A THESIS SUBMITTED TO

THE GRADUATE SCHOOL OF SOCIAL SCIENCES

OF

YEDITEPE UNIVERSITY

THE TURKISH EQUIVALANCE, VALIDITY, AND RELIABILITY STUDY OF THE
FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

BY

FATMA GÜRSU

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF

MASTER OF ARTS

IN

THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION

AND SUPERVISION

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Prof. Dr. Halil Ekşi

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☑ Başarılı bulunmuştur.

☐ Başarısız bulunmuştur.

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Unvanı, Adı, Soyadı: Prof. Dr. Halil Eker

İmzası :

Jüri Üyesi
Unvanı, Adı, Soyadı: Doç. Dr. Ahmet Şirin

İmzası : a. Şirin

Jüri Üyesi
Unvanı, Adı, Soyadı: Yrd. Doç. Dr. Levent Deniz

İmzası :

ABSTRACT

The Turkish Equivalence, Validity, and Reliability Study of the Foreign Language Classroom Anxiety Scale

by

Fatma Gürsu

This study aims to contribute the Turkish version of the Foreign Language Classroom Anxiety Scale (FLCAS) to education in Turkey. Due to the fact that the original language of this scale is English, it is a handicap for the researcher to use it in his / her studies since to understand and answer this scale; the participants should be capable of understanding items in English. This study contains the research on the validity, reliability, and the language equivalence of the Turkish version of FLCAS. 353 participants of students from Yıldız Technical University Basic English department were administered for this study. The students were from three different levels; 50 students from A level (intermediate), 101 students from B level (pre-intermediate), 151 students from C level (elementary), and also 51 students from C level (elementary) were administered both FLCAS and State Anxiety Scale to see the correlation between language anxiety and general anxiety. In addition to these students, 31 students from Yıldız Technical University, Faculty of Education, English Language Teaching department, who were in upper-intermediate level, were also administered to test consistency between answers of English and Turkish items after one week interval. Exploratory and confirmatory factor analyses were also done. Exploratory factor analysis Kaiser-Meyer-Olkin Measure of Sampling Adequacy value was found as .812, and Barlett's Test of Sphericity Chi-Square value was found as 1416.87 (p<.001). In Confirmatory factor analysis, this three factor loaded scale was confirmed (χ^2/df=2.06, RMSEA=.06). Factor loadings on all factors range between .34 and .95 and test-retest correlation coefficient was found as .85. In addition to these, correlation between FLCAS Total and general anxiety was found as (r=.35, p=.011), and also correlation between Speaking Anxiety In Language Class and general anxiety was found as (r=.38, p=.006). The internal consistency reliability coefficient was .82. Thus, Foreign Language Classroom Anxiety Scale is found out to be a valid and reliable tool to measure Turkish students' anxiety towards English as a second language.

Key words: Anxiety, foreign / second language anxiety, Foreign Language Classroom Anxiety Scale, speaking anxiety, validity, reliability.

ÖZET

Bu çalışma Yabancı Dil Sınıfı Kaygı Ölçeğinin Türkçe uyarlamasını Türkiye'deki eğitim sistemine kazandırmayı amaçlamıştır. Ölçeğin orijinal diliyle (İngilizce) araştırmalarda kullanılması çalışmaya dâhil olan katılımcılar ve araştırmacı açısından engel teşkil edebilmektedir. Çünkü ölçekteki maddeleri anlayabilmek ve cevaplandırabilmek için katılımcıların iyi düzeyde İngilizce biliyor olmaları gerekir. Bu çalışma Yabancı Dil Sınıfı Kaygı Ölçeği 'nin (FLCAS) dilsel eşdeğerlik, geçerlik ve güvenirlik araştırmalarını içermektedir. Yıldız Teknik Üniversitesi Yabancı Diller Yüksekokulu Temel İngilizce Hazırlık Bölümünden 384 öğrenci çalışmaya katılmıştır. Bu öğrenciler üç farklı İngilizce seviyesinden seçilmiştir; 50 öğrenci A kurundan (orta seviye), 101 öğrenci B kurundan (ortaya yakın), 151 öğrenci C kurundan (temel seviye) ve ayrıca 51 öğrenci C kurundan hem genel kaygı hem de yabancı dil kaygısı arasındaki ilişkiyi araştırmak için çalışmaya dâhil edilmiştir. Bu öğrencilere ek olarak Yıldız Teknik Üniversitesi, Eğitim Fakültesi İngiliz Dili Eğitimi Bölümünden İngilizce ve Türkçe maddeleri arasındaki tutarlılığı ölçmek için bir hafta arayla 31 öğrenciye ölçekler verilmiştir. Açımlayıcı faktör analizi ve doğrulayıcı faktör analizi çalışmaları yapılmıştır. Açımlayıcı faktör analizinde Kaiser-Meyer-Olkin ölçüm değeri .812, ve Barlett'in Sphericity Chi-Square test değeri 1416.87 (p<.001) olarak bulunmuştur. Doğrulayıcı faktör analizinde ise üç faktörlü yapı doğrulanmıştır (χ^2/df=2.06, RMSEA=.06). Madde toplam puan korelasyonları .34 -.95 arasında, test tekrar test korelasyonu .85 olarak bulunmuştur. FLCAS'nin tümü ve genel kaygı arasındaki korelasyon r=.35, p=.011, Yabancı Dil Sınıfındaki Konuşma Kaygısı ve genel kaygı arasındaki korelasyon r=.38, p=.006 olarak bulunmuştur. Böylece yapılan araştırmalar sonucunda Yabancı Dil Sınıfı Kaygı Ölçeğinin, Türk öğrencilerin yabancı dil olarak İngilizceye karşı olan kaygılarını ölçmede geçerli ve güvenilir bir araç olarak kullanılabileceği ortaya çıkmıştır.

Anahtar sözcükler: Kaygı, yabancı dil / ikinci dil kaygısı, Yabancı Dil Sınıfı Kaygı Ölçeği, konuşma kaygısı, geçerlik, güvenirlik.

ACKNOWLEDGMENTS

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LIST OF ABBREVIATIONS

FL	Foreign Language
L2	Second Language
FLCAS	Foreign Language Classroom Anxiety Scale
EVTA	Expectancy-Value Theory of Anxiety
ATT	Anxiety Achievement Test
LD	Learning Disability
FLSI-C	Foreign Language Screening Instrument for College
CA	Communication Apprehension
FLRAS	Foreign Language Reading Anxiety Scale
LC	Listening Comprehension
FLLAS	Foreign Language Listening Anxiety
SWALT	Writing Apprehesion Test
CSAS	Chinese Speaking Anxiety Scale
CWAS	Chinese Writing Anxiety Scale
EFL	English as a Foreign Language
SLSAS	Second Language Speaking Anxiety Scale
IELTS	International English Language Testing System

CHAPTER I

INTRODUCTION

1.0 Presentation

This chapter contains four sections. The first is background to the study. Second, the context of the study is presented. Third, the purpose and the scope of the study are indicated. Finally, the significance of the study is highlighted.

1.1 Background to the Study

In today's world, learning a second or foreign language is a must to follow the new regulations and changes around the world in every field. Since English is accepted as a global language, university graduates should also have a good level of English. Although this is known by everyone, learning a foreign language is challenging for most people. As it is supported by Horwitz, Horwitz, & Cope's (1986); MacIntyre & Gardner 's (1989) claims, that is; almost in every educational situation there are students who suffer from anxiety and for many students foreign language classrooms are anxiety provoking places. Several researchers also expressed their apprehension over the quantity of anxiety experienced in language classes (Campbell & Ortiz, 1991; Cope-Powell, 1991; Muchnick & Wolfe, 1982; Price, 1991).

Since nearly most of the second language learners experience language anxiety, it is a necessity to measure this anxiety and to see how much the person is affected from it, which will help the learner to have a successful language learning period or cause the learner to end this process in failure. Like the other educational situations, people who learn English as a foreign language also experience the problem of anxiety. As this is a general problem for the second language learners all around the world, it is also valid for the Turkish learners.

In Turkey, people mostly try to learn English either through formal channels such as school and higher education or informal channels. During their learning period, they have some problems in learning English. As a result of it, they feel that they will not succeed in it. All of these problems either because of anxiety or some other reasons creates a problematic situation for this kind of learners throughout second language learning period. Therefore this study aims to focus on measuring language anxiety. Since in Turkey, we don't have a specific scale to measure the foreign language anxiety, with this study we aim to contribute the

Turkish version of the Foreign Language Classroom Anxiety Scale. The original language of the scale is English and this may cause a problem both for the researcher and the participants of a study since to understand the items of the scale, one should have a good level of English.

The current study aims to contribute the Foreign Language Classroom Anxiety Scale into educational research in Turkey. The inspiration for this study stemmed from the observations on the language learning period of the students. Thinking that if it is possible to measure the anxiety level of the students, it will be easier for the instructors or the teachers to help or support these anxious students in overcoming this feeling which makes life much tougher. As a second step, this study may lead up to the further researches to focus on the ways or techniques of how to overcome this disturbing feeling.

1.2 Context of the study

Yıldız Technical University School of Foreign Languages was established in 1998. The School of Foreign Languages consists of two departments; Basic English Department and Modern Languages Department. Basic English Department serves nearly 2500 students every year. This year with the new regulations only students (from some of the departments), who fails the proficiency exam at the beginning of the academic year, have to attend the preparatory class for a year. To pass the proficiency exam students are expected to get a grade 60 or over. The proficiency exam is a tool to specify the students that will spend a year at preparatory classes. After the prep. class students are defined, a placement test is given to those students. Students' placement into levels, which are; A level (intermediate), B level (pre-intermediate), and C level (elementary), are done according to the scores they get in the placement exam.

1.3 Statement of the Problem

Does the Turkish version of the Foreign Language Classroom Anxiety Scale, which is developed by Horwitz et al.(1986), has the language equivalence, reliability, and validity?

1.4 Purpose and Scope of the Study

The purpose of this study is to investigate the reliability and validity of the Turkish version of the Foreign Language Classroom Anxiety Scale. Therefore, to collect the needed data the following steps were followed while conducting the study:

i. having eight instructors at Yıldız Technical University translate the Foreign Language Classroom Anxiety Scale

ii. forming the Turkish version of the scale

iii. having an instructor from Modern Languages department make backup translation to verify the Turkish version

iv. making the necessary corrections

v. forming the final form of the Turkish version of the scale

vi. administering the scale to 384 students at School of Foreign Languages

vii. administering both the Turkish and English version of the scale to 31 students at Faculty of Education

viii. administering the Turkish version of the scale and general anxiety scale to 51 students at C level preparatory class

ix. analyzing the data

1.5 Research Questions

This study sets out the following research questions regarding The Foreign Language Classroom Anxiety Scale.

1. Does the Foreign Language Classroom Anxiety Scale have language equivalence?
2. Does the Turkish version of Foreign Language Classroom Anxiety Scale measuring in a reliable way?
3. Does the Turkish version of the Foreign Language Classroom Anxiety Scale measuring in a valid way?

1.6 Significance of the Study

This current study on the reliability, validity, and the Turkish equivalence of the Foreign Language Classroom Anxiety Scale is significant for three reasons.

First of all, the main significance of this study is that there isn't a specific scale used in Turkish to measure language anxiety level of the learners or the students in foreign or second language learning period so this is the first one with the validity and reliability studies. Secondly, with the help of this Turkish version of the scale, researchers can administer anyone from different parts of Turkey. Thus, language adequacy is not a limitation anymore. Thirdly, using the received data, further research on how to overcome or solve language anxiety problem can be done.

1.7 Limitations

- This study includes 2010-2011 academic year,
- This study is limited with the students at Yıldız Technical University.

1.8 Assumptions

- It is assumed that the answers of the participants completing both the original and the Turkish version of the Foreign Language Classroom Anxiety Scale reflected their feelings truthfully.
- It is assumed that the number of the participants, who were administered the scale, was adequate.
- It is assumed that the statistical techniques used for this study are appropriate.

1.9 Definition of Terms

- **Anxiety:** Anxiety is a generalized mood condition that can often occur without an identifiable triggering stimulus.

- **Foreign language anxiety:** is the feeling ofuneasiness, worry, nervousness and apprehension experienced by non-native speakers when learning or using a second or foreign language.

- **Validity:** deals with whether a test measures what is supposed to (Underhill, 1987, p.9).

- **Reliability:** is the consistency of evaluation of results (Grounlound & Linn, 1990, p.48).

- **Language equivalence:** is the study which aims to have a consistency in meanings of the items both in the original and the translated forms.

- **Proficiency exam:** is given at the beginning of the academic year. It is a standardized test which determines the students that will spend a year at preparatory classes.

- **Placement exam:** is a standardized test that is given to the students, who fails proficiency exam. The aim of this exam is to determine the levels of the students and to place them in a suitable class.

CHAPTER II

REVIEW OF LITERATURE

2.1. *Anxiety*

Anxiety which is accepted as a basic feeling of human beings is at the same time one of the basic factors which affects learning. The level of this feeling changes from person to person but if the person has a high level of anxiety, the academic achievement and the life standard is negatively affected.

The subjective feelings and behavioral responses of anxious learners are somehow the same for any specific anxiety. They have difficulty in concentrating, they can easily forget, they worry. They prefer missing class or postponing homework (Horwitz, Horwitz & Cope, 1986).

Nearly in every field, various perspectives on anxiety have been put forward. In most of the cases, when there is a threat to the individual's physical or psychological safety during the interactions with society, anxiety occurs.

Researchers have difficulty in agreeing on a concise definition of anxiety (Zhanibek, 2001, cited in Balem, 2009). Anxiety has been defined as "an emotional response to threat to some value that the individual holds essential to his existence as a personality (May, 1977, cited in Wilson, 2006).

Spielberger defined anxiety as "the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system (Spielberger, 1983, cited in Horwitz et al). Spielger also made the distinction between anxiety and fear. Fear is caused by a "real objective danger in the environment" but the hidden reasons of anxiety may not be known (cited in Wilson, 2006).

Anxiety is the subjective feeling of tension, and is a psychological construct commonly described as a state of apprehension, a vague fear that is only directly associated with an object. It is distinctly the frustration and discomfort that many people bear when learning a language (Mahmood & Iqbal, 2010).

According to MacIntyre and Young anxiety is a complex construct which deals with learners' psychology including feelings of frustration, fear, insecurity or apprehension (cited in Llinas & Garau, 2009).

Another definition of anxiety which supports Spielberger's definition is that anxiety is a fear that is caused because of an unknown reason of the problem and it can be seen not only in adults but also in kids. It can be seen in terms of nervousness (Yavuzer, 2003: 101).

2.1.1. Types of Anxiety

2.1.1.1. Anxiety Models

General theories of anxiety can be mentioned using two models: Pekrun's (1992) Expectancy-Value Theory of Anxiety (EVTA) and Bandura's (1991) theory of self-efficacy. Each of these models uses different types of forms to explain anxiety reactions in individuals. Pekrun's (1992) model combines situation-outcome expectancies with action-control expectancies. That is; it is the combination of appraisals of a situation which can be threatening and appraisals about an individual's ability to carry out a solution. Bandura's (1991) theory shows similarity in a way that, when a situation is seen as threatening, the anxiety as a result of it is dependent on an individual's perception to deal with that threat positively. When students face with a threatening learning situation, they have difficulty in concentrating on the task (cited in Pappamihiel, 2002).

2.1.1.2. State and Trait Anxiety

Vasey and Daleiden (1996) state that highly anxious individuals can have a lower limit of threat recognition, often foreseeing uncertain situations as threatening comparing to the anxious ones. It is essential to differentiate between individuals who are generally anxious and the ones who are not as there is a possibility that some individuals have tendency to anxiety more than the others. Spielberger (1983) defines this differentiation as the trait / state anxiety (cited in Pappamihiel, 2002). Spielberger states that state anxiety is not an enduring characteristic of a person's personality. It is a "transitory state or condition of the organism that varies in intensity and fluctuates over time" (Spielberger, 1966, p. 12, cited in Wilson,

2006, p. 42). In other words, state anxiety is a social type of anxiety which occurs under certain conditions. For instance, an individual may not be anxious in everyday life but when he/she is asked to do a speech to a group of people, he/she becomes anxious. This differentiation is very important in the study of anxiety since it helps to make a separation of individuals who are anxious in any kind of circumstances from those who aren't normally anxious.

State anxiety is experienced in particular situations such as before taking exams. It is temporary. Researchers introduced another term for state anxiety which is "situation specific anxiety". According to Spielberger, state anxiety occurs when an individual is in a dangerous or harmful situation (Spielberger, 1983). MacIntyre and Gardner (1991), states that situation specific anxiety is a specific one which happens regularly. There are numerous kinds of situation specific anxiety. For example library anxiety, which is defined as the occurring of negative feelings in a library atmosphere. MacIntyre and Gardner also believes that language anxiety can be one type of situational anxiety because while learning a language, situation specific anxiety reoccurs whenever the learner tries to use the language. MacIntyre and Gardner have considered that the situation-specific approach offers "more meaningful and consistent results" for the study of foreign language anxiety (MacIntyre & Gardner, 1991a).

The author Oh thought of foreign language anxiety as a "situation-specific anxiety that students experience in the classroom which is characterized by self-centered thoughts, feelings of inadequacy, fear of failure, and emotional reactions in the language classroom" (Oh, 1990, p. 56, cited in Wilson, 2006).

Philips also claim that state anxiety is defined as the "reaction" that is a situation-specific trait anxiety (Philips, 1992, cited in Aydın, 2001). Most researchers have accepted the idea that foreign language anxiety which is related to the language learning context is a situation specific anxiety. It can play a significant role in creating individual differences in language learning (Tallon, 2009). Horwitz, Horwitz & Cope (1986) argue that people who feel qualified in their native language can feel not qualified when they are asked to do a task in a second language. Gardner also states that the best way to describe foreign language anxiety is to express it as a form of situation-specific anxiety (Gardner, 1979; Horwitz et al. 1986; MacIntyre, forthcoming). That is, it is neither a trait anxiety which generally refers to an individual's character, nor is it state anxiety, although it often shows itself in physiological signs (Bailey, Daley, & Onwuegbuzie, 1999).

Trait anxiety has been defined as "a constant condition without a time limitation" (Levitt, 1980, p. 11). Also it is a stable future of personality as Spielberger defines as "an acquired behavioral disposition that predisposes an individual to perceive a wide range of objectively non-dangerous circumstances as threatening" (Spielberger, 1966, p. 16, cited in Wilson, 2006). Spielberger also adds that some individuals become anxious and see everything as threatening no matter what the situation is. This is because anxiety is a part of their character.

According to Phillips, trait anxiety is "a relatively stable tendency to exhibit anxiety in a large variety of circumstances" (Phillips, 1992). Philips also states that it is "the tendency to react in an anxious manner" (1992).

Finally, MacIntyre and Gardner have claimed that traits don't have a meaning when behavior occurs with an individual in a context unless they are considered in interactions with situations (1991).

2.1.1.3. Facilitative and Debilitative Anxiety

Facilitative anxiety and debilitative anxiety have been distinguished (Alpert and Haber, 1960; Bailey, 1983; Kleinmann, 1977; Scovel, 1978 cited in Llinas, Garau, 2009). Facilitating anxiety is a kind of anxiety that improves learning and performance. Facilitative anxiety helps the learner to be more alert which is a positive point in achieving the task.

In the study of Peters and Harris (1970), achievement anxiety as an individual difference in case of notetaking conditions during a lecture presentation, was examined. According to the results of the study, Peters and Harris suggested that high levels of facilitative anxiety or helpful anxiety had more benefits comparing to the low levels of facilitative anxiety on posttest performance. Conversely, students with a low level of debilitative anxiety had better scores than the ones with a high level of debilitative anxiety. In addition to these results the authors stated that "As would be predicted from the theory underlying the achievement anxiety state.... Debilitating anxiety was found to be negatively related to performance while facilitative anxiety was found to be positively associated with performance in the learning situation" (p. 120, cited in Carrier, Higson, Klimoski, & Peterson, 1984).

In the study of Peter and Harris (1970), Alpert and Haber's Anxiety Achievement Test (AAT) was used. This test was developed by Alpert and Haber in 1960. The instrument includes two scales, one to measure facilitative anxiety and the second measures debilitative anxiety with 25 items in each. This instrument is a 5 point Likert-type scale. The respondent indicates the degree to which the statement is true for him or her. "Initial testing of the instrument by Alpert and Haber resulted in reasonably high test-retest reliability over time: 10 week intervals= .83 (facilitative) and .87 (debilitative); 8 month intervals= .75 (facilitative) and .76 (debilitative)" (p. 135, Carrier, Higson, Klimoski, & Peterson, 1984).

Walsh, Engbretson, & O'Brien (1968) defines facilitative achievement anxiety as being healthy and productive while debilitative anxiety is said to interfere with positive actions. In the study of Carrier, Higson, Klimoski, Peterson (1984), students with high debilitative anxiety were predicted to take lower notes, to be less efficient in their notetaking and not to perform as well as the students with lower levels of debilitative anxiety or those with high or low levels of facilitative anxiety. Since facilitative anxiety improves learning and performance, it was expected by the authors that if the students had high amounts of it, they would have better performance comparing to the lower amounts.

Horwitz suggests that facilitative anxiety can be helpful to students in easy tasks but not for language learning. On the other hand, Krashen states that facilitative anxiety has a positive effect on language learning in conscious learning tasks. Also, according to Scovel (1991) facilitating anxiety motivates the learner for the new learning task.

When it comes to debilitating anxiety, it is called the negative type of anxiety since it gives harm to learner's performance (Scarcella & Oxford, 1992). It restrains the learner from performing a task in the language class. That is, learners get nervous with an unpleasant feeling which causes their performance to result in a failure. It is also this failure that causes learners to feel insecure and to have poor performance problems in language class (MacIntyre & Gardner, 1991; Steinberg & Horwitz, 1986).

Some research suggested that different levels of facilitative anxiety and debilitative anxiety can be seen in the same individual at the same time: Albert and Haber (1960) stated that "an individual may possess a large amount of both anxieties, or of one but not the other, or of none of either" (cited in Wilson, 2006, p. 45). Also Scovel argues that these two anxiety types work together in a normal person to motivate and warn as the individual masters new

facts about the language learning environment so a good performance can be obtained with enough anxiety arousal.

2.2. Foreign Language Anxiety

A study by Horwitz (1986) became the starting point for the term "foreign language anxiety" or "language anxiety" (Llinas & Garau, 2009). Horwitz, Horwitz and Cope (1986) were the first to outline the term "foreign language anxiety". In their book Language anxiety, Horwitz & Young (1991) stated that:

> For the past decade, questions about anxiety and language learning have emerged
>
> in virtually every aspect of language instruction. . . . Language teachers have long
>
> been aware of the fact that many of their students experience discomfort in the
>
> course of language learning [yet] researchers have been unable to establish a clear
>
> picture of how anxiety affects language learning and performance. (p. xiii)

Although general communication anxiety has an important role in developing foreign language anxiety, it is different from foreign language anxiety in terms of certain characteristics such as fear of making mistakes. Horwitz et al. (1986) defines foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 31, cited in Pappamihiel, 2002). Gardner also states that the best way to describe foreign language anxiety is to express it as a form of situation-specific anxiety (Gardner, 1979; Horwitz et al. 1986; MacIntyre, forthcoming).

Horwitz, Horwitz & Cope draws parallels between foreign language anxiety and three performance anxieties:1) communication apprehension; 2) test anxiety; 3) fear of negative evaluation. Communication apprehension is a type of shyness which is formed by communication anxiety that is seen as the person starts to communicate with people. Some communication apprehension signs can be difficulty in speaking in groups, difficulty in listening or learning a spoken message. Since learners of foreign language have difficulty in speaking and understanding in the target language, they have the feeling that they lose control

hence even the talkative people become silent in language classes. Test anxiety refers to fear of failure. Test anxious learners have a feeling that they should do perfect in the exams otherwise it will be a failure. Fear of negative evaluation can be seen anywhere such as in job interviews or in a language class. It is the feeling that others would evaluate one negatively. Although communication apprehension, test anxiety, and fear of negative evaluation provide useful meanings for foreign language anxiety, Horwitz, Horwitz & Cope propose that foreign language isn't formed by the combination of these three. They believe, as language learning is a unique process, foreign language anxiety should be thought as a complex of feelings, beliefs, and behaviors related to language classes (Horwitz & Young, 1991).

In addition to Horwitz's suggested model, Tobias (1986) suggested another one by analyzing the effects of anxiety within three stages: 1) input, 2) processing, 3) output. The first stage is the input stage, in which learners are presented with new information by assigning meaning to what they see or hear. In this first stage learners have to process a lot of things, learners' anxiety interferes with the other two stages. That is; learners may miss some of the new information so they try hard to complete the missing parts (MacIntyre & Gardner, 1994). MacIntyre & Gardner (1994) states that learners have difficulty in encoding information of the written texts or rapid speech which include difficult structures. At this stage, learners become anxious as they have difficulty in encoding the new information. The second stage is the processing stage, in which learners process the new information given in the first stage. At this stage, learners groups and stores the input. High anxiety levels prevents learners from learning new information in the case of language learning (Onwuegbuzie, Bailey, & Daley, 2000, cited in Balem.R, 2009). The third stage is the output stage, in which learners try to use the information that they have learned (Onwuegbuzie, 2000, cited in Balem.R, 2009). At this stage, although they have learned the new information, because of anxiety, learners retrieve the information slowly. In addition to this, high anxiety causes learners to have limited output. MacIntyre & Gardner (1994) studied Tobia's anxiety model at the input stage, because of anxiety, learners have difficulty in understanding long sentences and holding the verbal items in the short term memory. It is stated that anxious learners are able to enter a small amount of verbal items in the processing stage. Comparing with the non-anxious learners, anxious learners cannot quickly recognize that a new word is being presented in the target language. To sum up, MacIntyre & Gardner state that language learning process depends on the successful completion of these three stages as the stages

cannot be thought independently. If the learner completes each stage successfully, the result will be a good performance in the output stage otherwise it would be just the opposite.

For many learners, language classes are anxiety-provoking classes and almost everyone has experienced anxiety while trying to learn a second language. In today's foreign language classes although learners are not expected to make perfect sentences, anxious students do not often accept making mistakes as a step in language acquisition. Instead they are afraid of making mistakes and when the teacher corrects their mistakes, they feel uncomfortable and constantly tested. Therefore they have difficulty in volunteering during the lessons. In addition to this, some students hesitate to tell what they know or the correct answer in the language class due to their anxiety which causes to lose their self-confidence. MacIntyre, Clement, Dornyei, Noels (1998), Clement, et al., 1977; MacIntyre, et al., 1997 suggested close links between foreign language anxiety and self-evaluation. They also suggested that these two could be considered as a single construct: self-confidence. Matsuda and Gobel (2001) also suggested the importance of self-confidence in naming components of foreign language anxiety. Cheng et al. (1999) found an important relationship between "low self-confidence in speaking English" and "low self-confidence in writing English". Similar to this finding, Matsuda and Gobel's (2001) finding indicated that there was a strong link between "low self-confidence in speaking English" and "reading confidence/enjoyment". Supporting these findings Gardner et al. (1997) reported that confident learners had low levels of anxiety and a feeling that they had the ability to perform well, whereas less confident learners experienced higher anxiety and felt they didn't have the ability to perform well.

Some researchers claim that learners' anxiety about foreign language is a consequence of their foreign language learning difficulty. Foreign language educators also have dilemma of why for some learners foreign language learning process happens quickly while others who have the same opportunities fail at this task. According to Sparks and Ganschow (1991); among the educators these students are referred to as "underachievers". They have taken motivation and aptitude as a main concern to understand individual variations in foreign language learning ability. For the past years, authors and learning disability (LD) specialists have studied the native and foreign language learning characteristics of students who are unable to success foreign language requirements. Sparks and Ganschow's investigation about these studies leads them to suspect that both learning disability and underachieving students have problems in their native language which contributes to their inability to learn a second one.

Gardner (1985), Garner & MacIntyre (1993), learning disability specialists, Ganschow and Sparks (1986) emphasize that students who have learning disability should be accepted as examples of learners that suffer basic native language skill deficits. By drawing attention to this point, they borrowed the term "linguistic coding deficit" from learning disability literature to support foreign language learning difficulties experienced by intelligence LD students who had problems with using language to code information. The problems mainly consisted of phonological, syntactic, or semantic coding. Taking the linguistic coding deficit hypothesis into consideration, Sparks & Ganschow (1991) propose that these linguistic coding difficulties causes affective factors such as low motivation and high anxiety which are the main causes of foreign language learning problems. Later on Sparks & Ganschow designed the Foreign Language Screening Instrument for Colleges (FLSI-C) both to define and measure learning difficulties occurring with learning a foreign/ second language, and to identify the students of traditional college classes who are at-risk. The FLSI-C, includes 29 items which relate to the learning characteristics of LD students. It analyzes foreign language learning difficulties under four headings: 1) foreign language learning history, 2) developmental history, 3) academic learning history, 4) tests and classroom learning characteristics. Their study had internal consistency and validity. With their findings, Sparks, Ganschow, and their colleagues came to the result that anxious students had weaker native language skills comparing to the less anxious ones (Chen & Chang, 2004).

Sparks and Ganschow add that when a group of learners has poor native language skills, they mostly have a feeling of anxiety in their language classes. They state that native language skills are the basis for the development of successful foreign language learning. In a recent paper, Sparks and Ganschow (2007) made a study on the role of anxiety with regards to native language and foreign language proficiency over an extended time. By looking at their findings, they state that learners who have high levels of anxiety about foreign language learning may also have the lowest levels of native language skills and therefore, foreign language anxiety and learner's native language learning skills are related. On the other hand Horwitz and MacIntyre oppose this belief saying that foreign language anxiety is the main reason for poor performance in language classes. They also disagree with Sparks and Ganschow's (1995) claim which is that "anxiety about foreign language learning is likely to be related to anxiety about native language learning" noting that various studies have resulted in showing that language anxiety and foreign language tasks have a significant correlation but these tasks are not the ones which exist in the native language.

Different from the other researchers, Young (1991) claims that there are at least six sources of language anxiety. Some are related to the learner, to the teacher, and to the instructional practice. According to Young, language anxiety comes from: 1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language learning; 4) instructor-learner interactions; 5) classroom procedures; 6) language testing. Young states that the sources of language anxiety identified, is interrelated in the light of MacIntyre & Gardner's theory of foreign language anxiety, which is that language anxiety isn't the starting point for the learners, and, thinking of this anxiety, it must be state anxiety. Supposing that MacIntyre & Gardner's theory is true, Young suggests that the problem in language anxiety isn't the learner, that is, the student but the methodology. Young suggests; "Student language anxiety might be an indication that we are doing something fundamentally unnatural in our methodology" (Young, 1991, p. 429).

Since the mid 1960s researchers have found out that anxiety interferes with foreign language learning. According to Krashen, anxiety makes the learner unreceptive to language that is; the learner can't take in the messages in the target language (Krashen citied in Horwitz, Horwitz &Cope, 1986).

The studies which have been done on anxiety and language learning indicate that the communication strategies learners use in language classes can be affected by the anxiety feeling that learners have. That is; learners with high level of anxiety try to avoid attempting personal messages in the target language. They believe that unless they express themselves correctly, they shouldn't say anything in the foreign language. Such beliefs must be one of the reasons that produce anxiety since learners are expected to communicate in the second language before fluency is attained (Horwitz, Horwitz & Cope). This belief of the uncomfortable learners leads the researchers to focus on the relationship between foreign language anxiety and personality characteristics. This personality characteristic is related to perfectionism. These perfectionist learners set high standards for their performance in the foreign language learning process. These learners wouldn't be satisfied with their performance unless they have no grammatical or pronunciation errors. Perfectionist learners would prefer to remain silent in class until they are sure of how to express their thoughts. Recently researchers come to the point that perfectionism, like anxiety can itself be a source of unsuccessful learning performance. In his book, Teaching Problem Students, Brophy (1996) argued:

Perfectionists show unsatisfactory achievement progress because they are more

concerned about avoiding mistakes than about learning. They are inhibited about

classroom participation and counterproductively compulsive in their work habits. (p. 112)

The suggestion that perfectionist learners set high standards, which accompanied by a fear of failure, is reflected in MacIntyre and Gardner's anxiety model (1991):

Thus, foreign language anxiety is based on negative expectations that lead to

worry and emotionality. This leads to cognitive interference from self-deroga-

tory cognition that produces performance deficits. Poor performance and nega-

tive emotional reactions reinforce the expectations of anxiety and failure, fur-

ther anxiety being a reaction to this perceived threat. (p.110)

Although the relationship between foreign language anxiety and perfectionist students has been discussed, no study has examined the connection. For this reason, Horwitz and Gregersen made a study to identify examples of perfectionism in anxious language learners. In order to do this they audio recorded the comments of anxious and non-anxious learners as they watch themselves participate in a videotaped oral interview. The results of this study show that foreign language anxiety and perfectionism can have similar signs in anxious language learners (Horwitz & Gregersen, 2002).

One of most mentioned problems anxious learners face in language classes is speaking. Learners often complain that whenever they respond to a drill or they are asked to participate in a role play, they "freeze" that is; they can't say what they have in mind because they are afraid of not being understood. They often had previous negative experiences in language classes. An unsuccessful learning experience could lead a learner to the conclusion that only people with special learning ability can learn a foreign language and they come to the point that they don't have that ability. They also add that although they know a grammar point, they forget it during the tests or oral practices. And if the learner is aware of his /her mistakes while speaking or during a test, anxiety level may become higher at that moment (Horwitz, Horwitz & Cope, 1986).

Gregersen (2003) defines foreign language anxiety as cyclical. As learners make errors, they become more anxious and this goes on visa versa. According to various studies, students who have high levels of anxiety, cause teachers problems since anxiety and learning

are connected. In language classes, increased level of anxiety can have various negative effects on learners such as they don't volunteer to participate in class activities. High anxious learners believe that they make more errors than they actually make so by this way they are creating a cyclical syndrome. Gregersen indicates that anxious and non-anxious learners react to the errors differently. Since anxiety seems to be a source in negative reactions that the anxious learners have towards their errors, teachers should help such students by reducing classroom tension, creating a more relaxed and friendly atmosphere as it has an effect on learning process. It has been claimed by the previous studies that too much anxiety will avoid the learning situation and in addition to these, Aida (1994) has stated that when teachers take necessary precautions for the anxious learners to overcome their anxiety, learners will learn more effectively.

To sum up, language anxiety is a complex phenomenon. It shows itself in students who are different in their ethnic background, learner personality, earlier language experience, and classroom situations. As a result, its effect on learning can't be easily evaluated.

2.2.1. Foreign Language Anxiety and Foreign Language Achievement

Most of the learners express that learning a second language is a difficult thing which causes the learners to have a feeling of fear or uneasiness. Since foreign language anxiety was separated from other types of anxieties, many of the researchers agree that foreign language anxiety has an effect on learner's attitudes and their achievement in language learning. In most cases, it is asserted that foreign language anxiety can cause learners to experience trauma or disturbance of self-confidence (Zheng, 2008, cited in Avan, Azher, Anwar, & Naz, 2010).

As a result of various studies, Onwuegbuzie and his colleagues found a relationship between foreign language anxiety and foreign language achievement. The results of their studies showed that the best way to measure academic achievement is to look at the overall grade point average. Onwuegbuzie, Bailey, & Daley, (2002) who made a study on 190 university students who enrolled in Spanish, French, and German courses, came up with a result that the relationship between the students' foreign language achievement and some variables such as grades and students' expectations of their performance in language classes were mediated by the foreign language anxiety. Their findings of their overall studies

indicated that a kind of anxiety specific to language learning exists, which has negative effect on language learning (Bailey, Onwuegbuzie, & Daley, 2003, cited in Sparks & Ganschow, 2007).

Another study on the relationship between foreign language anxiety and students' achievement is done by a group of researchers in Pakistan. The research included students from 25 departments of University of Sargodha. The result of the study shows that language anxiety and achievement have a negative relation with each other. That is; students with higher levels of foreign language anxiety had a poor performance than non-anxious students. This result is quite consistent with the previous studies made by Batumlu and Erden, 2007; Horwitz, 2001; MacIntyre & Gardner, 1991b (cited in Awan, Azher, Anwar, & Naz, 2010).

Batumlu and Erden (2007) studied the relationship between foreign language anxiety and students' English achievement at university level. The study included 150 Turkish students of preparatory class from different levels, measured by Foreign Language Classroom Anxiety Scale and to determine their achievement level the average of students' first and second midterm grades were taken. The results of the study showed that there existed a negative correlation between students' foreign language anxiety and students' English achievement.

There have been various studies with different target languages which come up with a result showing that there is a negative relationship between language anxiety and language achievement. This result was also indicated in the studies of Horwitz (1986), MacIntyre and Gardner (1989), Aida (1994), Rodriguez (1995) (cited in Horwitz, 2001). In the first study of Horwitz (1986) the correlation between foreign language anxiety and the grades of the students were examined which resulted in a significant moderate negative correlation indicating that students with higher levels of foreign language anxiety both expected and got lower grades comparing to the less anxious ones. In their research MacIntyre and Gardner (1989) found a similar result that is; there existed significant negative correlations between language anxiety which was measured by French class anxiety and performance on a vocabulary learning task (Horwitz, 2001).

On the other hand, some researchers claim that this may not be the same for all language learners. For example, Chastain, who examined the relationships between anxiety and course grades in French, German, and Spanish, found negative correlation. Highly

anxious students in French, German, and Spanish received better grades than less anxious ones. Another study which proves this claim is done by Young. She made a study to see whether French, German, and Spanish anxiety has an effect on oral proficiency or not. At the end of her study she found negative correlation between oral proficiency grades and some of the anxiety scales (Aida, 1994).

There have been a number of studies which has tried to find out the existence of foreign language anxiety independent of language achievement. To understand the relationship between foreign language anxiety and language achievement, Sparks & Ganschow and their colleagues such as Ganschow, Sparks, Anderson, Javorsky, Skinner, and Patton, 1994; Sparks & Ganschow, 1991; Sparks & Ganschow, 1996, propose the Linguistic Coding Differences Hypotheses and offer a theoretical perspective based on their view:

Foreign Language learning is primarily based on one's

native language learning ability (i.e., language aptitude),

students anxiety about Foreign Language learning is likely

to be a consequence of their Foreign Language learning

difficulties, and students language learning ability is a

confounding variable when studying the impact of affective

differences (e.g., anxiety, motivation, attitude) on Foreign

Language learning (Sparks, Ganschow, & Javorsky, 2000,

p. 251, cited in Horwitz, 2001).

It is important to differentiate the role of anxiety in language learning from its role in language performance, in realizing the connection of anxiety and achievement in language learning. It is said to be difficult to decide if anxiety has really meddled with learning, or anxious learners simply have difficulty in using the language competence they have gained.

2.2.2. Foreign Language Anxiety and Language Skills

A large number of studies have proven that there is a negative relationship between anxiety and academic performance in language learning. Foreign language anxiety has been the main title for many studies in the last years. When the focus is language, we can't separate it from the four traditional language skills which are reading, writing, speaking, and listening. Researchers have started to investigate the specific types of anxiety in relation to language skills such as foreign language writing anxiety (Cheng, Horwitz, & Schallert, 1999; Daly & Miller, 1975), foreign language reading anxiety (Satio, Garza, & Horwitz, 1999), and foreign language listening comprehension anxiety (Kim, 2000; Vogely, 1998) (cited in Pichette, 2009).

2.2.2.1. Foreign Language Reading Anxiety

Much of the research on text anxiety shows that anxiety can have an effect on learners' oral performance in a positive or negative way. Steinberg (1982) made a study on the role of anxiety on second language oral performance. The result of the study showed that students with higher level of anxiety tended to be less subjective and more objective in their oral responses comparing to the students with lower level of anxiety. Young also made a study to investigate if anxiety and foreign language oral performance have a relation or not. In the study two independent instruments, a Self-Appraisal of speaking Proficiency and a dictation test were used. Results indicated that there was a negative correlation between oral proficiency interview and anxiety.

Since the United States has immigrants from different cultures and countries, there a lot of people who speak and learn English as a second language. Therefore, it is another item to be studied on for the researchers. A group of those researchers, Mejias, Applbaum, Applbaum, Trotter II made a study on a group of Mexican American students. According to Krashen (1981, cited in Mejias, Applbaum, Applbaum, Trotter II), Mexican American students, who use Spanish and English with different levels of proficiency in educational situations, may experience communication apprehension. This communication apprehension can be defined as an individual's fear or anxiety related to either a real or anticipated communication with other people. It was stated in Horwitz & Young (1991) that:

> The level of communication apprehension manifested by the student is
>
> potentially critical in learning process because students who experience

a high degree of communication apprehension are unlikely to participate

fully in the learning situation. If a student is apprehensive about commu-

nicating in a particular language –whether English or Spanish- he or she

will have negative affective feelings toward oral communication and will

likely to avoid it. In the light of the fact that even native English language

speakers who are highly apprehensive are more passive in the classroom,

the student who isn't highly proficient in English would be expected to

exhibit high CA levels and passive classroom behaviour (p. 88).

Mejias, Applbaum, Applbaum, & Trotter II made a study on Mexican Americans students at college and high school in the United States. In order to measure communication apprehension of college students, the Personal Report of Communication Apprehension (PRCA-24) instrument and to measure high school students' CA, the Personal Report of Communication Apprehension (PRCA-10) instruments were used. PRCA-10 comparing to PRCA-24 is shorter, concerning the individual's feelings about communication with other people. This instrument is used for high school students because the time constraints didn't permit employing the longer form. On the other hand, PRCA-24 has two versions. In the study, the first version was directed toward measurement of CA related to speaking in English, while the other version was intended to assess feelings of apprehension related to speaking in Spanish. Both versions of the PRCA-24 were administrated in English. The result of this study showed that their study supported the previous studies' findings that there were significant positive correlations between individuals' CA in the two languages. It was also suggested that as the communication apprehension level in the native language increases, students will experience a higher level of difficulty in learning the second language.

According to Horwitz et al., the origin of foreign language anxiety is the threat to a person's self-concept which is caused because of an imperfectly mastered second language. In the light of this view, foreign language anxiety is mostly associated with the oral aspects of language use that is; listening and speaking. Indeed, most of the discussions focus on the difficulties caused by oral performance in the foreign language classes and the primary instrument used to measure foreign language anxiety is the Foreign Language Classroom Anxiety Scale including 33 items, 20 of which focus on listening and speaking. At first

glance, it would seem that reading would be the least affected skill based on language anxiety, but in fact since reading is an individual act; if the individual is an incompetent learner, the success in reading will not be possible. Two aspects of reading would seem to have great potential for assuring anxiety: 1) unfamiliar scripts and writing systems, 2) unfamiliar cultural material. Horwitz, Saito, Garza states that anxiety is expected when a reader can figure out the words of a foreign language text. From this perspective reading anxiety separates from general foreign language anxiety. To support this view Vande Berg's study can be given as an example. Berg (1993) made an informal survey on 29 students in an introductory French literature class. 12 of the students reported that they found reading French difficult. Taking the result of this survey into consideration, she suspected that reading is indeed anxiety provoking for students at this level and that students should be prepared for the reading tasks (Berg, 1993, cited in Saito, Horwitz, Garza, 1999). Saito, Horwitz, and Garza made a study on the levels of anxiety in three target languages (French, Russian, and Japanese). Three-hundred eighty-three university students of French, Japanese, and Russian courses took role in this study. Two instruments; Foreign Language Classroom Anxiety Scale (FLCAS) and an instrument specifically developed to measure anxiety related to reading, which is Foreign Language Reading Anxiety Scale (FLRAS), were used in this study. FLRAS assures students' self-reports of anxiety over different aspects of reading, their understanding of reading difficulties in their target language, and their understanding of difficulty of reading in comparison to the difficulty of other language skills. FLRAS includes 20 items scored on a five-point scale. The result of their study indicated that Japanese learners' reading anxiety levels were the highest among the three language groups. Learners' of French experienced higher anxiety than the Russian learners. It is also stated that the students become nervous when they have to read about the topics, they are unfamiliar. This study found that students' reading anxiety levels increased together with their understandings of the difficulty of reading in their foreign language. Saito, Horwitz, & Garza (1999) state that:

> Although we believe that this study provides strong
>
> evidence for the existence of foreign language reading
>
> anxiety, as is the case in all considerations of anxiety,
>
> it is difficult to be sure whether anxiety is the cause
>
> or effect of the difficulties observed (p. 215).

On the other hand, Sparks et al. (2000) completely rejected Saito et al.'s (1999) hypotheses about foreign language reading anxiety, stating that it was nearly the same with Horwitz et al.'s (1986) hypotheses about general foreign language anxiety. They rejected Saito et al.'s explanation about foreign language reading anxiety on four grounds. First, related to reading acquisition research, Sparks et al. (2000) by examining the studies, indicated that the basis of reading words and reading comprehension is students' language processing skill. Sparks et al. also added both the significance of the relationship between reading difficulty and poor phonological processing skills; and the similarity of L1 and L2 in reading comprehension and the development of word decoding.

Second, Sparks et al. (2000) criticized the Foreign Language Reading Anxiety Scale as it shuffles reactions among language skills and anxiety that Horwitz' FLCAS does within affective variable and students' language skills. Thus, "the authors of the FLRAS cannot be certain whether their scale is measuring FL reading anxiety, FL reading skill, or both" (p. 252).

Third, the authors faulted Saito et al. for not succeeding to select their subjects randomly related to the problems in research design. This failure leads to the study's internal validity and the conclusion that a given FL is associated with higher levels of FL reading anxiety to weaken.

Fourth, the authors criticized Saito et al.'s study for not measuring the participants' level of reading skill both in native and foreign language. They suggested that only by controls for native and FL language ability variables, researchers can be sure of the role of affective variables in foreign language learning.

As a response to these discussions, Horwitz (2000, 2001) argued that in all kinds of learning including foreign language learning, anxiety is a well-documented source of interference and the participants of their study were college students with at least average language ability. Finally, Horwitz criticizes Spark et al.'s argument with these sentences:

> It is easy to conceptualize foreign language anxiety as a result of
>
> poor language learning ability. A student does poorly in language
>
> learning and consequently feels anxious about his/her language class.
>
> Conversely, a student might do well in the class and feel very confi-

dent. The challenge is to determine the extent to which anxiety is a

cause rather than a result of poor language learning (p. 118).

2.2.2.2. Foreign Language Listening Comprehension Anxiety

Another type of anxiety studied on was listening comprehension anxiety. As listening has been the most frequently used language skill in the classes, many researchers have focused on making listening comprehension (LC) an active part of the language classroom (Byrnes, 1982; Dunkel, 1986; Weissenrieder, 1987; Lund, 1990; Feyten, 1991; Harlow and Muyskens, 1994; Vogely, 1995; among others, cited in Vogely, 1998). By looking at the research results on foreign or second language learning, it can be said that anxiety directly affects motivation and creates a negative response to the foreign language which is being studied. Therefore, in language classes, the importance of foreign language listening comprehension is becoming a priority. In most of the studies on language learning anxiety, students have addressed to the difficulty they have in speaking which later on provided a need to study the listening comprehension anxiety. Krashen's (cited in Vogely, 1998) statement supports this need, which is, when the text is incomprehensible for the student, listening comprehension will be anxiety provoking just like the speaking anxiety.

Another view related to listening comprehension anxiety belongs to Scarcella and Oxford (1992, cited in Vogely, 1998). They believe, when the student feels that the task they are asked to do is too difficult or unfamiliar, listening anxiety occurs. The level of this anxiety increases when the students have an impression that they must understand every word they hear and perfect pronunciation, good grammar knowledge, massive amounts of vocabulary, overseas experience are needed to be good at a language (Horwitz, 1987, cited in Vogely, 1998). As a result, the listening anxiety occurs because of a low level of self-confidence in listening which Joiner (1986) defines as a negative listening self-concept.

In Vogely's (1995) early study, he stated that for learners to become affective listeners, they must actively participate in the learning process. To provide this kind of active participation, Young (1991) emphasizes that a learner centered, low-anxiety classroom environment is needed. In their edited volume, Horwitz & Young (1991) discussed the language anxiety in terms of anxiety which is caused by speaking the foreign language. The

chapter in that volume by Price (101) presents the results of her study in which she examined "the question of foreign language anxiety from the perspective of the anxious language learner" (102). The participants of the study reported that the sources of the anxiety in the classroom were related to either the speaking skill or the personality variables. When it came to listening comprehension anxiety, it was mentioned as more often than not, in general terms.

Vogely states that "with the emphasis on input processing and the popularity of introductory textbooks that give listening comprehension an increasingly significant role in foreign language learning, language comprehension anxiety merits closer examination" (p. 68). She made a study on the foreign language students to explore the sources and solutions of the listening comprehension anxiety like the study by Price. In her study 140 participants were included. The students in the study registered the first three semesters of university-level Spanish courses. The study aimed descriptive research. Therefore, immediately after the LC part of the exam, the questionnaire was distributed so that the probability of the students' experienced LC anxiety was high and all of the students responded. The participants were given a questionnaire including the information: 1) whether they were experiencing listening anxiety or not; 2) if they did, what made them anxious when participating in a listening comprehension exercises; 3) what types of settings, exercises helped them to lower their anxiety level. The analysis of the questionnaire consisted of two parts: 1) analysis of students' responses about sources of LC anxiety; 2) examination of suggestions for reducing LC anxiety. The participants' comments on sources of LC anxiety grouped under four general categories: a) LC anxiety associated with characteristics of foreign language input; b) LC anxiety associated with processing-related aspects of foreign language; c) LC anxiety associated with instructional factors; d) LC anxiety associated with attributes of the teacher or learner. The result of this study showed that 91 percent of the students experienced LC anxiety. Students in this percentage associated LC anxiety with the categories suggested above that is; 51 percent of the students related LC anxiety to characteristics of foreign language input, 30 percent of the students related LC anxiety to process-related factors, 6 percent of the students related it to instructional factors and finally 13 percent of the students related it to personal and interpersonal variables. The participants' solutions for reducing LC anxiety consisted instructional factors (% 60), and input characteristics (% 31). As this study didn't consist of inferential statistics, the findings should be limited with the context of the sample used in this study. The findings can only provide information about the possible reasons of listening comprehension anxiety and possible solutions to reduce that anxiety. It

was suggested in this study that the first step should be to provide students' self-confidence in foreign language classroom. Vogely also suggests that: "When teachers and students make the shift from listening for correctness to listening for a message, the motivation to understand increases and the fear of being 'wrong' decreases". By this way learners will have positive attitudes toward the foreign language and its speakers.

In 2000 Kim made a study on 253 Korean university EFL learners to see the relationship between general foreign language anxiety and foreign language listening anxiety. As an instrument to measure general anxiety; Foreign Language Classroom Anxiety was used. For foreign language listening anxiety, she used the Foreign Language Listening Anxiety (FLLAS), which she developed. The results of her study showed that a majority of learners experienced foreign language listening anxiety which included two factors: tensions and worry over listening English (FLLAS1) and lack of self-confidence in listening (FLLAS2). She stated that listening anxiety is related to both general foreign language anxiety and listening proficiency; and that foreign language listening anxiety is related to but at the same time independent from general foreign language anxiety.

2.2.2.3. Foreign Language Writing Anxiety

According to Cheng, Horwitz and Schallert; second language writing anxiety is a language-skill-specific anxiety and low self-confidence seems to be an important component of it. Since the 1970s the research on the relationship between writing apprehension and personality characteristics supported that writing apprehension is a distinct form of anxiety, unique to written communication (Burgoon & Hale, 1983a, 1983b; Daly & Wilson, 1983; Stafford & Daly, 1984; cited in Cheng, Horwitz and Schallert, 1999). With the development of the writing apprehension test by Daly & Miller (1975a), the importance of the influence of writing anxiety, has been proved. Various studies indicated that the quality of the encoded message, the individuals' actual writing behavior, their writing performance and the tendency to take writing courses are negatively related to writing anxiety.

When we take a look at the studies' literature, only a few of them have focused on writing anxiety. The majority of these studies have adopted the foreign language version of the Dally-Miller writing Apprehension Test (SLWAT) as their main research tool. Moreover these studies generally consisted of the equally balanced groups of students who learn English

as a second language. Because of the deficiency of research on writing anxiety in second language learning and the lack of studies from different cultures, it is not possible to define the nature of writing anxiety completely.

As it was mentioned in Horwitz & Young (1991), with an increase in the amount of studies on writing apprehension in the first language, there has been a parallel increasing interest in the role of anxiety in foreign language learning. A number of studies have supported the teachers' common beliefs that foreign language anxiety predominates among foreign language learners in various educational contexts (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1989; Proulx, 1991; Truitt, 1995; cited in Cheng, Horwitz, & Schallert). Gardner's (1985) and Horwitz et al.'s (1986) conceptualization of foreign language anxiety as a kind of situation-specific anxiety unique to foreign language learning has been sustained by studies using a scale especially designed for foreign language anxiety. But still some theoretical questions remain such as instruments to measure second language anxiety are mostly dominated by items referring speaking anxiety in a classroom situation. The studies on anxiety have led to a conceptual link between second language writing anxiety and second language classroom anxiety. On the one hand, these two are two different constructs; on the other hand, they share various assumptions. For example, fear of being evaluated or negative effect towards communication. Although these commonalities suggest a relationship between these two constructs, there has been no study which directly examines how second language classroom anxiety and second language writing anxiety are related to each other.

In response to the problems suggested above, Cheng, Horwitz, & Schallert (1999) made an empirical and systematical study on the constructs of second language classroom anxiety and second language writing anxiety. English majors at four universities in Taiwan. The participants were taking both English speaking and English writing classes during spring in 1997. The final sample consisted of 433 Taiwanese English majors. The participants were asked to answer a questionnaire consisting of foreign language classroom anxiety scale (FLCAS), writing apprehension test (SLWAT), and a background questionnaire. The background questionnaire aimed to get information about both demographic data and their self-perceived proficiency in English speaking and writing. To suit the second language learning situation (English as a Foreign Language) in Taiwan, they made several modifications on the SLWAT and FLCAS. "English" or "in English" was added to items of the original Daly-Miller Writing Apprehension test so that the participants would report their feelings on second language writing. In addition to this, two additional items which were

one's worry about making grammatical mistakes while writing in the second language and one's anxiety about lack of ideas. Also related to the participants' comments, the item "I have no fear of my English writing being evaluated" was divided into two more specific items: "I have no fear of my English being evaluated by the teacher" and "I have no fear of my English writing being evaluated by people other than the teacher".

Later on in 2002, Cheng made a study on the relationships among students' understandings of second language writing anxiety and several learner differences within second language writing anxiety together with other forms of anxiety. To collect data Cheng used four language anxiety scales including Dally & Miller Writing Apprehension Test (SLWAT), Foreign Language Classroom Anxiety Scale (FLCAS), two researcher-designed L1 language anxiety scales: Chinese Speaking Anxiety Scale (CSAS), Chinese Writing Anxiety Scale (CWAS) and a background information questionnaire. The participants were 165 English majors at a university in Taiwan. The results signified that "perceived L2 writing competence predicts L2 writing anxiety better than L2 writing achievement does" (Cheng, 2002, p.647). Cheng, relating to his findings, suggests that language teachers should be aware of the fact that student writers' understanding of ability plays an important role in their experience of writing anxiety in second language. Cheng also adds that;

> If L2 writing is to be a pleasant experience, it seems crucial to establish
>
> a learning environment where students can write in their flawed L2 with-
>
> out embarrassment, where every student writer's contribution is adequately
>
> valued, where activities lead to feelings of achievement, not failure, and
>
> where self-confidence is built-up (Cheng, 2002).

2.2.2.4. Foreign Language Communication Anxiety

Some of the researchers have directed their attention on communication apprehension. Daly, whose intellectual home is the field of communication, offered a brief overview of theory on communication apprehension. Daly defines communication anxiety as "it is the fear or anxiety an individual feels about orally communicating" (Daly, Horwitz & Young, 1991, chapter 1, p. 3). The first explanation is in terms of genetic predisposition, which is that one's genetic legacy can be a considerable contributor in one's worry. The second one is the past experiences of punishments associated with the act of communicating. These two are said to

play a central role in the development of communication apprehension. That is, when individuals see that their attempts to communicate are responded with negative reactions, they prefer to stay quiet. Thirdly, individuals become worried when they are faced with unplanned punishments for engaging in the same verbal activity. The unplanned responses of others' lead an individual to become worried about communicating. Another explanation for the development of communication apprehension focuses on the individuals' communication skills acquisition. It is suggested that individuals who are not supplied with the opportunity to gain good communication skills in their childhood seem to be more worried than those who receive a wealth of experience in communication. The final explanation is that the children who have sufficient communication models are generally less worried.

Horwitz, Horwitz, & Cope (1986) suggested that communication anxiety associated with immature second language communicative abilities:

> Adults typically perceive themselves as reasonably intelligent,
>
> socially-adept individuals, sensitive to different socio-cultural
>
> mores. These assumptions are rarely challenged when communi-
>
> cating in a native language as it is not usually difficult to under-
>
> stand others or to make oneself understood. However, the
>
> situation when learning a foreign language stands in marked
>
> contrast. As an individual s communication attempts will be
>
> evaluated according to uncertain or even unknown linguistic
>
> and socio-cultural standards, second language communication
>
> entails risk-taking and is necessarily problematic. Because comp-
>
> lex and nonspontaneous mental operations are required in order
>
> to communicate at all, any performance in the L2 is likely to
>
> challenge an individual s self-concept as a competent communicator
>
> and lead to reticence, self-consciousness, fear, or even panic (p. 128).

When it comes to the treatment of communication apprehension, two primary strands of research has been focused on. The first one focuses on the skill development. This

approach supposes that the main problem is the individuals' limited knowledge or ability in communication. Thus, a person's worry would be relieved if that person's communicating skill is heightened. The second one focuses on a more clinical orientation. The most common behavioral therapy used is the systematic desensitization which attempts to teach the anxious people to connect relaxation signs with images of communication incidents (Friedrich & Goss, 1984, cited in article by Daly, chapter 1, Horwitz & Young, 1991). This therapy has a past with success at worry. Daly discusses that neither behavioral therapies nor the ones based on skill development are sufficient as each one does half of the job. What is needed to treat communication apprehension is some additional training. The techniques all together have been quite successful in relieving apprehension.

2.2.2.5. Foreign *Language Speaking Anxiety*

In a study on the relationship between personality and anxiety characteristics of Japanese students and their oral performance in English was investigated by Oya, Manalo and Greenwood (2004). 73 native-speakers of Japanese from various language schools in New Zealand were taken as participants. The Maudsley's Personality Inventory, the Spielberger's State Anxiety Inventory, and a story telling task which was assessed considering oral fluency, accuracy, complexity, and global impression were given to the participants. At the end of the study, authors found significant correlations between extraversion and global impression scores, state anxiety and clause accuracy scores. Referring to the findings it was suggested that during their oral performance extraverted participants made better global impressions and the participants who had higher levels of anxiety produced more errors in their spoken usage of clauses (cited in Razmjoo, & Soozandehfar, 2010).

In a different study, Razmjoo and Soozandehfar searched the relationship between anxiety and the speaking performance of Iranian EFL (English as a Foreign Language) learners. The study also examined the effects of gender and anxiety on the students' speaking performance. In order to measure the level of anxiety in students, the authors used the Foreign Language Anxiety Scale. The study indicated that there was a significant negative correlation ($r = -0.54$) between anxiety and speaking. The findings of this study support some other studies (Horwitz, et al., 1986; Steinberg & Horwitz, 1986; MacIntyre & Gardner, 1991;

Mejias, et al., 1991). All of these studies suggest that speaking classroom activities are not only problematic but also anxiety provoking for foreign language learners.

Woodrow (2006) claimed that the anxiety students experienced in communicating in English could be debilitating and it could affect students' achievement of their educational goals. She added that the majority of the research in this area had a focus on classroom based anxiety so she expanded the conceptualization to reflect the potential situations beyond classroom. Supporting this aim she suggested that her research considered second language anxiety as a two dimensional construct which reflects communication both within the classroom and outside the classroom in daily communicative situations.

In order to indicate that anxiety has a debilitating effect on the language learning process, Woodrow made a study on the oral performance of speakers of English as a second language. She claimed that the existing instruments to measure language anxiety was not appropriate since they did not reflect the second language environment of her study, she constructed the Second Language Speaking Anxiety Scale (SLSAS). The participants were in their final month of studying English at university courses in Australia (N=275, 50.5% male, n=139; 49.5% female, n=136). The study included three sources of data; quantitative data from the Second Language Anxiety Speaking Scale, IELTS type oral scoring and qualitative data from the interviews. The Second Language Anxiety Speaking Scale (SLSAS) includes twelve items on a 5 point Likert type scale. The instrument was piloted and improved based on empirical and theoretical justifications (Woodrow, 2003). The items reflected the communicative situations which concerned the in-class/out-of-class distinction, individual variables which referred to the number of speakers, and the nature of communication which reflected responding in oral interaction. The performance variable was measured using IELTS type oral assessment which took nearly ten minutes consisting of three stages: introduction and general interview, individual long turn and two way discussions. Woodrow interviewed with forty-seven participants. They were selected based on class groupings, ethnicity, gender and perception of anxiety. The participants were asked if they experienced second language speaking anxiety, in what kind of situations they felt anxious, and how they felt. The results of the study supported the dual conceptualization of second language anxiety and the scale was found to be reliable and valid.

2.3. The Foreign Language Classroom Anxiety Scale (FLCAS)

Since it first appeared, this instrument has been used in various studies either in its original or adapted form with consistent results. As it has been accepted to be very reliable (Horwitz, 1986; Aida, 1994; Rodriguez & Abreu, 2003), it is essential to focus on this scale.

2.3.1. Background

'How is language anxiety related to and different from other types of anxiety?' This question has been asked by many researchers and they have tried to match language with some anxiety types but Horwitz, Horwitz, and Cope conclude this search with the term 'foreign language anxiety'. They stated that language anxiety differs from other types of anxieties in a way that, it is a type of anxiety unique to second language learning. When anxiety is seen in a limited area such as language learning situation, it is defined in the category of specific anxiety reactions. Specific anxiety reaction is used to differentiate people who are mostly anxious in various situations from those who are anxious only in specific situations in psychology. Horwitz, Horwitz, and Cope presented their Foreign Language Anxiety construct as "responsible for students' negative emotional reactions to language learning" (Horwitz, 2001, p.114). As there was only one instrument to measure anxiety in French classroom by Gardner, Clement, Smythe, and Smythe, Horwitz, Horwitz, and Cope designed an instrument which they named "Foreign Language Classroom Anxiety Scale (FLCAS)". Horwitz et al.'s "Foreign language classroom anxiety" is accepted as a cornerstone in language anxiety research.

2.3.2. Foreign Language Classroom Anxiety Scale as an Instrument

Foreign Language Classroom Anxiety Scale is a 5-point Likert-type scale that ranges from "strongly agree" to "strongly disagree". It also contains 33 items which were based on Horwitz et al.'s experiences with college students. 20 of the items focused on listening to and speaking in a foreign language.

Although most researchers have accepted Horwitz et al.'s (1986) theory, various studies using factor analysis to unearth the subcomponents of foreign language anxiety have

differed from Horwitz et al.'s conceptualization. MacIntyre and Gardner (1989) stated that within Horwitz et al.'s theory of three components test anxiety didn't come forth as an important factor. Aida (1994) found four underlying factors different from Horwitz et al. : 1) Speech Anxiety and Fear of Negative Evaluation, 2) Fear of Failing in Class, 3) Comfortableness in Speaking with Japanese People, 4) Negative Attitudes Toward the Japanese Class. Whereas Wu (1994) underlined three factors: 1) Low Self-esteem, 2) Fear of Communication and Negative Evaluation, and 3) Anxiety about the English Class. Considering the discussions by MacIntyre and Gardner (1989), Aida (1994), and Wu (1994) test anxiety seems to be a general anxiety, not specific to foreign language learning. Speech anxiety and fear of negative evaluation are found out to be the central components of foreign language anxiety.

Horwitz's (1991) definition for the purpose of their designing the Foreign Language Classroom Anxiety Scale is:

> Existing measures of anxiety do not test an individual's
>
> response to the specific stimulus of language learning.
>
> The Foreign Language Classroom Anxiety Scale (FLCAS)
>
> has been developed to provide investigators with a standard
>
> instrument for this purpose (p. 37).

To check the reliability of the FLCAS Cronbach's alpha was used; the reliability of this instrument was .93 and test-retest reliability over eight weeks of r=.83, p=.001 (Horwitz, 1986, p. 129). From the results of their study with 75 Spanish university students, Horwitz claimed that "students with debilitating anxiety in the foreign language classroom setting can be identified and that they share a number of characteristics in common" (p. 129).

2.3.3. After the FLCAS

Since the Foreign Language Classroom Anxiety Scale was created, it has been employed in various studies such as; in the investigation of the *stability of language anxiety* in learners studying two languages at the same time (Rodriguez & Abreu, 2003), and Kim also

used this scale to examine *the stability of foreign language classroom anxiety and motivation across different classroom contexts* (Kim, 2009). In other studies, the relationship between language anxiety and its effect on performance have been explored focusing on language anxiety and its relationships to performance at *different levels of instruction*: beginner, intermediate and advanced (Saito & Samimy, 1996), studying with learners at *different degrees of anxiety: low-, average-, and high-anxious students* (Ganschow, Sparks, Anderson, Javorshy, Skinner, & Patton, 1994). Some researchers have employed this scale in their studies to investigate *cognitive, affective, personality,* and *demographic variables* related to anxiety (Onwuegbuzie, Bailey, Daley, 1999, 2000). Others have investigated anxiety associated with students' *language learning style* (Bailey, Daley, & Onwuegbuzie, 1999), with *learning difficulties* (Chen, Chang, 2004), with *perfectionism* (Gregersen & Horwitz, 2002), and with *distance language learning* (Pichette, 2009), with *intercultural participation* (Coryell, & Clark, 2009). More studies were made on the relation of *language anxiety and academic achievement* (Mahmood, Iqbal, 2010; Horwitz, 2001; Awan, Azher, Anwar, Naz, 2010; Batumlu, 2006). In addition to these studies, much research into anxiety and *four language skills* has used the FLCAS: in *listening* (Kim, 2000, Elkafaifi, 2005), in *reading* in the foreign language (Saito, Horwitz, & Garza, 1999), in *reading in Spanish* (Sellers, 2000), in *speaking test* situations (Philips, 1992), in oral communication (Mejias, Applbaum, Applbaum, Trotter II, 1991), in *writing* (Cheng, 2002), and in distinguishing elements of anxiety in the *speaking* and *writing* skills (Cheng, Horwitz, & Schallert, 1999).

2.3.4. The reliability of the FLCAS

In various studies it has been observed that FLCAS is very reliable (Horwitz, 1986; Aida, 1994; Rodriguez & Abreu, 2003; Cheng, 2002; Cheng et al., 1999). In Horwitz et al.'s (1986) first study, which was the starting point of FLCAS, this scale was shown to have internal reliability, with an alpha coefficient of .93. Test-retest reliability for an eight week period was r=.83, p.001, (p. 129). The 33 items in the FLCAS have important part-whole correlations with the total scale and are also balanced for wording to reduce the effects of negative reply sets.

In the studies' of Aida (1994) and Rodriguez & Abreu (2003) FLCAS was employed and its high reliability was further established. As a Japanese educator Aida, was interested in

searching the role of anxiety in learning Japanese language among college students. Since it requires nearly 1320 hours of instruction in an intensive program to bring students to the level of proficiency, the students' experiences in the language class like Japanese, Arabic, Chinese, or Korean may be different from the experiences of students in languages which are more similar to English. For the study, in the fall 1992, students who were enrolled in Japanese I participated. Ninety-six students completed the questionnaires which were adapted form of FLCAS and a background questionnaire. The aim of this study was to discover if FLCAS' structure showed the three aspects of anxiety which Horwitz et al. suggested. The background questionnaire contained questions on the students' age, sex, ethnicity, academic major and status, native language, reasons for taking a Japanese course, if the student had been to Japan or not, whether he/ she is happy with the final grades, and if anyone in the family speaks Japanese. The investigation evaluated the reliability of the FLCAS, and searched for the links between the levels of anxiety, learner variables, and students' performance in Japanese. On the first day of fall semester, the students completed the adapted form of FLCAS so that the term "foreign language" was given as "Japanese" throughout the scale. The students gave answers about anxiety experienced in Japanese course I. On the first day in spring, students who had passed on to Japanese II were asked to complete the FLCAS again. To detect an "underlying structure of FLCAS's thirty-three items" (p. 159), a factor analysis was carried out. Aida produced four factors. The first one was Speech Anxiety and Fear of Negative Evaluation, which showed students' apprehension in speaking in a Japanese class and fear of making mistakes in front of the others. The second factor was Fear of Falling the Class, which showed the worry of the students' not being able to catch up with the classmates. The third one is Comfortableness in Speaking with Japanese People, and the last factor was Negative Attitudes toward the Japanese Class. The result of the study showed that the internal consistency was .94. In Horwitz's et al. (1991) internal consistency was found to be .93. Aida yielded that according to the results of her study, the adapted Foreign Language Classroom Anxiety Scale was found to be a highly reliable instrument in measuring the anxiety levels of students.

In Rodriguez and Abreu's (2003) study, the stability of general foreign classroom anxiety across English and French was examined. In this study, the authors aimed to find out whether general foreign language anxiety remained the same for two languages which were being studied by the college students.

110 preservice teachers, who were studying French and English as main subjects at two Venezuelan universities, were participants of this study. They completed two Spanish versions of the FLCAS; one for English, and one for French language. Throughout the questionnaires 'foreign language' was changed into 'Frances' and 'Ingles'. Each translated scale's Cronbach's alpha co efficiency is .90 (p.367). Rodriguez and Abreu also used a demographic questionnaire to get data about participants' "gender, age, language level, and college affiliation" (p. 366). Students completed the FLCAS versions for the two languages and the background questionnaire within the class time. In all participants across French and English, comparisons were made using separate paired sample t-test (p.367) for general foreign language anxiety. Results of the study showed that there were no statistically meaningful differences between levels of anxiety in two languages at two universities.

Students were at different levels in the two languages. In order to examine the stability of language anxiety, 76 of the 110 participants were at the same proficiency level in French and English, were analyzed as a "restricted data set" (p.367). The authors assumed that "if the results of both the full and restricted sample analyses were similar, confidence could be taken in the findings" (p.367).

Considering the two universities either together or on their own, the authors didn't face any statistically meaningful differences in general French and English anxiety among the participants. For the 76 participants, there again no difference was found either when both of the universities were considered together or separately.

To explore the construct validity of the FLCAS, Rodriguez and Abreu assessed the links between the anxiety scores for French and English matching the full data and the restricted data by calculating Pearson product moment correlation coefficients. For the full data the overall correlation was r=.400, p=.001, and for the restricted data the overall correlation was r=.450, p=.001 (p.371) which means "all correlation coefficients were positive and significant, but moderate in magnitude" (p.368).

Rodriguez and Abreu stated that the differences of the levels of French anxiety and English anxiety of the participants "overall, within-institution and within levels" (p.369) were not statistically significant. They also compared these results with the study of Saito et al. (1999), who examined three different groups studying different languages. Saito et al. also found no significant difference in the levels of anxiety among the participants.

Although there were no significant differences between levels of anxiety in French and English, a slightly higher level of anxiety was seen. The authors claimed that this would be due to the fact that the participants had studied French for fewer years which caused them to be less competent in that language.

Rodriguez and Abreu's study was a very important contribution to the language anxiety field as they stated: "the results of the present study provide a significant contribution to the field by extending the reliability and validity aspects of the Foreign Language Classroom Anxiety Scale to new populations, native Spanish-speaking students simultaneously learning two FLs, English and French" (p.372, 373).

CHAPTER III

METHODS AND PROCEDURE

3.0 Presentation

In this chapter, first the design of the study is explained. Then, the participants of the study; students are presented. After that, data collection instrument and data collection procedures are explained. Finally, statistical analyses are presented.

3.1 Design of the study

This study was designed to examine the Turkish equivalence, validity and reliability of the Foreign Language Classroom Anxiety Scale. In order to investigate the validity and reliability, 353 students from Yıldız Technical University, Basic English department and 31 students from Faculty of Education, English Language Teaching department were administered.

3.2 Participants

Participants were students from Yıldız Technical University, School of Foreign Languages, Basic English department and Faculty of Education, English Language Teaching department. The participants were chosen randomly; 353 participants were chosen from Basic English department. The students were from three different levels; 50 students were from A level which is intermediate, 101 students were from B level which is pre-intermediate, and 151 students from C level which is elementary. In addition to this group 51 students from C level were administered. Finally, 31 students, who were in upper-intermediate level, were chosen from English Language Teaching department.

3.3 Data Collection Instrument

Foreign Language Classroom Anxiety Scale is composed of two parts.

The first part includes demographics but there are differences in the demographic questions that is; for the students in preparatory class from Basic English department demographic questions include age, gender and if they were a preparatory class student before or not, and for the students at English Language Teaching department demographic questions include nick name, age and gender.

Second part is the Foreign Language Classroom Anxiety Scale which is developed by Horwitz et al. (1986). It consists of 33 items aiming to measure the foreign / second language anxiety level of the students or the learners.

3.3.1 Foreign Language Classroom Anxiety Scale (FLCAS)

The Foreign Language Classroom Anxiety Scale which is developed by Horwitz et al. was translated into Turkish by nine instructors from Yıldız Technical University, School of Foreign Languages, Basic English department. By examining the instructors' translation, the Turkish version of the scale is developed. Later on to determine if any differences existed between the original and the translated version, an instructor from Yıldız Technical University Modern Languages department translated the Turkish version back into English. Comparing the two translations both from English to Turkish and from Turkish to English, some necessary corrections were made.

The scale is a 5-point Likert type scale which ranges from strongly agree to strongly disagree.

3.4 Data Collection Procedure

Firstly, the Turkish version of the scale was administered to 50 students from A level, 101 students from B level, and 151 students from C level at preparatory class. Later on, to see

the correlation between language and general anxiety, 51 students from C level were administered the Turkish version of the Foreign Language Classroom Anxiety Scale and the General Anxiety Scale. In addition to these groups, 31 students from Faculty of Education, English Language Teaching department were administered to test the consistency between the answers of English and Turkish items after one week interval.

3.5 Data Analysis

3.5.1 Language equivalence study

The common point in improving scales is that; first of all, the scale is translated from the original language into the language which will be used. Then, for the translated version a backup translation is done to verify the translation. Finally, the translated version is used for the participants included in the study.

Language equivalence study is done to examine if there is a mistake both in translating into Turkish and to evaluate how much the items reflects the original meaning. Language equivalence was done using the following steps:

Translation period: First of all, the original version of the Foreign Language Classroom Anxiety Scale, which is English, was translated into Turkish by eight instructors at Yıldız Technical University, School of Foreign Languages, Basic English Department. Examining the translations, the Turkish version was formed. Later on, a backup translation was done for the Turkish version by an instructor at Yıldız Technical University, Modern Languages Department to verify the translation.

Evaluation of the translation: After the backup translation the corrections were made and the final form of the Turkish version of the scale was determined.

Equivalence study: To test the consistency between answers of both the Turkish and the original version of the Foreign Language Classroom Anxiety Scale, 31 students from English Language Teaching department, who were in upper-intermediate level, were administered after one week interval.

3.5.2 Reliability and Validity study

1. Paired sample t-test was used to test consistency between answers of English and Turkish items after one week interval.

2. Exploratory factor analysis was done to examine the factor structure of the Foreign Language Classroom Anxiety Scale.

3. Confirmatory factor analysis was performed to test the three factor structure of the Foreign Language Classroom Anxiety Scale.

4. Cronbach alpha (reliability test) was conducted to find internal consistency among the items.

5. Correlational analysis was performed to investigate the correlation between language anxiety and general anxiety.

CHAPTER IV

RESULTS

4.0 Presentation

This chapter contains six sections. The first is the initial analyses of the study. The second is the exploratory factor analysis to examine the factor structure of the scale. The third is the confirmatory factor analysis of the determined three factor structure of the scale. The fourth is the reliability analyses of the scale. And then correlation findings were analyzed. Finally, gender differences were highlightened.

4.1 Initial Analyses

As the purpose of this study was to explore some of the initial psychometric qualities of Foreign Language Classroom Anxiety Scale (FLCAS), paired sample t-test was calculated to test consistency between answers of English and Turkish Items after one week interval. As seen in Table 1, data (n=31) revealed that there were no significant differences between responses of English and Turkish Items except Items five [$t_{(29)}$=-2.89, p=.007], twelve [$t_{(30)}$=-4.23, p=.000], thirteen [$t_{(30)}$=-2.53, p=.017], twenty [$t_{(30)}$=-2.53, p=.017], twenty-five [$t_{(30)}$=-2.71, p=.011], and thirty [$t_{(30)}$=-2.28, p=.030]. It was interpreted that there were no consistency between Turkish and English responses of these items (5, 12, 13, 20, 25 and 30). This finding was considered as validity problem, and these six items were excluded from the scale.

Outliers, which breaks the normality of distribution, were also determined. Twenty lowest and highest cases were excluded from the data set. Hence, 282 students remained in data set. Skewness (-.04) and kurtosis (-.25) values were acceptable for normality.

4.2 Exploratory Factor Analysis

Exploratory Factor Analysis (EFA) was performed to examine the factor structure of FLCAS. Kaiser-Meyer-Olkin Measure of Sampling Adequacy value was found as .812, and Bartlett's Test of Sphericity Chi-Square value was found as 1416.87 (p<.001). This result showed that the sample was adequate for factor analysis. Eight factors were extracted using Principal Component Analysis (PCA). However, items loaded meaningfully on the three factors. While investigating the breaking point on scree plot of 27 items, three factors seemed reasonable for the scale. Then PCA was repeated forcing three factors. Three factors

explaining 35.98% of total variance were extracted. All items loaded significantly on the three factors except items 10 and 21 because their factor loading were .26 (<.30). Thus, 25 items remained in the scale. According to Büyüköztürk (2002, p.118), minimum factor loading should be .30 or higher. As seen in Table 2, nineteen items loaded on the Factor 1, three items loaded on the Factor 2, and three items loaded on the Factor 3.

The three factors defined as follows:

Factor 1: Speaking Anxiety In Language Class

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

Item 2: I don't worry about making mistakes.

Item 3: I tremble when I know that I am going to be called on in language class.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Factor 2: Interest towards language class

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

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

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

Factor 3: Anxiety of Talking with Native Speaker

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

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

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

Table 1.

Paired Sample t-Test for Turkish
and English Items of FLCAS

		t	df	p
Pair 1	T1 - I1	,796	29	,433
Pair 2	T2 - I2	1,748	30	,091
Pair 3	T3 - I3	,338	30	,738
Pair 4	T4 - I4	-1,544	30	,133
Pair 5	T5 - I5	-2,887	29	,007
Pair 6	T6 - I6	-1,229	29	,229
Pair 7	T7 - I7	,845	30	,405
Pair 8	T8 - I8	,740	30	,465
Pair 9	T9 - I9	-,268	30	,790
Pair 10	T10 - I10	1,648	30	,110
Pair 11	T11 - I11	1,161	30	,255
Pair 12	T12 - I12	-4,229	30	,000
Pair 13	T13 - I13	-2,530	30	,017
Pair 14	T14 - I14	-,926	30	,362
Pair 15	T15 - I15	-1,916	30	,065
Pair 16	T16 - I16	-1,954	30	,060
Pair 17	T17 - I17	-,126	30	,901
Pair 18	T18 - I18	,197	30	,845
Pair 19	T19 - I19	,108	30	,915
Pair 20	T20 - I20	-2,528	30	,017
Pair 21	T21 - I21	-,722	30	,476
Pair 22	T22 - I22	-,263	30	,794
Pair 23	T23 - I23	-,441	30	,662
Pair 24	T24 - I24	,524	30	,604
Pair 25	T25 - I25	-2,706	30	,011
Pair 26	T26 - I26	-1,938	30	,062
Pair 27	T27 - I27	,841	28	,408
Pair 28	T28 - I28	1,137	30	,265
Pair 29	T29 - I29	-1,215	30	,234
Pair 30	T30 - I30	-2,278	30	,030
Pair 31	T31 - I31	-,804	30	,428
Pair 32	T32 - I32	-,133	30	,895
Pair 33	T33 - I33	-1,393	30	,174

Table 2

Exploratory Factor Analysis for FLCAS

	Component		
	1	2	3
i1	,468		
i2	,601		
i3	,610		
i4	,489		
i6		**,669**	
i7	,418		
i8	,507		
i9	,547		
i11		**,505**	
i14			,499
i15	,431		
i16	,585		
i17		**,680**	
i18	,587		
i19			-,468
i22	,389		
i23	,452		
i24	,444		
i26	,632		
i27	,554		
i28	,557		
i29	,460		
i31	,511		
i32			,647
i33	,563		

Extraction Method: Principal Component Analysis.

4.3 Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA) was performed to test the three factor structure of the FLCAS in AMOS 16 (Arbuckle, 2007). In the first model, the same items under the three factors were tested. However, item 19 under the Factor 3 were not loaded significantly. Its factor load was almost zero. Hence, CFA was repeated without item 19. The goodness of

fit level of this second model was found as acceptable (χ^2/df=2.06, RMSEA=.06). According to Hu and Bentler (1999), RMSEA (Root Mean Square Error of Approximation) should be less than .08 for accepting a model. Sun (2005) proposed that a χ^2/df ratio less than 2 or 3 probably indicates an acceptable model.
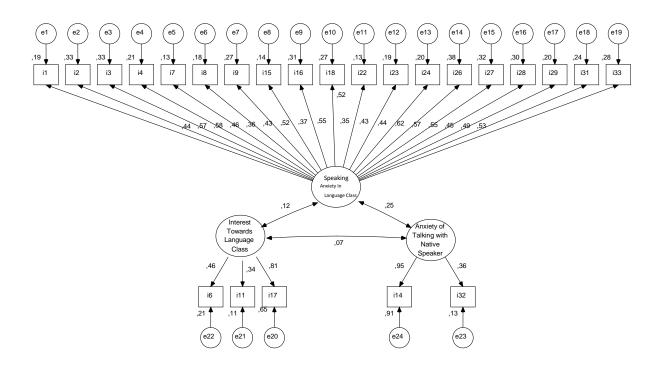

Figure 1. Confirmatory Factor Analysis and Three Factor Model of FLCAS.

As seen in Figure 1, Factor 1 (Speaking Anxiety In Language Class) has 19 items, Factor 2 (Interest towards Language Class) has 3 items, and Factor 3 (Anxiety of Talking with Native Speaker) has 2 items. Factor loadings on all factors range between .34 and .95 which are acceptable. Factors were named according to common expressions and idea of the items. In the literature (see Aida, 1994; Cheng, 1998; Cheng et al., 1999 & Wu, 1994 cited in Chiang, 2006), different researchers investigated the factor structure of FLCAS for different languages such as Japanese, Spanish, and French. Each has found the different factor structures for FLCAS. Similarly to EFA of the current study, Aida (1994) performed Principal Component Analysis with varimax rotation on 33 items. The initial run produced seven factors. In a rotated matrix, there were only four factors. However, six items did not load on any factor. Therefore, four factors with 27 items were accepted as the factor structure of FLCAS. The current research is the first study investigating the factor structure of FLCAS in Turkish. This research is also the first study using confirmatory factor analysis. All other

studies used exploratory factor analysis for investigating the construct validity of the FLCAS. As known, confirmatory factor analysis is based on structural equation modeling, and it is more sophisticated method to test the construct validity of scales. This application makes this study unique among the other similar studies.

4.4 Reliability Analyses

Cronbach alpha was calculated for 25 items, and internal consistency reliability coefficient was found as .82 which was high (n=282). The FLCAS was administered for two times (one week interval), and test-retest correlation coefficient was found as .85 which was also high (n=31). All corrected item-total correlations are given in Table 3.

Table 3.

Item-Total Correlations of FLCAS

	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
i1	,375	,275	,814
i2	,496	,311	,809
i3	,499	,370	,809
i4	,406	,315	,813
i6	,111	,290	,825
i7	,339	,374	,816
i8	,407	,299	,813
i9	,456	,329	,811
i11	,183	,257	,822
i14	,249	,279	,819
i15	,335	,290	,816
i16	,480	,361	,809
i17	,133	,291	,825
i18	,503	,353	,810
i19	,166	,183	,823
i22	,304	,252	,817
i23	,391	,352	,813
i24	,346	,290	,815
i26	,552	,413	,806
i27	,479	,341	,810
i28	,495	,383	,809
i29	,371	,310	,814
i31	,414	,377	,812
i32	,015	,275	,829
i33	,473	,301	,810

4.5 Correlational Findings

To investigate the correlation between language anxiety and general anxiety, FLCAS and State Anxiety Scale were administered to 51 students. As seen in Table 4, significant correlations were found between FLCAS Total and general anxiety (r=.35, p=.011), and also between Speaking Anxiety In Language Class and general anxiety (r=.38, p=.006). This finding is consistent with the finding of Horwitz (1986). In her study, she found a significant correlation between Foreign Language Classroom Anxiety and general anxiety (r=.53, p<.01).

Table 4.

Pearson Correlations between General Anxiety and Subscales of FLCAS

		FLCAS Total	Speaking Anxiety In Language Class	Interest towards Language Class	Anxiety of Talking with Native Speaker
General Anxiety	Pearson Correlation	**,354**[*]	**,377**[**]	-,112	,031
	Sig. (2-tailed)	,011	,006	,432	,830
	N	51	51	51	51

*p<.05; **p<.01

4.6 Gender Differences

As seen in Table 5, data revealed that there was a significant difference between Speaking Anxiety In Language Class scores of males and females [$t_{(49)}$=2.53, p=.015]. Female students (*M*=63.83, SD=7.82) had significantly higher levels of Speaking Anxiety In Language Class than males had (*M*=56.88, SD=11.51). There were no significant differences between other subscales' scores of males and females.

Table 5.

Independent Samples t-Test for Gender

	t-test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Difference	S.E.Difference
FLCAS Total	1,844	49	,071	7,03964	3,81687
Speaking Anxiety In Language Class	2,533	49	,015	6,95470	2,74539
Interest towards Language Class	,274	49	,785	,17981	,65692
Anxiety of Talking with Native Speaker	-,094	49	,926	-,05231	,55922

Finally, findings indicated that the Foreign Language Classroom Anxiety Scale (FLCAS) was a valid and reliable tool to measure Turkish students' anxiety and interest towards English as a foreign language.

CHAPTER V

DISCUSSIONS

This current study was designed to investigate the Turkish equivalence, validity, and reliability of the Foreign Language Classroom Anxiety Scale.

The aim of this study is to make a contribution into foreign language education field in Turkey because during the research one can easily experience the difficulties of the participants' not being able to understand what the items in the scale means as it requires good knowledge of English. Therefore, the importance of this current study becomes significant.

Foreign Language Classroom Anxiety Scale can be used as a basic tool to understand the anxiety levels of the students. With the help of this scale, it becomes easier to find meaningful solutions for the anxious learners because the items in the scale directly focus on the specific problems students or the learners come across.

When the participants' answers were analyzed, they were examined in terms of language equivalence, validity, and reliability. As the original form of the scale doesn't have a factor structure, in addition to the terms mentioned above forming a factor structure was another aim of this study to analyze it in the most appropiate way.

Since the results indicated that the sample was adequate, Principal Component Analysis (PCA) was used to find out the factor structure of the data. Using the Principal Component Analysis (PCA), firstly eight factors were extracted. It was determined that items loaded meaningfully on three factors so, as a second step, PCA was repeated forcing three factors. Extracting the items which didn't load significantly on the three factors, 25 items remained in the scale.

These analyses yielded a factor structure for use in future research and practice in second language education area. The factor structure that emerged has three factors which were labeled as follows: factor 1; speaking anxiety in language class, factor 2; interest towards language class, factor 3; anxiety of talking with native speaker.

Different from the other studies related to this scale, this research is the first study using confirmatory factor analysis. Factors were named according to common expressions

and idea items. Correlational findings were also similar with the original finding of Horwitz (1986).

In conclusion, the results of the study indicated that Foreign Language Classroom Anxiety Scale is a valid and reliable tool to measure Turkish students' anxiety towards English as a foreign language.

Suggestions for the researchers

It can be clearly seen that foreign / second language learning process is an anxiety provoking process for many learners and this anxiety causes the learners to be unsuccessful. Since this is the case, further research can be done on the reasons of second / foreign language anxiety. In addition, researchers should also search for the ways to overcome or reduce the anxiety level which will be an important step for the foreign language teaching area.

Suggestions for the professionals

It would be better to measure the students' anxiety levels at the beginning of the term. When the anxious students are defined, they can be educated on how to overcome their anxiety levels.

When the professionals are using this scale, they should be careful with the participants answers. That is; there shouldn't be any unanswered item, as the in the data analysis process those ones will be excluded, which will probably cause the number of the participants be decreased.

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	KESİNLİKLE KATILIYORUM	KATILIYORUM	KARARSIZIM	KATILMIYORUM	KESİNLİKLE KATILMIYORUM
YAŞ :					
CİNSİYET :					
DAHA ÖNCE HAZIRLIK OKUDUNUZMU? : EVET ▭ HAYIR ▭					
Aşağıda yabancı dil öğreniminde sınıf içi kaygı ile ilgili ifadeler yer almaktadır. Lütfen her bir ifadeyi dikkatlice okuyarak, her bir ifadeye ne derecede katıldığınızı "Kesinlikle katılıyorum"dan, "Kesinlikle katılmıyorum" a uzanan ölçek üzerinde belirtiniz					
1. Yabancı dil dersinde konuşurken hiçbir zaman kendimden çok emin olamam.					
2. Yabancı dil dersinde hata yapmaktan endişe etmem.					
3. Yabancı dil dersinde bana söz verileceği zaman heyecandan titrerim.					
4. Öğretmenin yabancı dilde söylediklerini anlayamamak beni korkutur.					
5. Daha fazla yabancı dil dersi almak beni rahatsız etmez.					
6. Yabancı dil dersinde kendimi dersle ilgisi olmayan konuları düşünürken bulurum.					
7. Diğer öğrencilerin dil konusunda benden daha iyi olduklarını düşünürüm.					
8. Dil dersi sınavlarında genellikle rahatımdır.					
9. Dil dersinde hazırlıksız konuşmam gerektiğinde panik olurum.					
10. Yabancı dil derslerinden kaldığım taktirde oluşacak sonuçlar yüzünden endişelenirim.					
11. Yabancı dil derslerinin neden bazı insanların keyfini kaçırdığını anlamıyorum.					
12. Yabancı dil derslerinde o kadar tedirgin olurum ki bildiklerimi de unuturum.					
13. Yabancı dil dersinde sorulara gönüllü olmak beni utandırır.					
14. Ana dili yanacı olanlarla konuşurken tedirgin olmam.					
15. Öğretmenin hangi yanlışı düzelttiğini anlamadığım zaman üzülürüm.					
16. Dil dersine çok iyi hazırlansam bile derste endişelenirim.					
17. Çoğu zaman içimden dil dersine girmek gelmez.					
18. Yabancı dil dersinde konuşurken kendime güvenirim.					
19. Yabancı dil öğretmenimin yaptığım her hatayı düzeltmeye hazır olması beni korkutur.					
20. Dil dersinde bana bir şey sorulacak diye yüreğim ağzıma gelir.					
21. Dil sınavında ne kadar çok çalışırsam o kadar çok kafam karışır.					
22. Dil dersine çok iyi hazırlanmak için üzerimde baskı hissetmem.					
23. Her zaman diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını hissederim.					
24. Diğer öğrencilerin önünde yabancı dille konuşrken utanırım.					
25. Dil dersi öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.					
26. Dil dersinde diğer derslere oranla daha gergin ve tedirgin olurum.					
27. Dil dersinde konuşurken tedirgin olurum ve kafam karışır.					
28. Dil dersime girerken, kendimden gayet emin olurum ve rahat hissederim.					
29. Dil öğretmeninin söylediği her sözü anlamadığımda tedirgin olurum.					
30. Yabancı bir dili konuşmak için öğrenilmesi gereken kuralların sayısı beni bunaltır.					
31. Yabancı dilde konuştuğtumda diğer öğrencilerin bana gülmesinden korkarım.					
32. Büyük ihtimalle kendimi, yabancı dili ana dil olarak konuşan insanların yanında daha rahat hissederim.					
33. Dil öğretmeni daha önceden hazırlanmadığım sorular sorduğunda tedirgin olurum.					

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
NICK NAME :					
AGE :					
GENDER : F ☐ M ☐					
Right below, you see some statements related to the foreign language classroom anxiety scale. Plase, read each statement very cafefully and state how much you agree with the statements that ranges from " I strongly agree" to "I strongly disagree".					
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes.					
3. I tremble when I know that I'mgoing to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language class.					
5. It wouldn't bother me at all to take more foreign language class.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that other students are better at languages than I am.					
8. I am usually at ease during tests in my language class.					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class.					
11. I don't understand why some people get so upset over foreign language class.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I do not understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class.					
19. I am afraid that my language teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I am going to be called on in language class.					
21. The more I study for a language test, the more confused I get.					
22. I do not feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better that I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak the foreign language.					
31. I am afraid that other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

GENERAL ANXIETY SCALE

YÖNERGE: Aşağıdaki kişilerin kendilerine ait duygularını anlatmada kullandıkları bir takım ifadeler verilmiştir. _**Her ifadeyi okuyun, sonra da genel olarak nasıl hissettiğinizi, ifadelerin sağ tarafındaki parantezlerden uygun olanını karalamak suretiyle belirtin. Doğru ya da yanlış cevap yoktur.**_ Herhangi bir ifadenin üzerinde fazla zaman sarf etmeksizin genel olarak nasıl hissettiğinizi gösteren cevabı işaretleyin.

	Hemen hiç		**Çok**	**Hemen**
	Bir zaman	**Bazen**	**zaman**	**her zaman**
1. Genellikle keyfim yerindedir.	( )	( )	( )	( )
2. Genellikle çabuk yorulurum.	( )	( )	( )	( )
3. Genellikle kolay ağlarım.	( )	( )	( )	( )
4. Başkaları kadar mutlu olmak isterim.	( )	( )	( )	( )
5. Çabuk karar veremediğim için fırsatları kaçırırım.	( )	( )	( )	( )
6. Kendimi dinlenmiş hissederim.	( )	( )	( )	( )
7. Genellikle sakin, kendime hakim ve soğukkanlıyım.	( )	( )	( )	( )
8. Güçlükleri yenemeyeceğim kadar biriktiğini hissederim	( )	( )	( )	( )
9. Önemsiz şeyler hakkında endişelenirim.	( )	( )	( )	( )
10. Genellikle mutluyum.	( )	( )	( )	( )
11. Her şeyi ciddiye alır ve etkilenirim.	( )	( )	( )	( )
12. Genellikle kendime güvenim yok.	( )	( )	( )	( )
13. Genellikle kendimi emniyette hissederim.	( )	( )	( )	( )
14. Sıkıntılı ve güç durumlarla karşılaşmaktan kaçınırım.	( )	( )	( )	( )
15. Genellikle kendimi huzurlu hissederim.	( )	( )	( )	( )
16. Genellikle hayatımdan memnunum.	( )	( )	( )	( )
17. Olur olmaz düşünceler beni rahatsız eder.	( )	( )	( )	( )
18. Hayal kırıklıklarını öylesine ciddiye alırım ki hiç unutamam	( )	( )	( )	( )
19. Aklı başında ve kararlı bir insanım.	( )	( )	( )	( )
20. Son zamanlarda kafama takılan konular beni tedirgin eder.	( )	( )	( )	( )