) conducted a research to reveal teachers' perspectives in reference to their beliefs about students' FLA. She developed six interview questions to find out these perceptions. These interview questions are related to teachers' views on FLA, negative or positive sides of FLA, the most anxiety-provoking skill or skills, manifestations of FLA, anxiety reducing strategies, and teacher's philosophy of teaching. In this study, last question, which focuses on teachers' philosophy, is removed since it is not related to this study.

There are five questions in teacher questionnaire; two questions of which are close-ended, and three ones of which are open-ended. In order to prevent misunderstandings, questions are supported with clear explanations. Questionnaire items are:

1. What is your view on student anxiety in foreign language learning? (What kind of role do you think anxiety play in foreign language learning?)
2. Can you attribute a positive aspect to anxiety? (Please give some detail)
3. Do language learners experience an equal amount of anxiety in all four-skill areas? (If your answer is No, please explain which skill or skills is/are more anxiety provoking for students.)
4. How do you see anxiety manifested in your students? (What are the reactions of students when they are anxious?)
5. What kind of measures or techniques do you use to reduce student anxiety in the classroom?

In addition to these five questions, there are demographic questions such as teaching experience and gender added to the questionnaire (Appendix B). The rationale behind using questionnaire method is that it is one of the most commonly used descriptive tools for capturing data in educational research. According to Nunan (1992), "the purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and /or events at a single point in time" (p.140). In order to avoid deceptive features like not being honest in expressing ideas, giving socially desirable answers (Cohen et al., 2007), self-administered

questionnaire is preferred since "it tends to be more reliable because it is anonymous, it encourages greater honesty, and it is more economical than the interview" (Cohen et al., 2007, p. 351).

Before administering questionnaire, participants were relieved by stating there were no correct or incorrect answers and they should feel free to express their own beliefs, finally they were given enough time for completing their survey.

For data analysis, there are basic categories developed by the researcher. These are: teachers' view on FLA, positive and negative aspect of anxiety, most anxiety provoking skill/skills, manifestation of anxiety and teacher strategies for reducing FLA. Under each separate category, answers of participants are detailed, and interpreted according to individual participant response. Where required, sub-categories are also developed so that there emerge patterns for interpretation of answers.

3.5. Data Collection Procedure

The researcher applied data collection instruments, after required permissions for the study were granted. The measurement tool (FLCAS) for students firstly administered to the students in private school and state school afterwards respectively. The study took place in April, on the second term of 2018-2019 educational year. In order not to create pressure on students, their teachers applied questionnaires to students. Teachers were informed about the aim of the study and questionnaire. After informing teachers about the administering procedure, and key points, students answered the questions under their teachers' supervision.

After completing the students' questionnaires, the researcher met English teachers of students. The researcher informed teachers about the study, and delivered questionnaire papers to them. Teachers are given enough time for completing the questionnaire. All of the participants attended study voluntarily.

3.6. Data Analysis

There are qualitative and quantitative data obtained in this study. Each of these data will be analysed respectively. In the first part of data analysis, quantitative data gained from public and state school students will be presented. In order to get results from quantitative data, Statistical Package for the Social Sciences (SPSS) 25 is used. So as to obtain the FLA level of students, mean scores of the students will be calculated. In order to analyze the data, numerical mean values are determined. As Horwitz (2008) explained, students with averages around 3 should be considered slightly anxious, while students with averages below 3 are probably not very anxious. Students whose average 4 and above are probably fairly anxious. The researcher uses low level for not very anxious, moderate level for slightly anxious and high level for fairly anxious students in interpretation.

The FLCAS items are grouped to see students' communication apprehension, test anxiety, fear of negative evaluation and general feeling of anxiety level. For comparative data analysis, the normality test is applied to see the distribution of data. The results are demonstrated in the Table 3.

Table 3. Test of Normality Results

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
FLCA	.05	379	.01	.98	379	.00

As it can be seen from Table 3, the data does not have a normal distribution ($p=0.00$). For this reason, nonparametric tests will be used for analysis. For multiple comparisons of data, Kruskal-Wallis test will be used to see the results. For comparison of two groups such as gender and school type, Mann-Whitney U-test will be used.

The qualitative data collected from teachers will be studied following quantitative data analysis. The answers of teachers' questionnaire will be analysed through content analysis. This will be achieved according to basic categories, under each separate category; summary of the results will be presented according to individual participant

response. Where appropriate, sub-categories will be developed to explore the patterns. The qualitative narrative will be generated from this data.



4. RESULTS

This chapter is devoted to the analysis of gathered qualitative and quantitative data. In the first part, quantitative data is analysed by means of SPSS. Initially, the foreign language anxiety level of private and state school students is analyzed descriptively and then they are compared in terms of their gender and grade. Each data is mentioned in order of research questions presented beforehand. In the second part, qualitative data collected from teachers is analyzed in order to find out teachers' perceptions and whether there is discrepancy between teachers and their students' perceptions of FLA.

4.1. Results of Quantitative Data

4.1.1. Analysis of research question 1: What is the foreign language anxiety level of the public secondary school students?

The first question of the research aims to find out the FLA level of public school students. For this goal, the data obtained from FLCAS is analyzed.

Descriptive analysis of public secondary school students' answers on FLCAS's all items in Table 4 reveals that mean score of all participants is 2.98 and standard deviation is .53. This statistical analysis demonstrates that students in public secondary school have moderate level of FLCA.

Table 4. FLCA level of public school students

	N	Minimum	Maximum	Mean	Std. Deviation
Public school	207	2	2	2.00	.00
FLCA level	207	1.82	4.36	2.98	.53

The descriptive analysis of communication apprehension (CA), fear of negative evaluation (FNE), test anxiety (TA) and general feeling of anxiety results is presented in the Table 5.

Table 5. Public school's descriptive analysis of CA, FNE, TA and general feeling of FLA

	N	Minimum	Maximum	Mean	Std. Deviation
Public school	207	2	2	2.00	.00
CA	207	1.62	4.38	3.03	.65
TA	207	1.00	16.00	3.08	1.15
FNE	207	1.00	4.67	2.91	.80
General feeling of anxiety	207	1.63	4.38	2.94	.48

Table 5 reveals that students studying in public secondary school have medium level of anxiety in all four sub-categories (M=3.03; 3.08; 2.91; 2.94). However, mean scores of test anxiety (M=3.08) demonstrate that foreign language tests are the most anxiety provoking phenomena for students, following that, communication in English (M=3.03) is another anxiety triggering factor for students. Finally, students experience less anxiety in FL classes generally (M=2.94) and in negative evaluation situation (M= 2.91).

4.1.1.1. Analysis of research question 1.a: Is there a meaningful difference in public school students' anxiety levels in terms of their grade levels?

Another research question asked in this study aims to find out whether there is a meaningful difference among public secondary school students' FLA based on their grades. The difference among four- grade groups (grade 5, grade 6, grade 7 and grade 8) is indicated in Table 6.

Table 6. FLCA significance among grade groups

Kruskal-Wallis H	.89
Df	3
Asymp. Sig.	.82

Table 6 indicates that significance value is 0.82 (p=0.82), which is higher than 0.05 meaning there is no meaningful difference among different grades. Table 7 shows the results of each grade's data according to the FLCA respectively.

Table 7. Difference between FLCA and grade levels

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
5	49	2.96	.58	.08	2.79	3.13	1.94	4.24
6	47	3.00	.48	.07	2.86	3.14	1.82	4.03
7	55	2.95	.57	.07	2.79	3.10	2.03	4.36
8	56	3.01	.50	.06	2.88	3.15	2.09	3.94
Total	207	2.98	.53	.03	2.91	3.05	1.82	4.36

It can be seen that all grades of public school experience approximate level of FLCA. The mean scores of each grade (M=2.96; 3.00; 2.95; 3.01) reveal that all grades have moderate level of FLA. While 8th graders have the most FLA (M=3.01), 7th grades have the least anxiety (M=2.95) in their English classes.

4.1.1.2 Analysis of research question 1.b: Is there a meaningful difference in public school students' anxiety levels in terms of their genders?

Gender is another variable questioned in this study. Difference between two gender groups is analysed and Table 8 shows the difference between and within groups.

Table 8. FLCA difference between gender groups

Mann-Whitney U	4876.00
Wilcoxon W	10441.00
Z	-1.11
Asymp. Sig. (2-tailed)	.26

The gender differences in terms of FLCA can be interpreted according to the result of significance value between groups. It can be seen that significant value is 0.26(p=0.26), which is above 0.05 meaning there is no significant difference between genders in terms of FLCA.

The details of each gender group are summarized in the Table 9.

Table 9. FLCA according to gender

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Male	105	2.93	.51	.05	2.83	3.03	1.82	4.24
Female	102	3.03	.55	.05	2.92	3.14	2.00	4.36
Total	207	2.98	.53	.03	2.91	3.05	1.82	4.36

The mean scores of female and male students show that they have moderate level of FLCA. On the other hand, female (M=3.03) students of public secondary school are more anxious than male (M=2.93) students.

4.1.2. Analysis of research question 2: What is the foreign language anxiety level of the private secondary school students?

The second question of the research is the FLA level of private secondary school students. Same steps are followed for analysis as the public school data analysis. Descriptive analysis of private school students' answers on FLCAS is displayed in the Table 10.

Table 10. Foreign language classroom anxiety level of private school students

	N	Minimum	Maximum	Mean	Std. Deviation
Private school	172	1	1	1,00	.00
FLCA	172	1.61	4.18	2.73	.53

Table 10 shows that students in private school have low level of FLCA since mean score is (M=2.73). The sub-groupings of the scale such as CA, FNE, TA and general feeling of anxiety level are demonstrated in the Table 11.

Table 11. Private school's descriptive analysis of CA, FNE, TA and general feeling of anxiety

	N	Minimum	Maximum	Mean	Std. Deviation
Private school	172	1	1	1.00	.00
CA	172	1.38	5.92	2.72	.69
TA	172	1.00	5.00	2.93	.73
FNE	172	1.00	4.56	2.58	.86
General feeling of anxiety	172	1.63	4.00	2.85	.41

Private school students experience low level of anxiety in three categories (CA, FNE, general feeling of anxiety). However, private school students experience moderate level of TA, namely, FL tests are the most anxiety provoking situations for students since it has the highest mean value (M=2.93), general attitude toward FL (M=2.85) classes follows test anxiety. The least mean value of data is gained in the sub-category of fear of negative evaluation (M=2.58) group in other words; students experience least anxiety when they feel they are being evaluated.

4.1.2.1. Analysis of research question 2.a: Is there a meaningful difference in private school students' anxiety levels in terms of their grade levels?

The anxiety level of four different grades is analysed in an attempt to determine the difference among grade groups. The significance value is studied in order to see whether the difference is significant or not. Table 12 shows the results of analysis.

Table 12. FLCA significance among grade groups

Kruskal-Wallis H	1.83
Df	3
Asymp. Sig.	.60

FLCA does not differ meaningfully in that, the comparison of grades indicate no significance owing to the fact that the significance value is 0,60 ($p=0.60 > 0.05$). Table 13 shows the descriptive statistics results of grades regarding FLCA level of students.

Table 13. Descriptive analysis of grades

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
5	43	2.77	.55	.08	2.60	2.94	1.61	3.85
6	43	2.75	.54	.08	2.58	2.92	1.85	3.85
7	46	2.64	.51	.07	2.48	2.79	1.79	3.82
8	40	2.78	.52	.08	2.61	2.95	2.09	4.18
Total	172	2.73	.53	.04	2.65	2.81	1.61	4.18

The descriptive statistics of data show that all grades have low level of FLA. Moreover, they have very close values to each other (M=2.77; 2.75; 2.64; 2.78) However, it can be seen that 8th graders (M=2.78) have slightly more anxiety than the other grades while 7th grades (M= 2.64) are the least anxious grade group of all.

4.1.2.2. Analysis of research question 2.b: Is there a meaningful difference in private school students’ anxiety level in terms of their genders?

Gender groups differences of private school students in terms of FLA is analysed in this part. Significance difference between gender groups is demonstrated in the 14th table.

Table 14. Significance difference between gender groups

Mann-Whitney U	2908.50
Wilcoxon W	7373.50
Z	-2.33
Asymp. Sig. (2-tailed)	.02

It can be understood according to the results of Table 13 that there is a meaningful difference between two genders as the significance value shows ($p=0.02 < 0.05$). Further analysis of two-gender groups' difference is achieved through mean scores of all participants, which is summarized in the Table 15.

Table 15. FLA according to gender

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Male	94	2.65	.51	.05	2.54	2.75	1.79	4.18
Female	78	2.83	.54	.06	2.71	2.96	1.61	3.85
Total	172	2.73	.53	.04	2.65	2.81	1.61	4.18

Table 15 presents the FLA of private school students according to gender groups. There is a meaningful difference between two groups since the mean value (M=2.83) of female students show that they have more FLA than male (M=2.65) students.

4.1.3. Analysis of research question 3: Is there a meaningful difference between public and private school students' foreign language anxiety level?

The last question of this research related to quantitative data aims to find out whether there is a meaningful difference between public school and private school students' FLA. In the light of FLCAS data gathered from these schools' students findings are analysed.

Table 16. FLCA difference between private and public school

Mann-Whitney U	13231.50
Wilcoxon W	28109.50
Z	-4.30
Asymp. Sig. (2-tailed)	.00

Table 16 reveals that there is a significantly meaningful difference regarding FLCA of two schools ($p=0.00 < 0.05$).

The comparative analysis of private and public schools' students in terms of communication apprehension, fear of negative evaluation, test anxiety and general feeling of anxiety is presented in Table 17.

Table 17. Comparative analysis of CA, TA, FNE and general feeling of anxiety

	CA	TA	FNE	General Feeling of Anxiety
Mann-Whitney U	12865.50	16592.50	13784.50	15895.50
Wilcoxon W	27743.50	31470.50	28662.50	30773.50
Z	-4.65	-1.15	-3.78	-1.80
Asymp. Sig. (2-tailed)	.00	.25	.00	.07

Table 17 summarizes the differences in private and public school regarding four components of FLCA. As for the communication apprehension, it can be claimed that there is a significant meaningful difference between public and private school students ($p= .00 < .01$). Students in public school experience more anxiety in communication ($M=3.03$) through foreign language than private school students ($M= 2.72$).

There is no meaningful difference between two types of school in terms of test anxiety ($p = .25 > .01$). Students experience moderate level of anxiety in English tests since their mean results have approximate value ($M = 2.93; 3.08$). The perception of evaluation in English lesson differs significantly between two groups ($p = .00 < .01$). Students in public school are more afraid of being evaluated ($M = 2.91$) than private school students ($M = 2.58$).

General feeling of anxiety towards English lesson has similar results in both groups. There is no meaningful difference between two groups based on their answers to general feeling anxiety questions ($p = .07 > .01$). However, public school students' general attitudes towards English lesson ($M = 2.94$) can be counted as more anxious since their anxiety level is higher than private school students ($M = 2.85$).

In sum, public school students are more anxious in English classes than private school students according to the statistical analysis of the data. In the second part of the data results section, teachers' questionnaire results are mentioned to comprehend teachers' beliefs and thoughts on their students' FLA.

4.2. Results of Qualitative Data

There is a questionnaire utilized by the researcher for qualitative data collection (Appendix B). This questionnaire includes sections related demographic information of participants such as their gender and teaching experience. Following that, participants answered open and close-ended questions. The aim is to understand teachers' perceptions of their students' FLA. The questionnaire questions were chosen in a reference to the study of Ohata (2005a).

The participants of this study are 4 English teachers from public school and 5 English teachers from private school. For descriptive convenience, pseudo-initials are used for each participant. For data analysis, each participant is introduced with his or her demographic information and his or her answers are analysed through content analysis. There are basic categories developed by the researcher for data analysis, these are: *teachers' view on FLA, positive and negative aspect of anxiety, most anxiety provoking*

skill/skills, manifestation of anxiety and teacher strategies for reducing FLA. Under each separate category, answers of participants are detailed and interpreted according to participants' responses. Where required, sub-categories are also developed so that there emerge patterns for interpretation of answers.

4.2.1. Descriptions of participants

The participants of this study English language teachers working in public and private secondary schools. Each of the participants is Turkish and experienced foreign language teachers. The questionnaires are distributed to participants and they are given enough time for answering. They took part in the study voluntarily. The background information of participant is as follows:

Participant A: She has been teaching English for 3 years in a private school. She started teaching in a private school, she teaches in both primary and secondary level of education.

Participant B: She has 8 years of teaching experience. She started teaching English in a private school, she teaches English in both primary and secondary level of education.

Participant C: She has been an English teacher for three years. She has taught English in a number of private schools so far. She teaches English kindergarten and secondary level of students.

Participant D: She is experienced in teaching English since she has been teaching English for 5 years. Her early years of teaching started in private schools and she has been working private school since then. Both primary and secondary school students are her students.

Participant E: Participant E is the only male participant in this study. He has been teaching English in private schools for five years. He has been teaching English both in primary and secondary level of students.

Participant F: She is an English teacher in a government secondary school. She started teaching in a government school, she taught primary school students beforehand but currently she is teaching secondary school students.

Participant G: She is an experienced teacher. She has been teaching for 12 years. She started teaching in a government school, and she has been teaching secondary school students so far.

Participant H: She is the most experienced teacher of all participants. Her teaching experience is 14 years. She started teaching in government school, and she has taught English to both primary and secondary school students.

Participant I: She has been teaching English for 10 years. She started teaching English in a government primary school, and recently she has been instructing secondary school students.

4.2.2. Analysis of research question 4: What are the teachers ‘perceptions about their students’ foreign language anxieties?

All the participants agreed that anxiety plays an important role in foreign language learning. Participants expressed their views on the role of anxiety regarding its effect on decreasing motivation for learning a foreign language, causing failure and creating pressure on students, fear of making errors, environment.

4.2.2.1. Teachers’ views on FLA

Participants expressed their views on the role of anxiety. There are some patterns aroused according to findings. Teachers expressed that anxiety; motivation and stress are highly related feelings. Anxiety is a determining factor in achievement or failure. Anxious students are afraid of making errors. Finally, learner’s environment can be a contributing factor for his/her anxiety.

4.2.2.1.1. Anxiety and motivation

Teachers express that anxiety has a negative impact on students' motivation. Participants G and I declared that anxiety affects their students' performance negatively by decreasing students' motivation for learning a FL, and this negative feeling causes failure and shyness among students. Moreover, they think that it is a challenging situation to overcome, participant I claims, "since the eagerness for learning is an inherent attribution, students' low motivation as a result of anxiety cannot be increased through verbal or symbolic reinforcement".

4.2.2.1.2. Anxiety and stress

According to teachers, anxiety and stress are highly related psychological constructs. Two participants (participant F and E) emphasized that anxiety develops stress among students. Students feel under pressure and this pressure results in preventing students' performance in FL classroom, consequently, they prefer being inactive during FL learning process. Participant F mentioned this pressure stating, "Students cannot express themselves and lost their beliefs in themselves, and sometimes they give up struggling for learning foreign language".

4.2.2.1.3. Anxiety and fear of making errors

Teachers believe that anxiety creates fear among learners or vice versa. Participants A, B D highlighted anxiety and fear of making error relation. The fear of making errors turns into fear of English and this attitude hinders students' participation into FL classes. In addition, students develop negative manners like aggression and rudeness towards their English teachers; as a result, this problem inhibits communication with their peers and teachers. Participant B stated, "If students are worried about making mistakes, they can not attend our lessons. They try not to show their concerns. While they are trying to hide their mistakes, they are interrupting their teachers".

4.2.2.1.4. Anxiety and environment

Anxiety can be triggered or eased by the environment where the individual grows up. Participant C claims that environment, in that; society; parents and even friends impress students' feelings of anxiety. She indicates, "if your parents are bilingual then you won't have an anxiety for learning something new".

4.2.2.2. Positive and negative aspects of anxiety

Most of the participants believe that anxiety is a positive attribution in FLL. On the other hand, two of the participants (participant C and A) think that anxiety is a negative factor in learning a foreign language. However, participant G believes that anxiety has bidirectional signs in learning. She said yes, owing to fact that students try to defeat their own anxieties, they study harder, and they may overcome it. Additionally she said no, since their anxieties prevent their active performance during lesson.

Teachers' opinions about FLA show that most of the time, anxiety leads students develop new techniques, and try to solve the problem in another way. Participant B, E, F and I think anxiety keeps students alerted, motivated and ready for constant struggling to learn. Participant B states "students' anxiety keeps them motivated, excited and awake about their lessons" while participant E indicates " anxiety provokes students to ask questions as they withdraw during the class and asking questions leads them theoretical success".

The last but not the least, participants H and D conceive that anxiety is crucial for students taking lesson seriously. Their anxiety level pushes them study for getting a good grade in lessons.

4.2.2.3. The most anxiety-provoking skill-skills

Most of the participants believe that speaking; listening and speaking are the most anxiety-provoking skill-skills in foreign language learning. However, a participant (participant G) claims that her students experience equal amount of anxiety in four skills.

Five of the participants (Participants I, B, F, E and H) indicate that speaking is the most anxiety provoking skill for students. The analysis of the data reveals that humiliation and lack of self-confidence are the reason for speaking anxiety. Participant F, B and I assure that speaking in front their peers and teachers raise students' anxiety level. According participant F, "students care so much what other friends would think about them, maybe because of lack of self-confidence, they feel anxious" and participant B support her by answering "students are afraid of making mistakes and being humiliated in front of their friends or teachers". Participant H and E believe that the speaking anxiety causes students become shy and inactive during foreign language class.

Some of teachers express that their students experience anxiety during speaking and listening activities. Participants A, C and D observe that their students' level of anxiety increase when their students listen or speak in FL class.

Finally participant G advocates that students experience an equal amount of anxiety in all four-skill areas. She thinks that anxiety is a chain, which affects one another, besides her students are afraid of making mistakes in all skills. Students may feel criticism by others while performing in all skills.

4.2.2.4. Manifestations of anxiety

There are physical and psychological symptoms that teachers observe during classroom procedures as signs of FLA. These symptoms are unwillingness to participate the lesson, not doing homework, not listening and being quiet, rejecting answering questions, hands shaking, blushing, avoiding eye contact, being occupied with things not related to lesson and feeling panic.

These manifestations of FLA become students' characteristics in time like participant E claimed: "when students are anxious, they make it really clear. They either prefer keeping quiet and taking notes or blush when they realize that they are where the majority speaks the language. This makes them more introverted".

4.2.2.5. Teacher strategies for reducing FLA

All the participants have their own methods for handling their students' FLA. When analysed, two patterns come out: pedagogical practices and creating a relaxing classroom environment.

4.2.2.5.1. Pedagogical practices

In the grouping of pedagogical practices, teachers make use of pair work to decrease FLA. Participant E gives an example of his lesson; "I tell the students to be paired and make a dialogue using the structures that we have learnt so far, instead of calling out their names one by one". Teachers also try to convince their student about making errors is natural for learning a foreign language. Instead of direct error-correction, they recast their ways of error-correction. Participant D suggests, "I tell the students don't hesitate doing a mistake because when they make mistake, they can learn". Participant I makes use of reinforcement in her classroom by stating "when students make mistake, I reinforce them by giving verbal and symbolic feedbacks to them, explaining that errors are natural in foreign language learning."

4.2.2.5.2. Creating a relaxing classroom environment

It can be inferred from teachers' answers that they try to create a relaxing classroom environment for their students. They make use of songs, movies and jokes for warm-up session. Participant B often uses new methods and techniques in her lessons for example, "I use some different techniques such as songs, movies and games. I want to provide their lessons with a relaxing environment. I try to find new methods for their learning process". To create a relaxing classroom environment, teachers approach their students with empathy and encouragement. Participant C shares her own learning experience with her students, "talking about my own language learning journey makes them relax" and participant G constantly encourages her students at the very beginning of the term by declaring "when I introduce myself and my lesson, I always say, forget the past, maybe you weren't successful or you didn't love this lesson. But your ideas will change and you will love it".

5. DISCUSSION

In this part, the results of the study will be discussed in terms of literature findings. Each question will be examined in detail and after that the conclusion part will be presented.

5.1. Discussion of the Research Questions

In this study, there are five questions asked to investigate foreign language anxiety phenomena from two perspectives. The data were obtained from students and their English language teachers. The findings of these research questions were obtained through FLCAS (Horwitz et al., 1986) administered to 379 secondary school students and a questionnaire administered to 9 English language teachers. The results of the analyses are discussed under following headings.

5.1.1. Discussion of the research question 1

The first question of the research aims to investigate the FLA level of public secondary school students. There are 207 students from public school included in this study. The students' answers of 33 items of foreign language classroom anxiety scale (FLCAS) will be discussed at the first phase after that sub-categories of the scale such as communication apprehension, fear of negative evaluation, test anxiety and general feeling of anxiety findings will be discussed separately and comparatively. Following that, differences among grades and gender will be discussed in detail.

The FLCA level of public secondary school students is found as moderate level according to the findings of the research. There are other studies in literature, which have supporting results of this study. For example, Çermik (2015) found that eighth graders experience moderate level of FLA parallel with the research of Abu-Rabia (2004) whose sample consisted of 7th grade students.

The most anxiety-provoking situation for students is taking test. In other words, students experience the highest anxiety during their tests; however, these results differ from Aida's (1994) and MacIntyre and Gardner's (1989) studies. These mentioned scholars found out

that test anxiety is an element of general anxiety towards a lesson not unique to FL classes; namely, they emphasized that test anxiety is not related to the communicative aspect of a language. However, the researcher believes that test anxiety may be a significant factor in FL classes in Turkey, since students enter a high stake exam at the end of 8th grade. Students feel obliged to learn a foreign language for this test in addition to communication aspect of a FL. Segool et al. (2013) conducted a comparative study on typical testing situation and high-stakes testing situations. The results of their study show that students perceive high-stakes testing situations more stressful, and they show more cognitive and psychological symptoms of test anxiety in a high-stakes testing.

Test anxiety and communication apprehension anxieties have approximate value according to the findings of public secondary school students. Even though students have moderate level of communication apprehension anxiety, their scores are higher than fear of negative evaluation and general feeling of anxiety. As a situational specific anxiety, public school students may get shy and prefer acting indifferent in production and comprehension phases of a FL like the results of Argaman and Abu-Rabia's study (2002). The possible reasons for communication apprehension are listed by Daly (1991) such as genetics, personal history, learned helplessness, adaptation of first communication skills and acquired models of communication, it is probable that students suffer from one of these situations (as cited in Young, 1991).

The third most anxiety sub-category of FLA is general feeling of anxiety in FL classes. This category focuses on general attitude towards a FL classes not specially related to a skill or a situation. FLA and achievement studies show that students may develop a negative attitude towards a lesson because of inefficient teaching techniques, and learners' unsuccessful and negative experiences in the past (Bailey et al., 1999; Samimy and Rardin, 1994). The accumulation of these negative experiences causes FLA feeling among students.

The least anxiety-provoking situation for public school students is evaluation situations. The fear of negative evaluation is at the bottom of the list, it is interesting since there are studies which claim that fear of negative evaluation is a distinct FLA component (MacIntyre and Gardner, 1989; MacIntyre, 1995; Aida, 1994; Cheng, 1998; Aydin, 2008).

These results of current study may be related to the age of the participants who have tolerability to make mistakes and leave unfavourable impression. Also, students' proficiency level may be a significant factor for these results, since advanced level students are prone to suffer from being evaluated negatively when compared to elementary level learners (Kitano, 2001).

The difference among grades in terms of FLCA is investigated in this study. There is no meaningful difference among grades, in that each grade has approximate value. However, 8th grades are found to be most anxious group of all the participants while 7th grades are the least group. The results are parallel with the study of Onwuegbuzie et al.'s (1999a) study in which older students reported higher levels of FLA than younger ones. However, the data findings of participants have contrary results to Aydin (2008) who concluded that elder students have less degree of anxiety than the younger ones. The underlying reason for high-anxiety level of 8th grades may be mastery requirements. Students gradually learn more challenging words hard to remember; besides they are going to have a high-stakes exam.

There is no meaningful difference between two gender groups even though females are more anxious than males in FL classrooms. These results are in line with Wilson's study (2006), which investigated the relation between FLA and certain variables such as age and gender. Additionally, from Turkish context, Balemir's (2009) study findings also indicated that females, especially in terms of speaking had slightly more anxiety than males. The sources of female students' FLA level may be explained according to various characteristics. Huang (2004) claims that culture is a significant factor in FLA, for example in Taiwanese context females are prone to compare themselves to others, so they have more fear of negative evaluation. Similarly, Onwuegbuzie et al's (1999a) listing characteristics of anxious foreign language learner showed that anxious foreign language learners are older, high academic achievers, had never been to a foreign country, had low expectations about their performance, had a negative self-image and had negative perception of their scholastic competence.

5.1.2. Discussion of the research question 2

The second sample of this research is composed of private school students. There are 172 students from private school included in this study. The answers of these students to overall anxiety measuring show that they are not anxious in terms of learning English as a foreign language.

When analysing the items, according to each sub-groupings, it can be seen that students have the most anxiety in test situations. Private school students test anxiety level is moderate while their overall anxiety level can be counted as low. Test anxiety is a questionable phenomenon as there are scholars who think that it is not unique to foreign language learning; namely, it is a general trouble for learners (Aida, 1994; MacIntyre and Gardner, 1989; In'nami, 2006). However, there are other studies (Young, 1986; Gursoy and Arman, 2016) that supported Horwitz et al.'s (1986) claims. According to In'nami (2006) test performance is influenced by personal differences; however, it is not so simple, she claims that "the test-taker characteristics and test task characteristics have effects on each other, and as a consequence, test performance results from these interactions" (p.318). These interactions can have huge impact on students' negative feelings, in a particular high-stake testing situation. Gursoy and Arman (2016) asserts that high stake exams push students and teachers to put the exam results in the centre of education and also they state "foreign language learning as one of the compulsory courses of the curriculum have its share in this environment with teachers focusing on accuracy rather than the communicative aspect of the language" (p. 196). The high level of test anxiety of private school students may be caused thanks to these aforementioned situations.

Students' general attitudes towards English lesson have the second most anxiety level of all four categories. Students may feel anxious in a foreign language class owing to feeling of risking their self-image. According to Wang (2009), "the overarching experience of threatened sense of self, and the maintenance of social psychological security in a second language are quite common for learners" (p.49). This threat results in lacking the comfort in conveying self-image through foreign language and causes anxiety among learners.

The current study findings show that private school students have low anxiety of communicating in foreign language. The findings have contradictive results to Young's (1990) study, which found significant correlations between FLA and communication apprehension. Moreover, Young (1990) correlates communication apprehension with psychological constructs like self-esteem and social anxiety. It is widely accepted that communication apprehension is a distinct factor of FLA, Zhao (2009) states "foreign language required continual evaluation by more fluent students or teachers so students in foreign language classroom may be sensitive to the evaluation" (p.13). Students' low level of anxiety in foreign language communication implicates that they feel at ease in conveying messages through foreign language, and they do not face with risks or threats.

Private school students demonstrate low level of fear regarding evaluation situations. In the review of literature, there are studies found which have conflicting results with the present study (Price, 1991; Koch and Terrel, 1991; Wang, 2009). In Wang's study (2009) for example, fear of negative evaluation was the second most common cause of anxiety. Woodrow (2006) concluded her study coming up with a significant relationship between speaking anxiety and oral performance, besides the participants of her study expressed that they found speaking in front of the class and teacher was the most stressful experience in foreign language classroom. Supportively, Tsiplakides and Keramida (2009) suggests that "students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teacher or their peers" (p.39). It can be understood that private school students treat errors as a natural part of learning a foreign language, and they are provided with a supportive classroom environment.

The comparative analysis of private school students in terms of their grade and gender is another question asked in this research. There is no significant difference reported in FLA among grades was found like Cheng's study (2002). The answers of students to overall items demonstrate that 8th grades and 5th grades are most anxious group while 7th grades are the least anxious group of all. The claim made by MacIntyre and Gardner (1991) that "as experience and proficiency increase, anxiety declines in a fairly consistent manner" is not consistent with current study findings since the results show that although 8th graders are more experienced and have higher proficiency than other groups, their anxiety level is

the highest one of all groups. However, Saito and Samimy (1996) concluded their research with findings that advanced learners have the highest level of FLA. The underlying reason for this high anxiety among 8th grades may be because of the exam they will enter at the end of the educational year, and they are aware of that their achievement of FL will be measured through this high-stake tests. Another possible reason is that advanced level of curriculum where a greater emphasis is on vocabulary difficult to master and long reading texts both in exams and course books.

It is interesting that 5th grades have higher level of anxiety than 6th and 7th grades, in other words, it is wrong to assume that younger students are eager to learn a new foreign language. As Mc Laughlin (1992) suggests children have inhibitions like adults when they make mistake (as cited in Sertçetin, 2006). There are various studies, which prove that in some situations, younger students have more anxiety in language learning.

For example, Dewaele and MacIntyre (2014) conducted a study including various demographic and affective variables, and finally they got the results that older participants reported low level of FLA. Similarly, in their very recent study on both groups of students, Bas and Özcan (2018) investigated FLA in terms of age and gender, and they found out that younger students have more FLA than older ones. Finally, Sertçetin (2006) found similar results on her study comparing anxiety level of 5th to 8th grade. In her study, 5th grades have significantly high level of FLA similar to 8th grades.

As for gender, there is a significant difference between male and female students. Female students of private school experience more apprehension than males in English classes. Demirdaş and Bozdoğan (2013) investigated FLA and achievement, and they analysed the gender variables in FLA. They came out with the result that female students are more apt to be anxious in language classes. On the other hand, Elaldı (2016) studied gender differences in terms of FLA and she found that males are more anxious than females in foreign language classes.

5.1.3. Discussion of the research question 3

This study aims to investigate the FLA between private and public secondary schools' students, and whether this difference is meaningful or not. The findings of the research show that there is a meaningful difference between private and public schools. Public school students suffer from FLA distinctly higher than private school students. The possible reasons for this difference are discussed in this part of the study. The sources of FLA are determined by various studies (Young, 1991; Vogely, 1998, Onwuegbuzie et al., 1999a; Horwitz, 2001). The common feature of these studies is that each of them addresses to personal characteristics.

In a public school, students have fewer hours of English, which can change the focus of a foreign language classroom. Time limitation, together with the burden of curriculum may drift the focus to accuracy from communication. As a result of this drifting, students may feel the pressure of performing accurately, and this may cause higher level of anxiety (Öztürk and Çeçen, 2007). Overemphasis of accuracy may inhibit public school students' communication skills, and they may reject speaking until they have a perfect performance. Gregersen and Horwitz (2002) claim that perfectionist individuals would like to speak flawlessly, just like a native speaker, and do not tolerate critical behaviours of others, so they would rather remain silent until they are quite sure about their sentences. They also compete with others, either idealised or a real person. This competitiveness is studied by Bailey (1983); her study suggests that competitiveness can lead to foreign language classroom anxiety (as cited in Wang, 2009).

Public school students' previous experiences can be counted as a contributing factor for their higher level of anxiety. Students' in public school have limited number opportunities for improving proficiency in FL. It is possible that the quality and quantity of their FLL experiences may be a determinant factor. According to Cheng et al. (1999), "a language learner's varied experiences in acquiring each of the four language skills, and his or her history of success, and failure in performing each skill might lead to differentiated attitudes, emotions, and expectations". Having fewer hours of English classes and lack of experience may create a fear of failure among learners. The failure of students may be in a repetitive manner, since in a crowded public school classroom; each

of the students may not have the chance of correcting their errors. These repetitions accumulate and generate students' background knowledge. Public school students' background knowledge may have an impact on their higher level of anxiety (Çağatay, 2015). As a result of negative experiences related to language classrooms, students develop unrealistic beliefs both for themselves and for the language classrooms. When students do not have a chance to overcome this unrealistic belief, this fear turns into a constant attitude that a public school student has towards an English class. Situational anxiety of learners turns into trait anxiety, and results in "language fear" among language learners (Cohen and Norst, 1989, p.62).

Public school students' language fear may lead other serious problems, which may cause the feeling of inferior in front of their teachers and peers. This fear of failure is a significant source of students' FLA. The differentiated feeling of inferiority generates low self-confidence in individual. According to Clement (1986) "since self-confidence is directly related to motivation and proficiency, they would also evidence less motivation to learn the second language and less second language proficiency than minority group members" (p.273). Clement (1986) asserts that low self-esteem cause decrease in motivation to learn a foreign language, and brings about anxiety among learners to integrate a new foreign language. Public school students may feel insecure in FL classes, since their self is threatened during English classes. This feeling may result in high FLA at the very beginning of the lesson.

In public schools, students do not improve their communication skills. They could not regard themselves as speakers of English. In an interview study done by Young (1992), Krashen highlights the term of "club membership", in that individuals should regard themselves as a member of foreign language speakers club and the concept of club membership is an influential theme (p. 8).

The last but not the least, in public school, individual differences may be ignored during instruction because the language classrooms are crowded. Anxiety decreasing strategies such as group work or pair work may not be implemented. The absence of including these variables into instruction may be one of the crucial reasons for public school students' higher level of anxiety (Dörnyei, 2005; Sparks and Ganschow, 1991).

Public school students may suffer from these aforementioned sources of FLA. However, there are only personal characteristics listed in this sub-section, the teacher related factors will be analysed in the following discussion sub-section.

5.1.4. Discussion of the research question 4

Teachers as a source or easing factor in FLA are also investigated in this study. Each of the participants is aware that their students suffer from FLA, and they make use of their own strategies or methods to solve this apprehension since it is one of the most problematical areas in learning (Ehrman and Oxford, 1995). It is crucial for teachers to comprehend their students anxiety level as an affective state of learner, thus they can interfere with the process. As Horwitz (1995) suggests “language teachers cannot change the incoming cognitive abilities of students, the student's native language, or the overall sociocultural context of language learning in their communities. Thus, the affective domain stands out as an exceptional opportunity for the improvement of language instruction” (p. 578). Paying attention to students’ affective needs, teachers confront their students’ erroneous beliefs about language learning and increase students’ motivation to learn a foreign language. As well as students’ affective and cognitive states, teachers’ beliefs about language teaching seem to play an important role in generating FLA. In some situations, teachers may have perfectionist tendencies, and pass these tendencies to their students (Gregersen and Horwitz, 2002). However, participants of this study do not have this kind of tendency, on the contrary, they encourage their students to make mistake, and remind them making mistakes is the only way to learn a foreign language. This reminding gives a hint about these teachers’ classroom procedures, in that they reduce classroom tension and create a friendly and collaborative atmosphere (Gregersen, 2003). Teachers’ classroom implementations include positive reinforcements or positive comments in order to support their students to deal with the fear of negative evaluation as Kitano suggests (2001). In other words, they recognize that they should be emphatic and facilitative towards each learner’s foreign language learning process (Samimy and Rardin, 1994).

Most of the participants advocate the facilitative impact of anxiety. They mention that anxiety pushes students to study more, and to try new techniques and creates alertness inside of learner. However, they argue that it should be low, in non-threatening manner. Like Rardin suggests in Young's study (1992), "this source of energy will continue to flow constructively depending upon the level of threat to the self-concept" (p. 14).

The participants treat listening and speaking as the most anxiety provoking skills like Worde's study (2003). The reason for high ranking of these mentioned two skills, especially for speaking, is because of learners' erroneous beliefs about language learning. Young (1991) explains that learners cling to unrealistic beliefs about speaking such as "pronunciation is the most important practice in language learning" (p.428) and consequently this negative attitude of learners often affect negatively oral performance of the learner (Woodrow, 2006). Teachers also touch upon peer recognition regarding speaking anxiety. The participants of Dewaele and MacIntyre's study (2014) reported, "activities such as speaking in front of peers can have a liberating, even cathartic effect on those who normally avoid being at the centre of attention" (p. 257). As for the listening, Argaman and Abu-Rabia (2002) proposes that comprehension influences listening anxiety of learners in a way that students may have "difficulty in distinguishing sounds and structures when listening to a text in the foreign language" (p.148). Also, they suggest that unpreparedness is a distinct factor for both skills, namely learners experience anxiety when they are not prepared for listening or speaking.

Anxiety as a psychological construct has observable manifestations so it is crucial for teachers to recognize these signals, and produce solutions for them. Also they may give teachers clues about students' deeper distress towards language learning, as Ohata (2005b) mentions, "surface manifestations of student anxiety can be viewed as only a tip of the iceberg, supported by many other hidden factors below" (p. 14). Common manifestations among public and private school students' FLA are hiding from teacher, avoiding eye contact, being quiet, aggression, shaking, blushing and forgetting. These mentioned findings are in line with Worde's (2003) study, in whose study, students reported that they "get all red", "just completely blank out", "losing patience and become angry" (p.8).

Each of the teachers runs their own but similar strategies during classroom procedures to reduce FLA among learners. Like Young (1991) suggests that teachers hold brief discussions with their students, and they give examples from their own language learning experiences, this leads forming bond between instructor and students. In order to ease the tense in the classroom, teachers benefit from jokes, which is a distinct characteristics of a teacher whose sense of humor, patience and being friendly can act as an aid for decreasing anxiety level (Young, 1990). Koch and Terrel (1991) emphasized that pair works, group works, songs, and plays can lead students achievement and these are implemented in FL classes by the participants of the current study, besides, teachers do not call out their students one by one; on the contrary, they call out their students randomly which is suggested by Daly (1991) to decrease anxiety level (as cited in Onwuegbuzie et al., 2000). These mentioned strategies are ones of the most influential techniques for creating a low anxiety classroom.

6. CONCLUSION

This study questioned the foreign language anxiety level of public and private secondary school students respectively; additionally meaningful difference between two school types was investigated. The current study took place in Sakarya province, Turkey. There were two schools included one sample for public and one for private secondary school.

The research conclusions can be listed as:

1. Public secondary school students experience moderate level of foreign language anxiety. There is not a meaningful difference between foreign language classroom anxiety and students' grades. There is not a meaningful difference between foreign language classroom anxiety and students' genders.
2. Private secondary school students experience lower level of foreign language anxiety. There is not a meaningful difference between foreign language classroom anxiety and students' grades. There is a meaningful difference between foreign language classroom anxiety and students' genders.
3. There is a meaningful difference between public and private school students' foreign language classroom anxiety level.
4. Teachers are aware of their students' anxieties, and they use relaxing strategies to deal with their anxieties.

The researcher developed hypotheses at the beginning of the research related to the quantitative data, the first hypothesis is,

1. Public school students experience high level of foreign language anxiety since they have limited access to practice foreign language due to crowded classes and less hours of English.

The research findings do not support this hypothesis since public school students experience moderate level of FLA not high.

The quality or quantity of learners' experiences of foreign language practices has control over their attitudes towards a FL. Most of the time, students may not have chances to develop positive attitudes because of limited access or opportunities. Gardner and Smythe (1975) explain that in order to develop favorable reactions towards a FL, learners should have opportunity to experience language skills. However, the time to start learning a FL can also act as a significant factor. Gardner and Smythe (1975) indicate, "The teaching of the respective language skills when the child is psychologically and physiologically receptive should result in rewarding experiences in the language learning process." (p.8). It is understood that practice, and experience have an influence on language learning and on anxiety consequently; so the researcher of this study hypothesizes that limitedness of experience and practice results in increase of a public school students' FLA level since English course hours are fewer, therefore students do not practice foreign language skills adequately. However, the study findings reveal that public school students experience moderate level of anxiety, not high. So it can be understood that experience and practices are not only predictors for anxiety, there are other anxiety provoking or easing factors. It is necessary to repeat the nature of FLA one more time that it is both complex and multidimensional (Kleinmann, 1977; Dewaele, MacIntyre, 2014). On the other hand, students' grade levels are possibly effective predictors of their foreign language anxiety since there are various studies that found moderate level of anxiety results among secondary school students (Sertçetin, 2006; Çermik, 2015; Argaman and Abu-Rabia, 2014). Besides, research has shown that adults are more prone to feel anxiety in FLL situations than children (Horwitz et al. 1986, Young, 1991). Samimy and Rardin (1994) clarify anxiety among adults as "the experience of inadequacy in communicating oneself can cause ambiguous feelings in an adult, feeling vulnerable and dependent" (p. 380). It can be claimed that age is a predictor for the moderate level of FLA of public school students, and students of public secondary school do not experience high level of FLA like adults.

Teachers can also act as an easing factor for public school students' moderate level of FLA as Kitano (2001) mentions that the differences in the nature of teachers, the instructional methods of teachers, and curriculum may be determining factors for learners' FLA. Public school students are provided with supportive and emphatic teacher attitudes, which reduce anxiety among students.

Another hypothesis that researcher holds:

2. Private school students have low level of anxiety since they have chances to practice foreign language; as total number of attendants is low, additionally they have more hours of English.

The findings support this hypothesis since private school students' FLA level is low.

Private school students' low level of anxiety can be explained with the age to start learning a foreign language factor. According to Oxford and Ehrman (1995), younger learners are more able to gain fluency and native like pronunciation. It can be inferred that students achieve to speak like a native speaker of a new language when they start learning it at a younger age. This achievement brings about integration into a foreign language communication process and club membership, since learners can regard themselves as speakers of the foreign language community (Clement, 1986; Young, 1992). Private school students' ability to integrate into a foreign language learning community and club membership seem to act on their FLA level. When students perceive themselves as successful communicators of language, their self-esteem automatically rises, and eventually this high self-esteem results in decrease in FLA (Bailey et al., 1999). Private school students have a variety of sources to practice their FL skills including high-tech devices and applications. This variety contributes to learners' individual affective needs, and allows them controlling their learning (Horwitz, 1995), also creating enjoyment inside of individuals. Dewaele and MacIntyre (2014) found out that there is a negative correlation between enjoyment and anxiety.

Third hypothesis is as follows:

3. There is a meaningful difference between private and public schools' students foreign language anxiety level.

This hypothesis is supported by the research findings. The researcher has theoretical assumptions about two schools' anxiety levels, depending on their course hours, the

quality and quantity of foreign language practices, sources of materials implemented, total number of students, and instructional methods. These assumptions behind this hypothesis seem to be effective as the results of the study show that public school students experience more FLA than private school.

Public school students have fewer chances to communicate FL, only in FL classes mostly focusing on accuracy rather than communicative aspect of language. However, private school students can capture communicative aspects of a new language, introduced with patterns that can be counted as authentic material (Vogely, 1998). In daily life, for example, in lunch-break, English language teacher sits next to private school students and starts speaking English with them, this is requirement ensured by school management. Students can comprehend that the reason for learning a new language is mostly about conveying messages not memorizing structures (Tsiplakides and Keramida, 2009).

Opportunities for developing language skills form students' background knowledge in foreign language. Public school students' lack of experience and inefficient background knowledge may accumulate in time, and they may turn into constant anxiety feeling (Çağatay, 2015).

Size of the classes of both schools differ, namely public school classes are more crowded than private schools. In a lesson, each of the students may not have the chance to attend the classroom, keep sitting silent, and this hinders performance (Balemir, 2009). However, in private school classroom, every student may get the chance of participation and practicing their skills. Course books implemented in two schools are not similar, public school course books are written by Turkish writers, while native speakers of language write private school students' books. Each course book present students a body of materials based on respective skill, the quality of these sources affect students' anxiety related skill (Elkhafaifi, 2005; Cheng, 2002).

The results of the study show that private school students have low level of FLA while public school students have moderate level of FLA. This difference is significantly meaningful, so as a result of this research, it can be uttered that public school students have higher FLA than private school students.

The common feature of these two schools is that their opinions of two anxieties; test anxiety, fear of negative evaluation. In both schools, students experience the most anxiety in language tests. Students' test anxiety level is higher than other anxieties such as communication apprehension, fear of negative evaluation, and general feeling of anxiety. Also, both schools' students feel the least anxiety to be evaluated negatively. Students' views about general feeling of anxiety, and communication apprehension vary for example, public school students experience more anxiety during communication in foreign language than entering English class; however, private school students have higher level of anxiety towards English class than communication in English.

There are similar results regarding students' grade level and genders. 8th graders are the most anxious group while 7th grades are the least anxious group. Female students are more anxious than male students in both types of school; however, the difference between genders is meaningful in private school.

Teachers' perceptions about FLA were also included in the present study. There were 9 English teachers as participants for qualitative data. Each of the participants took part in the study voluntarily. The data was obtained through a questionnaire whose questions were prepared by the researcher according to the related studies by Young (1992) and Ohata (2005a). The analysis of these questionnaires was done by means of content analysis. The fourth hypothesis of current study is:

4. English language teachers are aware of their students' anxiety problems since it has observable manifestations.

The last hypothesis is proven to be true according to the findings of the research. The results of questionnaires show that there is a general agreement among teachers that their students suffer from FLA. This awareness is highly important since it is understood that teachers provide students with suggestions to alleviate their anxieties and avoid using anxiety-provoking strategies. For example, teacher participants avoid calling students one after another, which is perceived as one of the most anxiety provoking situations (Worde, 2003), rather they benefit from random calling. Also, pair work and group works are

extremely useful for struggling with anxiety, and they are implemented in lessons by the participants of this study (Dewaele and McIntyre, 2014).

In foreign language classroom there is a bond developed between students and teachers (Horwitz, 1995), for a teacher, it is crucial to be aware of this bond to strengthen or weaken it. If teachers reinforce their students positively with verbal or symbolic expressions, this enriches student-teacher interaction resulting decreasing anxiety among learners (Young, 1991). The usage of reinforcement also causes a warm and friendly classroom environment, which is one of the best indicators of a low anxiety classroom (Young, 1990).

Most of the participants agree on that anxiety has debilitating effect on students' performance; however, they think it should be at a low level. FLA may have debilitating effect both on students' adaptation to target language, and on achievement of their educational goals (Vogely, 1999; Woodrow, 2006). Teachers observe that their students experience highest level of anxiety during performing listening and speaking activities. MacIntyre and Gardner (1994) had similar findings to this study showing that speaking and listening are specially associated with FLA. Each of the teachers comments on physical manifestations of FLA among their students, and they are common. Teachers implement their own techniques for handling their students' FLA, and they adapt their classroom procedures according to students' affective states (Tsiplakides and Keramida, 2009).

Nevertheless, there is a discrepancy between teachers' and students' perceptions of anxiety. Teachers believe that students have inhibitions in communication and negative evaluation situations, yet students' perceptions show that tests cause more troubles than these situations.

The discrepancy between teachers and students implies that teachers' strategies for decreasing anxiety are working, though they should generate some solutions for students' test anxiety, too.

In sum, this research focused on foreign language anxiety perceptions of public and private secondary school students, and English language teachers. The results and findings are significant for the literature. To the researcher knowledge, there is no study comparing FLA level of private and public school. In further studies, the number of students and teachers can be widened to get more generalizable results. In addition, other data collection instruments different from two questionnaires can be included in future research in order to obtain more extensive data about foreign language anxiety.



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APPENDICES

APPENDIX A. Student Questionnaire

YABANCI DİL SINIF KAYGISI ENVANTERİ

Horwitz, E. K., Horwitz, M. B., Cope, J. (1986).

Bu anket İngilizce dersinde yaşadığınız kaygı seviyesi hakkında bilgi toplamak için hazırlanmıştır. Lütfen her maddeyi okuduktan sonra size en uygun olan rakami daire içine alınız. Anketteki soruların doğru veya yanlış cevabı olmadığını unutmayınız. Katkılarınızdan dolayı teşekkürler. TUGBA OZSARI

‘1’ : Kesinlikle Katılmıyorum. ‘2’ : Katılmıyorum. ‘3’ : Kararsızım. ‘4’ : Katılıyorum. ‘5’ : Kesinlikle Katılıyorum.

Cinsiyetiniz : Bayan Erkek

Sınıfınız:

Yaşınız:

1. İngilizce dersinde konuşurken kendimden asla emin <u>olamıyorum.</u>	1	2	3	4	5
2. İngilizce dersinde hata yapmaktan endişe <u>duymam.</u>	1	2	3	4	5
3. İngilizce dersinde söz sırasının bana geldiğini bildiğim zaman çok heyecanlanıyorum.	1	2	3	4	5
4. İngilizce dersinde öğretmenimin ne söylediğini <u>anlamamak</u> beni korkutuyor.	1	2	3	4	5
5. Daha fazla İngilizce dersine girmek isterim.	1	2	3	4	5
6. İngilizce dersine tam olarak kendimi <u>veremiyorum.</u>	1	2	3	4	5
7. Diğer arkadaşlarımdan dil öğrenme konusunda benden daha iyi olduklarını düşünüyorum.	1	2	3	4	5
8. İngilizce sınavlarında genellikle rahatımdır.	1	2	3	4	5
9. İngilizce dersinde hazırlık yapmadan konuşmak zorunda olduğumda <u>paniğe</u> kapılıyorum.	1	2	3	4	5
10. İngilizce dersinde başarısız olmak beni endişelendirir.	1	2	3	4	5
11. İngilizce derslerinin insanları neden bu kadar urkuttuğuna anlam <u>veremiyorum.</u>	1	2	3	4	5
12. İngilizce dersinde o kadar heyecanlanıyorum ki, bildiklerimi dahi unutuyorum.	1	2	3	4	5
13. İngilizce dersinde gönüllü olarak söz almaya çekiniyorum.	1	2	3	4	5
14. Anadili İngilizce olan biriyle İngilizce konuşmaktan rahatsızlık <u>duymam.</u>	1	2	3	4	5
15. Öğretmen tarafından düzeltilen hataların neler olduğunu tam olarak <u>anlayamamak</u> beni gerginleştiriyor.	1	2	3	4	5
16. Derse iyi hazırlandığımda bile kendimi iyi <u>hissetmiyorum.</u>	1	2	3	4	5
17. İngilizce dersine girmek çoğu zaman içimden <u>gelmez.</u>	1	2	3	4	5
18. İngilizce dersinde konuşurken kendime güvenirim.	1	2	3	4	5
19. İngilizce öğretmenimin yaptığım her hatayı düzeltecek olmasından endişe duyarım.	1	2	3	4	5
20. İngilizce dersinde söz aldığım zaman kalbimin çok hızlı attığını hissediyorum.	1	2	3	4	5
21. İngilizce sınavlarına ne kadar çok çalışsam, o kadar kafam karışıyor.	1	2	3	4	5
22. İngilizce derslerine iyi hazırlanmakla ilgili olarak kendimi baskı altında <u>hissetmiyorum.</u>	1	2	3	4	5
23. Diğer arkadaşlarımdan İngilizceyi her zaman benden daha iyi konuştuklarını düşünüyorum.	1	2	3	4	5
24. Sınıftaki öğrencilerin onunda İngilizce konuşmaktan çekiniyorum.	1	2	3	4	5
25. İngilizce dersinde konular cabuk ilerlediği için geri kalmaktan endişeleniyorum.	1	2	3	4	5
26. Diğer derslere oranla İngilizce derslerinde kendimi daha gergin ve heyecanlı hissediyorum.	1	2	3	4	5
27. İngilizce dersinde konuşurken heyecanlanıyorum ve aklım karışıyor.	1	2	3	4	5
28. İngilizce dersinde kendimden çok emin ve rahatım.	1	2	3	4	5
29. Öğretmenin İngilizce dersinde söylediği her sözcüğü anlayamazsam tedirgin oluyorum.	1	2	3	4	5
30. Bir yabancı dili konuşmak için öğrenilmesi gerekli olan kuralların çokluğu beni sıkıntıya sokuyor.	1	2	3	4	5
31. İngilizce konuşurken diğer arkadaşlarımdan bana gülmesinden çekinirim.	1	2	3	4	5
32. Anadili İngilizce olanlarla İngilizce konuşurken kendimi rahat hissedebileceğimi düşünüyorum.	1	2	3	4	5
33. Öğretmenim önceden hazırlanmadığım İngilizce sorular sorduğunda sıkıntı duyuyorum.	1	2	3	4	5

APPENDIX B. TEACHER QUESTIONNAIRE

This interview results will be used for a master thesis study. There is no correct / incorrect answers. Please answer the questions according to your own beliefs and thoughts and feel free to express your opinions. Thanks for your participation. TUGBA OZSARI

Gender: Male

Female

Teaching Experience (e.g. 3 years):

1. What is your view on student anxiety in foreign language learning? (What kind of role do you think anxiety play in foreign language learning?)
2. Can you attribute a positive aspect to anxiety? (Please give some detail)
3. Do language learners experience an equal amount of anxiety in all four-skill areas? (If your answer is No, please explain which skill or skills is/are more anxiety provoking for students.)
4. How do you see anxiety manifested in your students? (What are the reactions of students when they are anxious?)
5. What kind of measures or techniques do you use to reduce student anxiety in the classroom?

T.C.
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Sayı : 29065503-44-E.7744350

17/04/2019

Konu: Anket Uygulaması Tuğba ÖZSARI

VALİLİK MAKAMINA

Süleyman Demirel Üniversitesi, Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, yüksek lisans programı öğrencisi Tuğba ÖZSARI'nın tezi kapsamında "*Özel ve Devlet Okulunda Okuyan Öğrencilerin Öğrenme Kaygısı Üzerine bir Karşılaştırma Çalışması: Öğrenci ve Öğretmen Algıları*" konulu anket uygulama talebi, adı geçen Üniversitenin 03.04.2019 tarihli ve 51213 sayılı yazıları ile bildirilmiştir.

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Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Fazilet DURMUŞ
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